IO3 C-STEP 3 'Demographic change'
Fact sheet for lecturers: Unit 2 "Retraining in later life"

Objectives and learning contents

The content for this C-STEP deals with the challenge of demographic change on the labour market; in particular the impact of an ageing population and how the labour market will need to adapt to better incorporate these workers as people live longer, retire later and the number of older workers increases. Currently employment amongst older workers is quite low, and there are large differences in their employment rate across the European countries. As a result there is a lot of work to do across Europe to increase the employment rate of older workers and change attitudes held amongst the general population in relation to older workers. Careers guidance professionals are integral to this process as they can help older workers realise and receive training, as well as market the value of older employees. This course unit will focus on retraining, in particular the benefits of retraining in later life, both for individuals as well as companies, and how to promote and find retraining options suitable for each client.

Overview of the learning contents in Unit 2:

1. challenges arising from skills mismatches and a reluctance to retrain

2. how to make training attractive for older people

3. work-based learning for the older generation

4. mentor training

5. digital training (the digital divide)

By focusing on the above mentioned contents Unit 2 aims to meet the following **learning outcomes:**
- learn about employability as a challenge in times of demographic change
- learn about participation rates in training for older adults – age as risk for exclusion from training and employment?
- share and discuss examples for current policies – national and European perspectives
- present strategies to support employability
- discuss how older employees can be supported near the workplace and identify challenges and chances
- awareness about the challenge of activating older employees
- describe factors for "successful qualification" of older employees and counselling and mentoring as an instrument for good qualification
- discuss and compare needed knowledge and competence, counsellors and mentors should have
- summarise implications for practice and policy
- debunk myths about "Old Dogs Don't Learn New Tricks?"
- learn about advantageous learning conditions and design – with particular attention to workplace learning
- draw a checklist for use by counsellors to support the choice of learning opportunities in age- and experience adequate
- conclude consequences for counselling practice: finding adequate learning solutions respecting and utilising individual biographies and trajectories in the realm of the possible.
- learn about reorientation and retraining on health grounds – a frequent issue in counselling older workers

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- derive the aspects from societal problem to individual experience: biographical disruption and contradictory social expectations. Rebuilding careers and the role of counselling and the limits of individualistic approaches.
- discuss the role for career counsellors: Identifying alternatives within and beyond the company, dealing with biographic disruption, reconstructing life continuities through accommodation and re-training.
- case studies and role playing to deepen the knowledge
- discuss lessons learnt from vocational rehabilitation for the general theme of retraining in middle and old age?

Material for use

▪ Didactical framework, Unit descriptions and List of additional material and resources (OUTPUTS – Academiaplus)
▪ List of learning material and resources (all materials can be found on Academia+ Moodle platform)

- >>> AGENDA 12th May, 2021

Speaker 1

- 1. Presentation: "Retraining in later life. Perspectives from training and guidance for older employees"
- 2. Results of the working groups: Flinga and Mentimeter results
- 3. Reading (session 2): "Designing Effective Training for Older Workers"
- 4. Reading (session 3): "Promoting an Age-Inclusive Workforce: Living, Learning and Earning Longer"

Speaker 2

- 1. Presentation (session 4): "Late-Career Learning for Work (and Life)"
- 2. Results of the working group: Mentimeter results u2 s4 "Thinking about older workers as learners"
- 3. Presentation (sessions 5&6): "When retraining in later life is the only option: chronic illness, disability and vocational rehabilitation"
- 4. Readings (session 5): Reading groups
- 5. Practices (session 6): Case studies/tasks

Additional material

Preparation work

It is important for a good start to the training, whether it takes place in presence or online, to consider some preparation steps in order to make the Unit a success:

- To do a technical test with participants and lecturers in advance is highly recommend
- To have enough time for getting to know each other (participants and lecturer/-s)
  - o To start the training with a brief introduction by the lecturer about him/her professional profile, institution, lines of research, etc., in order to get closer to the group
  - o To ask for volunteers/participants to introduce themselves (name, institution and what they would like to learn) depending on the size of the group

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- Lecturer explains the agenda for the day and get a first overview about the schedule for the session
- Lecturer presents a few brief indications and establishes some rules for the session (especially for an online training with many participants, some specific rules of conduct can structure the session and thus contributes to the success):
  - It is recommended to mute/ turn off all the microphones while the speaker is talking (otherwise, the connection will deteriorate, background noise and any interference will cause anxiety and poor understanding)
  - Depending on the number of participants, it is also necessary to turn off the video signal while the speaker is presenting. More video signals means more data consumption, which may affect the quality of the conference. In small groups or for group work and discussions in several groups it is useful to switch on the video signal.
  - While using the meeting platform there are two different options for asking questions while an input session. On the one hand, it is possible to use the chat. It is very helpful to collect and channel the questions during a longer input session. The questions asked in the chat can then be answered in special Q&A sessions. On the other hand, Zoom and MS Teams provide different actions for participants who want to say or ask something. Participants can raise their hand symbol when they have a question or want to say something. The little hand will then pop up at the speakers desktop so he/she knows that someone wants to say something.

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