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Summary of main outcomes of reviews

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Units covered in the 4 webinars will be

The Challenges of an Older Workforce

To include

- labour market trends vs demographic trends
- barriers and stereotypes facing an older worker
- health and access issues
- combatting a loss of motivation to work
- advisors' knowledge gaps and how guidance changes when dealing with an older client (defined as 50+ years old)

Retraining in Later Life

To include

- challenges arising from skills mismatches and a reluctance to retrain
- how to make training attractive for older people
- work-based learning for the older generation
- mentor training
- the digital divide

Realigning the Expectations of the Labour Market

To include

- Challenges for businesses in employing older people – stereotypes and misconceptions



- how to adapt recruitment and facilities to an older workforce / how to be inclusive to all regardless of age or responsibilities (policies around flexible working, caring responsibilities, health etc.)
- Jobs and skills gaps where older people can add value

Multigenerational Collaboration

To include

- the value of life experience and knowledge of older people in training provided to young people
- developing multigenerational learning and work spaces
- the role of mentors
- The advantages of having a multigenerational workforce (to the business as a whole)



Review process (planned as online training): Summary of main outcomes

This shift from face-to-face to online implies the following major changes:

- Instead of 4 separate national C-STEPS for up to 40 participants in each country, one transnational C-STEP will be held that targets a wider number of participants
- Due to the fact that it is challenging to work in an online environment full-time for 4 consecutive days, the course will be split up to two weeks, with two days per week.
- In case participants cannot participate for the full 4 days of the course, they can also participate at single days.
- The courses will include a mix of different didactical settings and methods. They will start with an hour of lecture including questions from the participants, the division of participants into smaller groups (moderated by the different national partners), letting participants discuss certain aspects and prepare something for the bigger group, which will meet afterwards again etc

Unit 1 The Challenges of an Older Workforce:

Overall opinion:

The structure of the unit overall is good, logical and understandable, however it could be presented more conceptually. More time should be allowed for career guidance approaches rather than more time on the bigger picture of the labour market. A mindful approach is needed when discussing an older person's wellbeing as this can become repetitive. Generic statements at times, but the speaker may have already specified how older persons will be referred to. It would be beneficial to have more examples of ageing workforce initiatives from Europe and further afield for future career guidance professionals.



Coverage of necessary topics and contents:

There is not enough time spent on the reasons why people change jobs and discussing what understanding of retirement is for people, eg the financial and legal constraints. Perhaps more practical information is needed on working with this group. The programme is ambitious, may be better to cover less but with more detail. Possibly cover the use of gamification and the older workforce. There is some current research whether using games increases the mental performance of the older employee after 6 months of use. Possibly discuss the topic of self employment for the over 50's which is becoming increasingly popular. Consider using more experienced older employees through a peer mentoring scheme.

Context between learning goals/outcomes and planned methods:

There is a need for less presentations and more discussion. Learning goals have not been specified within the morning introduction, however it is clear that there is direct relation to the challenges of an older workforce in each individual session. There could also be reference to main decision makers and strategy contributors in businesses.

Evaluation of timetable:

The timetable is clear, however there is doubt that everything could be covered in the timeframe. The overall structure follows an order and topics are closed with a networking session. It may be beneficial for participants to know the specific purposes of the networking session. If time is a factor, maybe the speaker could ask the participants to leave their questions in the main chat whilst they are networking.

Is the plan realistic as an online training:



The plan is realistic however it depends on the amount of depth and content being covered in each session. Mindfulness regarding theories can become a large topic depending on the speaker's intentions. Feedback sessions may need specific time allocated so they do not run over time.

Unit2: Retraining in Later Life

Overall opinion:

The unit makes sense, beginning with analysing skills and current LMI related to older individuals and employees. It explores relevant training and strategies. Then work based learning and mentoring are covered which are relevant to retraining in later life. Sessions need to avoid repetition around the topic of using mentoring as a guidance technique. Also, maybe better if the balance was shifted towards practical approaches for working with older people.

Coverage of necessary topics and contents:

Speakers intend to cover the content in detail. Perhaps future coverage could include psychometric assessments and supporting older people with gaining commercial awareness. Also the emotional intelligence which they need to succeed in group based activities used in recruitment. Work collaboratively with other experts who support older individuals. Support older workers to become familiar with recruitment and commercial language so that they are not put off by job descriptions which refer to specific energy or a fresh approach. Support the retrained individuals to become diversity champions or ambassadors. Refer to the beneficial approach to mentoring which builds on existing credentials and which may help older people to reach their goals quicker. Explore the concept of skills assessments and diagnostic tools –



not all are suitable for older individuals – signpost them to other suitable services. It would be good to see more on the relative responsibilities of individuals, employers and the government. The purpose of this training should not be to place all responsibility on to individuals. People should think about their rights and how they could self advocate. It is also important to cover the experiences of working with adults who have been made unemployed.

Context between learning goals/outcomes and planned methods:

In general this is good but there is room to move it to a more discussion based direction. The content is varied and the specific sessions put forward current up to date LMI which is beneficial for the participants. The afternoon session seems to adopt a strong perspective from a welfare and wellbeing point of view, which is an ideal session for the end of a day. Question and answer sessions are very engaging, the only concern being that each task may require a similar response in terms of energy and engagement. This is not always feasible and speakers may wish to focus on keeping the transition smooth and natural.

Evaluation of timetable:

There is no indication of planned time in any of the individual sessions therefore it is difficult to respond to this question. Each session seems to go into detail on their chosen topic and encourage the participants to engage with case studies or other perspectives

Is the plan realistic as an online training:

Example – 4 techniques being used in a one hour session – each type of technique may benefit from an allocated timescale. It is ideal that the discussion is at the end of the session.



One of the sessions has group work activity in regards to policy and legislation, then related discussion in groups and presentations by the groups. This group activity may benefit from allocated times as covering the presentations is important and the speaker may be negatively impacted if they have to quicken their pace. Is it optimum to deliver a whole day's training online – maybe 2 half day sessions or 3 or 4 shorter sessions over a number of days or weeks might be better.

Unit3: Realiging the Expectations of the Labour Market

Overall opinion:

The structure makes sense. The first half focuses on the challenges of employing older people and stereotypes associated with this group, their situation and the encouragement of inclusive working through examples and policies. The second part focuses on labour market and skills development. The workshop may wish to consider exploring the roles of government funded employability services and how they support older employees. The workshop could also consider referring to some of the movements in optimising employability for the older individual which are not necessarily in the traditional forms of career guidance such as online portals.

Coverage of necessary topics and contents:

Perhaps what is missing is the idea of building a multigenerational workforce and putting in place initiatives to support intergenerational solidarity and knowledge transfer. The other issue of concern is the implicit assumption that it is about recruiting older people and it does not address the issue of developing existing employees as they get older. Possible topics for future discussion would include problem based learning and the mindset of older people in



the workforce. Also the concept of changes in the slow growth in the EU of older women in employment compared to UK case studies around older women.

Context between learning goals/outcomes and planned methods:

The schedule is diverse with different methods which will keep the audience engaged. The timetable works, although it may be a little too packed.

Evaluation of timetable:

The morning session does not allocate a time for the groups presenting their findings. However the speaker said a subtopic will be covered in not a large amount of time within this session and 20 minutes is allocated to the actual task. Maybe the remaining time should be allocated to the findings. It is beneficial for speakers to indicate how long is allocated.

Is the plan realistic as an online training:

Most sessions seem to have sufficient content for the time allocated. Suggestion – break the training up over 2 or more days

Unit4: Multigenerational Collaboration, Focus on Different Target Groups and Generations

Overall opinion:

This makes sense despite the variety of topics and particular focuses. Collaboration works best when conventional and easy methods are used for different people. Workshops may wish to refer to a workforce being able to regularly communicate through different platforms. It is an important consideration for employers who may benefit from offering



their employees platforms which further connect employees in a professional yet friendly manner.. Workshops may wish to refer to the concept of well being and worklife balance and awareness in the current day amongst recent generations compared to previous generations. Not sure if women returners section fits in with multigenerational collaboration, the same could be said for the social justice and mental health sessions. The module needs a stronger conceptual organisation.

Coverage of necessary topics and contents:

All topics are very relevant and diverse making the workshop engaging. Maybe refer to company goals and strategies and how they can encourage a multigenerational workforce. Also refer to specific campaigns for example the NHS ThinkFuture campaign. Also explore disability and multigenerational collaboration.

Context between learning goals/outcomes and planned methods:

Workshop uses different methods, a really effective session plan is demonstrated through the afternoon session, which is most likely a topic which many career counsellors will have limited knowledge of. If this is the final module, time needs to be allocated to reflect on the whole course.

Evaluation of timetable:

The first two sessions are quite short, therefore one or two methods are best used in this session to engage and empower the participants without overrunning or being unable to cover the topic in detail. The women returning session is broad and includes the impact of the pandemic and flexible working policies. The social justice session is a suitable duration, this topic has been growing in focus and is also fundamental to the ethical practice of registered

Careers Practitioners. The mental health session also makes work meaningful for Careers Practitioners. In short, each topic basically works on its own, however some are ambitious within the time available.

Is the plan realistic as an online training:

Deliver a little less and break training up over 2 or more days. Good that breaks are offered during the day. Allow enough time for Q and A sessions as if not, could run over into the following speaker's time.

Conclusions:

On the basis of these reviews the structure plans will be more detailed and specific, the time allocated for discussion and communication among the participants will be made clear.. All this will be shown in the detailed unit descriptions. More time will be planned for some sections. If group work is planned more than one person will be in charge to moderate the group work and group results. Speakers and participants will get technical support by a second person (to keep the speaker free from having to deal with technical problems and help them focus on content and presentations).