ProAge

Preparation for Active Ageing

2018-1-HU01-KA204-047707

The content

In the fifth newsletter we briefly report about the prepared intellectual outputs and their availability. In another article the communication and dissemination tasks, events, dates and venues are summarized. We also introduce the experiences of test-teaching in Alsómocsolád, which was not placed into the previous newsletter.

About the intellectual outputs

In the past two months intensive work was pursued at the ProAge partners. Following the conclusions of the last international meeting the partners have finalized the intellectual outputs. The translation of these outputs into English, Hungarian and Slovenian also took place and theproofreading of the English translations. The partners applied for ISBN numbers so the intellectual outputs are ready for dissemination.
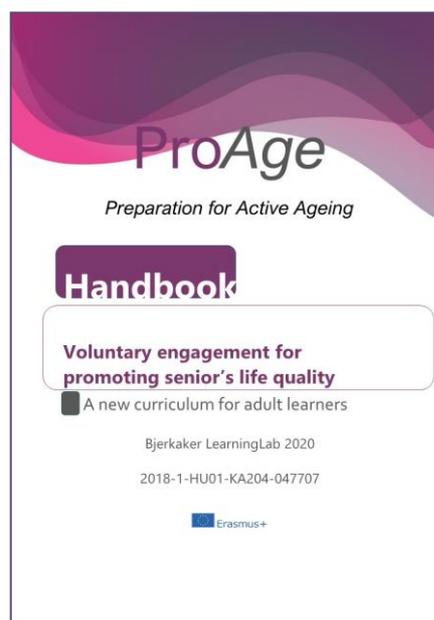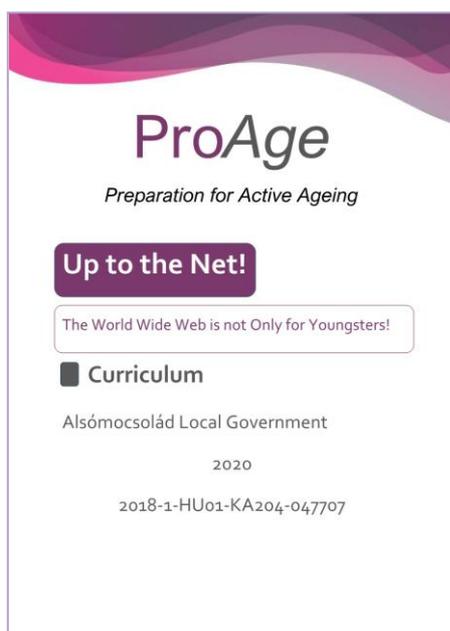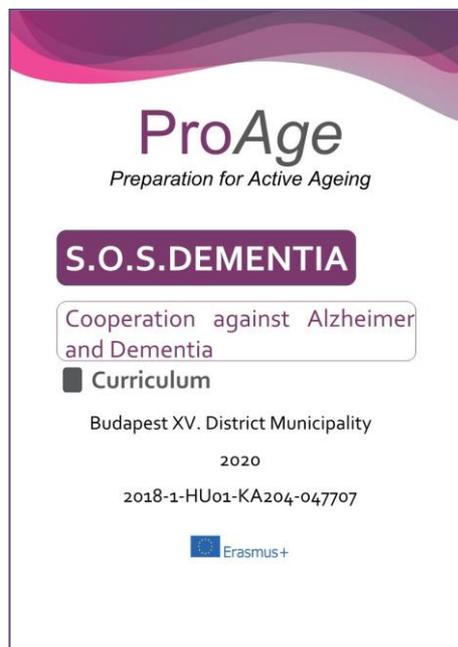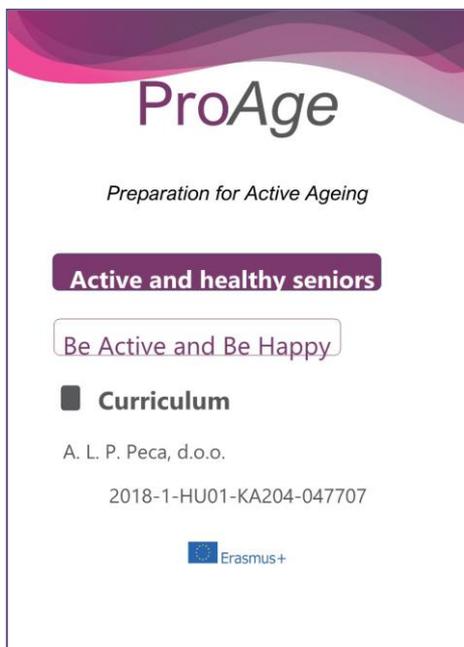See the cover pages of the edited works and their links.

ProAge
Preparation for Active Ageing

Up to the Net!

The World Wide Web is not Only for Youngsters!

Curriculum

Alsómocsolád Local Government

2020

2018-1-HU01-KA204-047707

ProAge
Preparation for Active Ageing

Handbook

Voluntary engagement for promoting senior's life quality
A new curriculum for adult learners

Bjerkaker LearningLab 2020

2018-1-HU01-KA204-047707

Erasmus+

https://alsomocsolad.hu/?menu=501

About the APRO AGE – dissemination and communication plan

In 2020 our partnership entered into a new phase of the ProAGE project. The planned intellectual outputs have been prepared and the partners need to define the dissemination and communication tasks for the next period.

In the coming months we present the results of our work that has been done during the past year in the PRoAge project. Sharing our results with the wider community beyond our partnership will enable them to benefit from our work and help them to prepare for active ageing which is an important objective of the EU and the Erasmus+ programme.

Although the partnership has been closely working together, by the end of this collaboration we have separate intellectual outputs by each partner. The partners will disseminate not only their own results but the other partner's results as well.

The partners believe that transfering the adult learning materials to final beneficieries, different communities, and decision makers will result a good exploitation of their work and will have an impact on the lives and work of people as well.

What should be disseminated?

As the partnership has four tangible outputs in four languages, English, Hungarian, Norwegian and Slovenian, our first aim is to disseminate the final outcomes of our work, namely the intellectual outputs. Furthermore, with the 8 newsletters and the two brossures we allow the interested parties to have a look into the process how the intellectual outputs were prepared by the four partners. Also we would like to present the reactions and opinion of the final benficieries and participants of the dissemination events. Through these activities we would like to reach as many potential users as possible.

Our results will also raise awareness of the opportunities offered by the Erasmus+ programme for adult learners. Erasmus+ is not only for the youth but also offers opportunities for senior citizens as well.

Who are the targe groups?

We have already defined the main target groups in our project proposal. Namely, folk high schools, elderly clubs, third age universities, Alzheimer cafes, youthclubs, pensioner's organizations, elderly homes, libraries, local governments, Eu info desks etc. We target broad population groups, not only elderly, but younger and also middle age groups, family members who can be supportive in preparing for active ageing, in learning new knowledge, in managing free time, and beeing voluteer in communities or taking care of dement family members.

How should we disseminate the curricula?

We planned 3 dissemination events at each partner. The first two events will target local and regional partners and the third event would focus on the international partners besides the regional ones. These will be direct contacts of the authors with final beneficieries and intermediaries who contribute to the dissemination of the intellectual outputs. The final beneficieries could meet the authors and besides the content of the intellectual outputs they get guidelines how to transfer or gain the knowledge from the curricula individually or via small groups or organizations.

Indirect way of the dissemination would take place via internet and other word of mouth channels. Each partner will place all the materials on their own languages as well as in English to their website.

The only exception is Norway where they will put their own material in Norwegian and English and the other three partner's material they put up in English.

The partners designate a special surface on their website for all of the curricula and provide space for comments, notes from final beneficieries. Other important websites for the intellectual outputs will be the Erasmsus+' project website and the Epale website as well. The partners would circulate newsletters with the availability of the materials among the wide range of their partners.

Good multiplication opportunity about the curricula to place a link to websites of local governments, Adult Learning Associations, Pensioner's organization, Alzheimer cafes, Folk high schools, Elderly Homes, Leader groups etc.

Presentations on local, regional and national/international conferences is also a good opportunity to spread the news about the curricula.

The partners will arrange a press conference/media event for each dissemination event.

Dissemination and communication activities of the partners in the coming period: Dates and venues of the events

2020.	March	April	May	June
Alsómocsolád	**30th March**		**19th May**	**3rd of June**
Budapest	**26th March**		**7th May**	**5th of June**
Ravne na Koroskem	**25th March**	**7th of April**		**11th of June**
Oslo (Norvégia) **Hamar (Norvégia)** **Koppenhága (Dánia)** **Vasa (Finnország)**	**12th of March**	**2nd of Apr** **24th of Apr**		**11th of June**

Alsómocsolád

- ➤ I. 30th of March 2020. Monday, between 9.00-13.00, Venue: Guest house and Conference Centre, Alsómocsolád
- ➤ II. 19th of May 2020. Tuesday, between 9.00-13.00, Venue: Guest house and Conference Centre, Alsómocsolád
- ➤ III. 3rd of June 2020. Wednesday, between 14,00-18.00 Venue: Guest house and Conference Centre, Alsómocsolád (international dissem)

Ravne na Koroskem Szlovénia

- ➤ March 25th, 2020; at the Municipality Prevalje; invited guests will be mayors, politicans, public health and medicine workers, principals, nursery homes managers, intergenerational centers managers, civil society at large;
- ➤ April 7th, 2020; in Črna na Koroškem; in cooperation with NIJZ, National Public Health Institut, unit Ravne na Koroškem; a day for health for the municipality Črna, primary schools, interested public etc.;
- ➤ June11th 2020; Ravne na Koroškem The dr. Franc Sušnik Central Carinthian Library in Ravne na Koroškem, as part of the festival »ČIČI«

Budapest XV. district Local government 2020. dissemination plan
Venues of the events:
- ➤ Budapest XV. district Mayor's Office Ceremonial Hall (1155 Bp. Bocskai u. 1-3.)

Dates of the events and targe groups:

- ➤ March 26th 2020. 10.00 -14.00 (Involved families with Demencia and Alzheiemer, other interested parties, NGO-s)
- ➤ 7th of May 10.00-14.00 (professional caretakers , NGO-s)
- ➤ 5th of June 2020. 10.00-14.00 (international partners, NGOS-s)

Bjerkaker Lab. Norway

- 13/2   The Association for Research in Ageing (20 persons) Main presentation, Oslo
- 14/2   Standard Norway – Ageincluding Society (20 persons) Brief presentation, Oslo
- 24/2   Oslo Municipality (20 – 30 persons) Main presentation
- 12/3   Oslo Municipality   Main presentation
- 2/4   Hamar Municipality (20- 30 persons) Main presentation
- 24/4   Copenhagen, Denmark (Nordic meeting, 25 persons), Main presentation
- 11/6   Vasa, Finland (Nordic meeting, 20 persons), Main presentation

Communication channels to disseminate the intellectual outputs

The partners" own websites and FB pages.

EPALE Website

Erasmus+ website

Other partners's websites

Media, press conferences,

Local, national TV channels,

Introduction on the Third Age Univerisites programmes

Introduction on Alzheimer Cafes programme

Websites of Folk High schools

Meetings of Professional elderly caretakers

EUROinfo networks

Adult Education, national and international organizations

Experiences of the pilot training in Alsómocsolád

Before the finalization of the 'Net up – web is not just for the 20's' curriculum, a pilot training took place with seniors from Alsómocsolád. The training consisted of 18 sessions during August and September. Based on the expereinces, we were able to refine the traiing goals.

Curriculum Features

The curriculum is primarily prepared for elderly, its language is easy and direct, supported by visual elements (screenshots, pictures, pictograms) where necessary, and the pictures also aim to reinforce the language-inspired feeling. The terms will be immediately explained and collected in a glossary at the end of the course. There are intentional repetitions in the text to bear in mind the new knowledge.

Instructions for preparing the training plan

The specific needs of the target age group should be taken into consideration during the time when we make the training plan. Don't overload the seniors! Each meeting should be no longer than 4 teaching hours (45 minutes / hour), interrupted by 1-3 breaks of at least 15 minutes. We need to give time to visit the rest-room or even to make some exercise together in the open air. 18 meetings are recommended, 4 * 45 minutes each, for a total of 72 hours:

It is essential to study the curriculum at home. The first hour of meeting times is always used for repetition. In the course of this it is possible to review possible problematic parts of the curriculum, to systematize and revive the learned knowledge. Repetition sessions provide an opportunity to assess the participants' level of knowledge and re-think the training plan as needed.

To the training methodology

The curriculum should be simple, worded in everyday language, followable and the knowledge acquired should be immediately applicable. In teaching, combining the frontal method with the individual practice and then practicing the acquired knowledge is most effective.

We use the frontal method as the following:
- make a presentation based on visual elements of keywords, concepts,
- when describing a process or teaching software management –for example, using a mail system - project the content of the tutor computer in use, while presenting the process and then repeat the process in parallel with the participants,
- let's teach/learn by playing and use technical applications that reinforce technical knowledge, eg use of mouse and development of motion coordination https://egyszervolt.hu/jatek/pingvin-ugras.html .

There is a special need of the target age group to be able to write down the learned processes by hand. This slows down the teaching, as the operations performed need not only be done in practice. This process can be accelerated by a well-structured presentation, printing and handing in, as participants will only need to write down their individual supplements.

As the new knowledge is processed, participants should practice and do as much independent work as possible. This is the most effective way to develop the skills and abilities and make it strong and effecive for using the gained knowledge. We need to give exercises for the period between the two sessions. Collaborating on experiences helps those who are harder to master the knowledge to catch up.

The trainer should recognize who needs more help, in this case the trainer needs to give advice more times. It is sure that there will be those who need less help and want to work for alone. An important methodological principle is that the trainer should assist the participant in the process to the extent necessary. Do not solve the task instead, and do not dictate the steps of the solution when the student should do them individually. The student must gain independent experience. It is more useful, if the trainer looks at the task of the student. This way the trainer can identify the critical point where the problem is,and she/he can provide personalized help.

We can make pairs or groups from the learners for maintaining the group dynamics and reduce the individual differences in gaining newknowledge. Those who are faster than the others, they can be mentor in the group or support the others. In this case, it needs to be a common decision between the participants. These pairs or groups (4 people) can work effectively during the meetings. During the common problem solving, the acquired knowledge is imprinted and practiced. When using this method, it is extremely important to provide continuous feedback and continuous contact.

Other parctical tips

Success =motivation! The key of our success during the target age group is to create motivation and keep them awake. There will be some of our participants who come from special motives eg. Keeping in touch with a family member who is away, but this may not be the case for everyone, and the initial enthusiasm at the first difficulty may be reduced.

That is why it is very important that every encounter need to be successful, and that we strengthen the participants to get on the right track and allow them to process possible failures.

Practically arrange the room! Older people need to have a room where they can be well spaced, and the instructor has enough space to help students. The projector should be visible to everyone in the room. Also, during the presentation, the trainer should not turn his/her back to participants as they will not be able to observe their metacommunication signals.

Consider health issues! Assess who can work in a comfortable environment among our participants. Those who wear glasses should be seated as close as possible to the projector. If you change your teaching method, you should provide them time to change theirglasses. If there are hearing-impaired, the instructor should talk that way, that his speach can be read from his mouth. Take appropriate breaks between pre-arranged times in the classroom.

And finally! Be flexible, adapt to the needs of the participants, but do not give reins to the horses! The success we have achieved are our common success!