



## Sokrates Grundtvig

**Cyprus Learning in Later Life: Content and methods**  
please visit <http://larnaca2008.blogspot.com/>

### What is old for you? Partner work

- As long as people can be active and lead an independent life old is not a question of years

### Some important issues:

- Demographic issue
- Employment; working age, women, retirement age
- Society changes: role of women (Employment, Family, Caring, consequences in later life of not having children); 5 generations; nursing women from other countries
- All what it is about – it is economics *Bill Clinton*
- Ageing: Taking not only disabilities but also disadvantages into account
- Ageing biggest achievement of recent years
- Policy: national and international issue of costs; education might be the answer
- Education as a mainstreaming in housing, health, infrastructure
- Research gives evidence to why invest in education of older people; education issues less than geriatrics, sociological aspects, social benefits of learning
- Evidence is important
- Data of projects (migrants, gender, countries..)
- Cultural differences in law, retirement....

### Networks:

PEFETE [www.pefete.eu](http://www.pefete.eu) ISBN-10:90-80978-5-2; ISBN-10: 90-809787-2-8

LENA [www.lisa-netr.info](http://www.lisa-netr.info)

AGE connection to EU Commission

EURAG oldest European federation 1960

EFOS European federation of older Students at Universities 1982

ZAWIW ICT projects of older people

OLDER&BOLDER

THE Friendship Force

**Bertolt Brecht:** The unworthy Old women: The p. read the story and work in groups taking up the question: What did the old women really want? What were the crucial points of the story? Another title for the story? What issues: Relationship, gender, intergenerative issue...?

**4 Working groups on different issues** which have been pasted at the walls. Before all participants wrote comments concerning the issues;

- Barriers of learning
- Value of learning
- How do I reach older people
- What would I say to a person I wish to encourage

## Presentation

### **More, better, different**

- Location and accessibility
- Your methodology and its appropriateness to your subjects and to your learners
- Do you know what your learners want from you individually? (pressure of time...)
- Do you help your learners to find out and make a decision what they might do next?  
Steps of success, Group issue – the longer a group exists the less is there an opportunity for new ones to come in; good response to the abilities of the learners ...
- ICT must be fit for purpose – like writing a book; ICT ruling us or are we making best use of it? “Granny farm”
- IGL for intergenerative learning: there must be a common ground / Issue for coming together; each age group has its own agenda; points are respected by different age groups in different ways; themes might be: adopted grandmothers, help at schools, migrants, housing
- How are older persons differently characterised in their lifestyle?
  1. My home is my castle – duties and domestic topics
  2. Security - community persons – dislike new challenges and unknown situations – want to enjoy peace and recreation
  3. Negative type – has a pessimistic look out of life and retreats – don’t touch me – Mimosa in Italy
  4. The active type so called “new old persons”1,2,3 are most likely people for our target groups

### **Questions on issues and solutions:**

- Helping older people who are illiterate/unvulnerable (including dyslexia and sim. Lat. Impairments)
- Introducing learning into older peoples’ organisations
- What would make me a good/better teacher, trainer, tutor, facilitator?
- Enhancing employability in later life
- Older people as a glue in our communities – understanding our past
- Intergenerativ learning: What do we mean by it? How do we define it? What are the beneficiaries?

### **Intergenerative learning group work:**

*“IGL learning means that people of all ages may learn from and with one another”*

*“IGL is a valid and valuable tool to enable people to expand their knowledge and their skills”*

- Integrate learning groups like municipal institutes
- Bringing generations together with common interests
- Provide opportunities, space, purpose where people are together
- To make students (18 – 25) understand what it is to be old
- Young people learn with old people and vice versa
- Being aware of the intergenerational gap and what it means
- Issues of concern might get a solution by IGL by education and training
- For older participants it might be of value to have two facilitators one of which of the age group
- Exchanging of expertise
- Older women a glue among generations – learning to be a good one!
- IGL work must be both relevant and interesting

- IGL a tool to get migrant grandmothers to learning possibilities at the school and with their grandchildren
- Positive and realistic role models for young people with disabilities by learning from older disabled persons
- History learning by pleasure: empty places and what they have been ment for
- Remeniscent work of three generations

UK: Family Learning

UK EIRE Coming together and doing things might older people give confidence

UK: Teaching ICT: Pupils as teachers

IT: Change Identity

PO: Life stile

### What has been learned per person and group?

**Prime Minister:** An acting game for making participants aware that finding solutions will be easier in a group

- Why our work is important
- What to ensure that our work is of highest quality
- What are the beneficiaries for P.M.

### A conception of learning in Later Life

Identy	As we grow older many of the settings	Life
Experience	become eroded	income
Family		work
Skills		gender, race
Social class		beliefs

Different stages of life

Guidance	confidence
Education	valuation
Sign posting	

Creativity (arts..)	later life
Enjoement	active
More work	ageing
Intergenerativ work	
Environment	
Social history	
Personal history	