

SAGE Handbook



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Foreword

By Elisabeth Huber:

“Sage” means “wise, especially as the result of great experience”. And it is this connotation that seems highly valuable to me if we look at the function old people had in society from a historical point of view. In the ancient world old people were appreciated for being wise as the result of their experiences, whereas nowadays, they are often discriminated against in their third phase of life.

But old people do possess a unique treasure: it is a life full of knowledge. Only, this is seldom heard when it comes to discussions about social services, education, learning or employment. However, these issues are related to problems that can only be tackled successfully by using experiences.

Noberto Bobbio, who I would like to quote here, got to the heart of it when he writes:

“You cannot separate old age from the life someone has led before: It is really the continuation of your youth, your middle age, your later years, your maturity... Old age reflects your view of life as such, and it is characterized by the way you have led your life and by the ideas you have gained about it: Maybe you have experienced your life as a steep mountain you have ascended; or as a large river that you have been diving into and then slowly been swimming to its end; or maybe even as a jungle where you have been running around without knowing the right path or finding your way out...”

The person that is old does no longer lead a full and active life, he or she becomes somewhat inferior because it is still the achievements in our professional lives that form the status we hold in society, and that can contribute to our self-confidence. Only the increase of older population in our societies has led to a reorientation in our thinking. Nowadays retirement is more and more regarded problematic from a social and economic point of view.

Age, and especially old age will form the future of our societies! And because this is the case, two questions will be relevant in future: Firstly, what do old people need? And secondly, what can they give us?

The main aim of SAGE is to find out more about the actual needs of old people, but also to use the experiences and the knowledge of older unemployed people and to make them confident that they are still valuable for us.

So SAGE is about making use of the potential of older unemployed people, and about involving senior citizens in social planning and the arrangement of their lives. SAGE will lead us to look at old age as a period that is full of creative power!

Finally, I would like to quote the Austrian-Jewish philosopher Martin Buber. He said: “To be old is a wonderful thing as long as you haven’t forgotten how to start anew.” So, maybe SAGE can even be an opportunity for us to imagine how we ourselves wish to grow old without forgetting to start anew.

Section 1: Introduction

This document is the first in a series of training publications based on the experiences and results of the SAGE project, which saw researchers, gerontologist, media experts, public bodies and adult training organisations from 8 European member states collaborate over a two year period.

The project was funded by the European Unions Leonardo Di Vinci Programme in response to the demographic changes in age composition that Europe is currently experiencing. The results of the project are a selection of competency based training and assessment tools that aims to train people as participation facilitators to work with people aged 50 and over.

This handbook aims to provide training organisation's with an explanation of the project and a guide for identifying and assessing the individuals prior skills and competencies.

This handbook contains two sections and three appendices:

Section 1

Offers a brief account of the project and its development, emphasising the need for SAGE training and guidance on what type of learners would benefit. There is reference to the demographic age composition throughout Europe and also an explanation of what participation means within the context the project design. The competencies and modules that form part of the training course are also explained, with the overall aim to raise awareness of what the project stands for and how you can use the tools that have been developed.

Section 2

Provides training organisations with a set of methods for Accrediting Prior Learning (APL) and contains an explanation on the importance and need for assessment. There are two purpose designed guides, one for assessors and the other for candidates, which form the basis of the methodological approach adopted by the partnership.

The overall aim of the handbook is to introduce training organisations and managers within government and non government organisations with a platform that explains the SAGE concept and products, and also provide pre training assessment tools required for the identification of an individuals skills and competencies.

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Section 1

i. The SAGE Project.

SAGE is an acronym for **Senior citizens pArticipate in creatinG their livEs**.

Over a two year period project partners from Austria, Cyprus, Denmark, Germany, Estonia, Spain, Hungary and the UK, researched and developed competency¹ based training.

The projects main goals included;



- The research of European and National statistics relating to population trends and social / economic activity levels amongst people aged over 50.
- Consultation with numerous organisations either working with, or representing the target group.
- Meetings with people aged over 50 in community based forums.
- A developed training course and assessment processes.
- Three pilot courses and subsequent evaluation.

The project responds to demographic change and declining participation with the creation of training resources and a set of assessment methods for organisations and individual's citizens who work towards meeting the needs of people in their mid or later life. Candidates successfully completing the pre course assessment and / or subsequent training programme will be qualified as participation facilitators² who can work in a variety of settings to encourage active citizenship amongst people aged over 50. By doing so, it is anticipated that people will be empowered and more able to shape services to meet *their* needs.

The SAGE website contains a Video clip of the project launch and more information about the project. Visit www.sage-eu.com for further information.

¹ Knowledge, skill or attitude that enables one to effectively perform the activities of a given occupation or function to the standards expected in employment. www.ibstpi.org/glossary.htm

² A **facilitator** is someone who skillfully helps a group of people understand their common objectives and assists them to plan to achieve them without taking a particular position in the discussion. The facilitator will try to assist the group in achieving a consensus on any disagreements that pre-exist or emerge in the meeting so that it has a strong basis for future action

Section 1

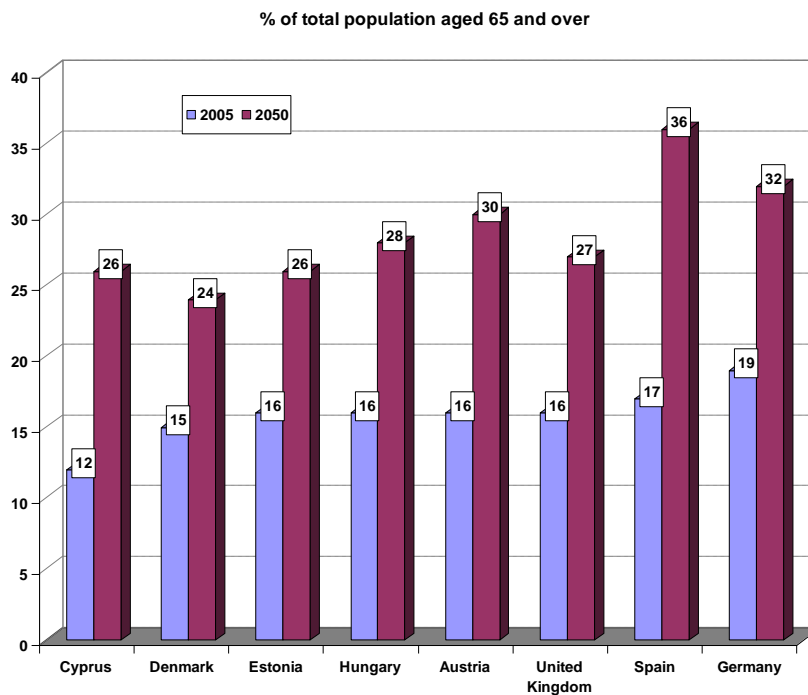
Part ii. Change.

Population ageing is one of Europe's greatest triumphs, and also one of the greatest challenges faced in the 21st century. Improved health and nutrition and reductions in birth rates, means that Europe is experiencing larger numbers of people looking for work or accessing services in their mid or later life.



Graph 1 shows that in all partner countries the percentage of elderly people compared to the total population will rise enormously. The highest increase can be expected in Spain, where by the year of 2060 elderly people (65 and over) will represent about 38% of the total population.

Graph 1: (Expected) Rate of people aged 65 and over in all partner countries (2006 and 2060)



Section 1

There are also indicators that the increasing numbers of older people in society is not matched with increased levels of participation amongst the same age groups.

During the initial stages of the SAGE project, the partners extended their understanding of the European situation through the evaluation of quantitative and qualitative data relating to social and economic activity by age composition.

The results indicate the need for a training approach that tackles the growing inactivity and increased un-employment levels amongst of people aged over 50.

With growing evidence to suggest that this age group continues to face social and economic disadvantage, the aims of this project are timely and will assist organisations to train a workforce capable of meeting the challenges that lay ahead.

For further information on the research conducted by the partnership, read the State of the Art report which is located on the SAGE website. www.sage-eu.com.

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Part iii. Participation.

Nobody made a greater mistake than he who did nothing because he could do only a little. - Edmund Burke

Participation involves active citizenship and consultation, leading to the empowerment of individuals. It promotes a climate in which change is representative to the wishes of people and strengthens social and economic cohesion. Housing projects, education provision, and employment initiatives are examples of where participation projects can work towards achieving these goals. The idea is that everyone affected should be able to engage in processes of change, including employees, their representatives, clients, customers, campaigning groups and the individual.

As Edmund Burke suggested, change just doesn't happen, people are instrumental in the process, providing the ideas and actions that create either negative or positive outcomes for societies. In affecting change decision makers have recognized the need for greater participation levels, in an attempt to involve people in shaping the decisions that affect their lives.

Historically, there have been moves to develop a participatory framework within political and social circles. Old people's clubs and days centres emerged to encourage the socialization of the elderly in the 1960's. The 1970's saw the emergence of a more sophisticated level of participation and lobby groups became more powerful leading to governmental drives to give people more say in shaping the services that affected their communities. In the 80's and 90's some governments offered a "statistical" picture of a nations needs, by surveying and consulting with individuals and offering projected needs tables, with the aim of correlating supply to demand.

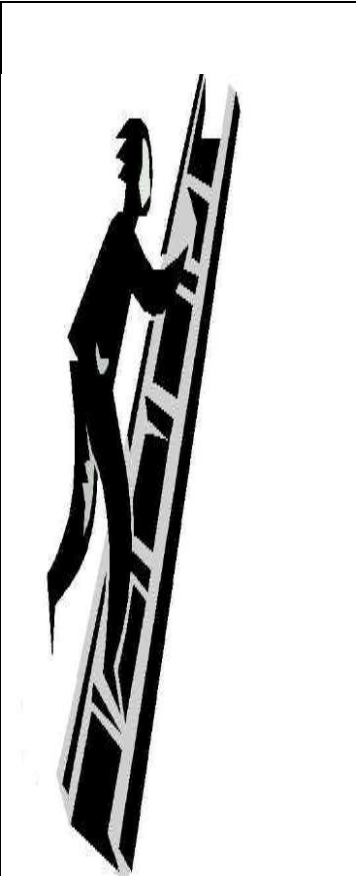
However at the beginning of the 21st Century, we see a change in attitude and a realization that "old people" cannot be "labeled" or "boxed". There is increased recognition of the individual and greater awareness that people needs can be met in terms of social categorization.

Within the context of SAGE, it is therefore useful to spend a little more time exploring exactly what participation means and how it can be contextualized and progressed to the point where we have trained facilitators working to empower other people.

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Forms of participation

The degree of participation required will largely depend on the complexity and the scale of the problem to hand. It is therefore worth considering the potential roles of participation facilitator and their connection to individuals and / or organisations. You will see that in the illustration below, we use a “participation ladder”, a process that explains that the higher one steps, the higher the degree of participation and the deeper is the involvement of the citizens.

	Supporting independent community initiatives	You help others do what they want perhaps within a framework of grants, advice and support provided by the resource holder
	Acting together	It is not only decided together what is best, but also a partnership is formed to facilitate the need. Both are equally responsible for the outcome.
	Deciding together	You encourage people to provide some additional ideas and options, and to decide with you the best way forward.
	Consultation	You are clear about what you are asking people’s opinion about and why, you specify what can and cannot be changed. You offer a number of options and listen to the feedback you get. The decision is made taking account of the results of consultation alongside other factors.
	Information	You tell people what is planned so that they are informed about what is happening.

The following explanation places you at the bottom of the ladder and describes the some of the processes that maybe applicable to the participation process, in terms of communication strategies and levels of involvement.

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Information

Information is the first step of participation, but it's a one-way-communication from policy makers/authorities directed to citizens and not the other way round. The citizens cannot influence the decision process and may be powerless in terms of influencing the outcomes. Examples: Allocation of plans, reports, documents on the internet, presentation activities.

Consultation

Within consultative participation processes, citizens are given the possibility to take part in the decision debate and by putting forth suggestions and expectations, citizens can "consult" the decision makers. Direct participation in the sense of "co-deciding" is not always applied within this context, which may sometimes leads to mistrust, as it is not always possible to determine whether people's opinions are really considered. Examples: Opinion polls, needs analyses.

Deciding together

Citizens are involved in every step of the planning and implementation: like with consultation processes, their views are considered but they have more power in terms of ensuring the outcomes align to their needs. Examples: Citizens voting, participation projects.

Acting together

People are not only involved passively in the planning and decision process but do get an active role in the implementation of measures, which are carried out in partnerships. Examples: Common organisation of activities and events (e.g. Village fairs)

Supporting independent community initiatives

There are structures that enable citizens to come up with their own ideas for activities and support (personally, financially, with know-how, with space) the implementation of those measures. Examples: Organisation of events, trips, improvement of townscape.

So in SAGE, the focus is to train people to understand how these processes can be applied to their own communities or organisations, so that they identify at what level participation is both desirable and achievable for people in mid or later life.

Section 1: Introduction.

Participation of senior citizens.

As previously mentioned, personal and social status within society is often seen only in relation to one's professional life and this implies that retirement can result in a change of the individual status in public life. Elderly people can perceive that their ability to affect change (to hold power) is significantly reduced because of this and that after retirement, their skills and competences become less important and aren't used any further.

Furthermore the image of elderly people is formed by societal prejudices with many forms of discrimination, especially when they are in need of care. Thus, there is a danger (an increased risk) that the decisions that mainly concern senior citizens are mostly made without asking their opinions or even informing them.



So facilitating the empowerment of individuals who feel under represented or marginalized is a challenge because these groups can be more difficult to engage with and can lack confidence in their ability to affect change. Using the above model of participation only provides us with an understanding of the many problems that our participation facilitator will face in connecting to, and motivating people.

However, on a positive note there have been many examples of good practice, in which people have been involved and motivated to shape the services to meet their needs. The case study overleaf provides just one example of this.

Section 1: Introduction.

CASE STUDY – PARTICIPATION PROJECT

Flat Sharing Community:

Volkshilfe Steiermark an Austrian non government organisation, decided to develop a project that identified, and reacted to the housing and social needs of elderly citizens. A concept for a flat sharing community was developed using research results and experiences from similar projects in Germany and the Netherlands.

The main idea:

A flat for more than one person, instead of individual homes for old people. This would mean less help and support from adult care services and increased ownership of their space and activities for the elderly residents. There would be shared support mechanisms between residents as well as increased socialisation possibilities.

But the project needed to consider negative as well as positive outcomes, such as the size of the properties and whether any specialist equipment would need to be fitted. The budget, location and limitation imposed by building regulations were also factors for consideration.

But the concept was the basis to start a **Participation Project** in the particular town chosen for the pilot. With the support of people in the community the participation facilitator worked to engage people in the decision making process.

Participation workshops were held with people to find out more about their needs. (Methods used: presentation of the idea, workgroups, group discussion, feedback of the results to the group of old people etc.)

The benefits of this participation project were:

To get a clearer idea about how this flat should be designed (for example; the old people wouldn't agree to have a common bathroom in the flat, but did agree to share the kitchen and living room. As a consequence each bedroom had a small bathroom and shower built in. Also they found it very helpful to have a larder and a small storage room adjacent to the kitchen etc. etc.)

To promote the idea of the actual project and find out about the demand for further service like this: The participation workshops with the old people showed clearly that there was only enough demand for ONE of these flats in this particular town, because even if many people found the idea quite interesting, the service was not sustainable or attractive to meet the needs of everyone.

As the case study above suggests, participation does work and can have a significant impact on shaping services for the future. But so far we have only provided you with an outline of the need for active involvement and an explanation of a model of participation that can encourage this. In the next part of the handbook we provide a greater insight to the course and competencies that will be required.

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iv. SAGE training.

The training course was founded on strong values of equality and aims to develop facilitator training for:

- The Continuous Professional Development of existing workers.
- People working for government and voluntary organisations who provide services for people over 50.
- Unemployed people.
(with a focus of people aged over 50)



People successfully completing the course will be qualified as participation facilitators and will be required to work in a variety of contexts. The course promotes participation from all age groups and all sectors. Organisations will need to consider how peoples existing knowledge, skills and experience will combine with SAGE training to encourage greater levels of participation from people over 50. To facilitate this, the guide later explains how to assess prior learning and accredit candidates.

The responsibilities and desired qualifications of this person vary and are determined by the individual organisations needs. Possible responsibilities may include:

- Planning and implementation of participation processes (PP's).
- Meetings with community leaders to promote the PP's.
- Organizing and meeting with advisory committees.
- Conducting informational meetings in targeted areas with target individuals.
- Recruiting and interviewing applicants for the program.
- Training and Presentational skills.
- Helping participants to identify and work on two or more community/individual projects.

To ensure that potential candidates for the role are identified the project developed a set of competencies that were considered generic to a participation facilitators role. The next part of this handbook details how the partnership determined these competencies and how they connect to from a modular based training course and assessment strategy.

Section 1: Introduction

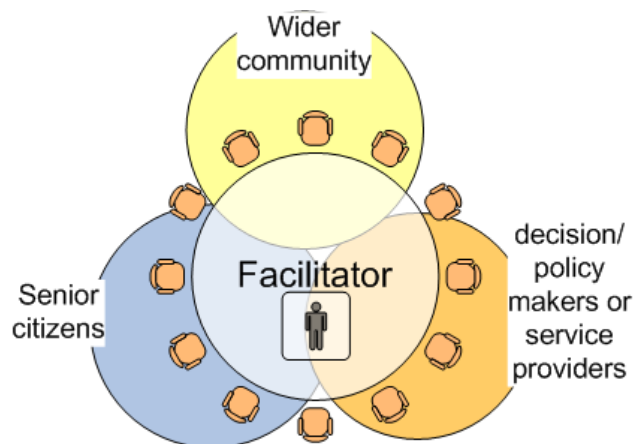
v. Competencies

The Facilitator in 3 different communication contexts

So, the facilitator as presumed in the SAGE project will be working in 3 different environments and is communicating with the main players of these environments. In order to be capable of networking and communicating in these contexts, he or she will play different roles and must demonstrate the different competencies that have been categorized within the following model.

- A) The facilitator's personal level.
- B) The communication level facilitator – senior citizens.
- C) The communication level facilitator – policy makers and service providers.
- D) The communication level facilitator – wider community.

Figure 1: Role of the Facilitator



Section 1: Introduction

The SAGE Competencies

Competency A	Demonstrate a positive attitude towards the promotion of active citizenship in people aged 50 and over.
<ul style="list-style-type: none"> • Show reliability. • Ability, not to focus only on deficits but to identify and use the potential of seniors citizens. • Demonstrate a positive, respectful attitude towards colleagues and clients. • Friendliness. • Empathy. • Humour. • Readiness for active engagement. • Enthusiasm for the job. • Readiness to learn. • Ability of self-reflection. • Demonstrate excellent Communication skills (that is) an ability to listen, be patient and pose the right questions. 	
Competency B	To be able to facilitate the processes that ensure senior citizens can actively contribute to the development of services that affect them.
<ul style="list-style-type: none"> • Demonstrate a basic knowledge of Gerontology that includes biological, psychological and social aspects of ageing. • Demonstrate understanding that an individual's needs can be driven by cultural and religious beliefs. • Demonstrate understanding of motivation and facilitation techniques. • Understand the risks of exclusion from direct / indirect discrimination. • Conduct biographic work with senior citizens. 	
Competency C	To facilitate the processes that leads to good levels of communication and positive actions between service users (aged 50+) and service providers.
<ul style="list-style-type: none"> • Demonstrate a basic knowledge of Gerontology that includes biological, psychological and social aspects of ageing. • Demonstrate a working knowledge regarding the roles and structures of key organisations supporting people aged 50+. 	

Section 1: Introduction

Competency D	To promote to a wider community the importance of active citizenship of senior citizens
<ul style="list-style-type: none"> • Demonstrate a basic knowledge of Gerontology that includes biological, psychological and social aspects of ageing. • Demonstrate networking abilities. • Demonstrate knowledge of public relation. 	

Development and assessment of the competences in SAGE

The following table shows which of the competences are subject to pre-course assessment and which of them will be trained during the SAGE Course. For pre-course assessment mainly attitudinal competences will be relevant.

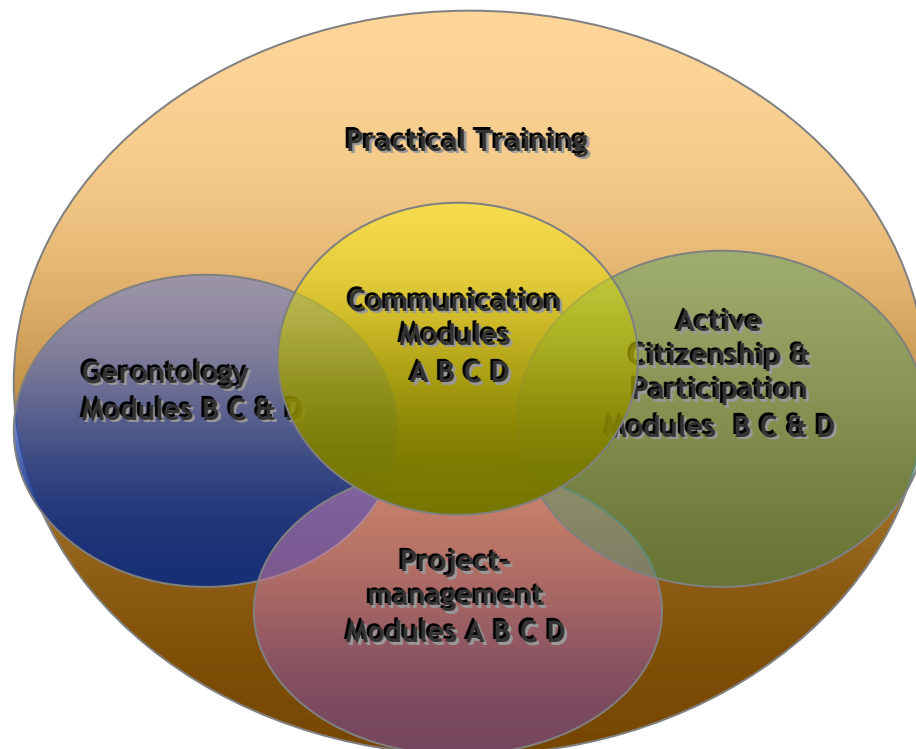
Competency	Communication Level	Pre course / Course
Demonstrate a basic knowledge of Gerontology that includes biological, psychological and social aspects of ageing.	B, C, D	Course
Demonstrate that individuals' needs can be driven by cultural and religious beliefs.	B	Course
Demonstrate understanding of motivation and facilitation techniques.	B	Course and Pre-Course
Demonstrate a working knowledge regarding the roles and structures of key organisations supporting people aged 50+.	C, D	Course
Understand the risks of exclusion from direct / indirect discrimination.	B	Course
Demonstrate excellent communication skills.	A	Course and Pre-Course

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Competency	Communication Level	Pre course / Course
Conduct biographic work with senior citizens.	B	Course
Reliability	A	Pre-Course
Ability, not to focus only on deficits but to identify and use the potentialities of seniors.	A	Pre-Course
Demonstrate a positive, respectful attitude towards colleagues and clients.	A	Pre-Course
Friendliness.	A	Pre-course
Empathy.	A	Pre-course
Humour.	A	Pre-Course
Readiness for active engagement.	A	Pre-Course
Enthusiasm for the job.	A	Pre-Course
Readiness to learn.	A	Pre-Course

The SAGE Modules

The four SAGE competences will be embedded into the training course and practical session, the diagram below explains how.



Section 1: Introduction

vi. The Target Group(s)

SAGE is a targeted project - and the target is training that enables people to act **competently** as **facilitators**. At the end of the training, people will have improved skills in providing support, impartial advice and encouragement to people over 50.

Potential candidates may come from a variety sectors including:

The individual.

- Adult Care workers.
- Recruitment and Employment Advisors.
- Project Managers.
- Community Development Workers
- Housing Advisors.
- Voluntary workers.
- Unemployed people over 50.



The Organisation.

The training is likely to be of interest to a wide and varied range of organisations including:

- Adult Care services.
- Community based organisations.
- Recruitment agencies.
- Employment consultancy firms.



Section 1: Introduction

vii. The trainers.

Trained facilitators, who are educators from various sector backgrounds, should deliver the course content. The trainers themselves will be well-trained educators (e.g. pedagogues, gerontologists) in the field of adult education and should have special qualifications in the following fields:

- Qualification for delivering communication training and facilitation techniques.
- Theoretical and practical knowledge and skills concerning participation projects.
- Experience of working with people aged 50 and over.
- “Know-How” in project management.
- Education in mediation (optional)

viii. Summary

In section one; the focus has been to raise your awareness of the need to increase participation amongst people in their mid and later life, by introducing you to the demographic situation that suggests there are reduced levels of participation amongst people over 50, even though the population continues to age.

An explanation of what participation is was also offered, as was the potential roles in which a facilitator may work. An outline of the training course and the competencies and skills required was also presented but so far we have only briefly touched on the need for assessment. In the next section we will discuss and present methods that will enable you to identify what skills individuals may already have in an attempt to recognise and accredit prior learning. In doing so, we imply that people may not actually need any further training but may already possess the skills and competencies that have been highlighted above.

Section 2: Assessment

i. Introduction to assessment

Welcome to the second section of the SAGE-Handbook. This part will deal with the assessment of what individuals **bring** into a learning setting, and the identification of what **additional** learning needs may be apparent. In SAGE we contextualise this by embracing the concept and mechanisms used during the Accreditation of Prior Learning (APL). But before we move on to explore this; there are some points worthy of consideration.



Almost all of us know questionnaires which are used to identify training needs or to evaluate the outcomes of a course or seminar. However, sometimes there is only a registration process and no assessment, and the provider is less concerned with measuring what participants take away from the learning experience. This can often lead to settings which demand too much (or are too undemanding) for the learners. In these situations, knowledge is presented and skills are trained which the learner may already possess, and therefore the training will fail to identify the real needs and inspire the learner.

Therefore it is highly desirable that assessments are a precondition of a tailor-made learning programme and if this is accepted, then two perspectives should be considered. Firstly, learners should not be afraid of assessments but even demand and insist on assessment to be sure that their training needs are met. Secondly, the training providers should act responsibly, using adequate assessment tools to prepare a tailored learning framework. This is not as easy as it seems and many “tests” do not fulfil this requirement. Sometimes, assessment centres or training providers use assessment tests (and earn quite well with this) which fail to “measure” what had to be measured or even try to measure what can’t be measured.

Section 2: Assessment

When writing this we have in mind the example of a Polish migrant worker living in Germany. She applied for a course as a physiotherapist, was highly motivated and presented a positive attitude towards learning. However, during pre course assessments at the local job centre, she failed the mathematical element of the testing process, even though she had previously worked as a financial officer in Poland. The test had presented many problems to solve in a text based format and although the candidate was a fluent German language speaker there were some deficiencies in her ability to understand some of the written problems that needed to be solved. So although she was an ideal candidate for the course, the test centre had failed to account for this during the processes they had in place.

Why this extended presentation of the example? The handbook will have various types of users such as training providers and human resources manager in organisations etc, who may be more or less familiar with assessments. Firstly, we would like to raise awareness of the need for responsible handling of assessment tests and tools. At parts 2 and 3 of this section you will find two excellent guides that aim to assess prior experiential learning. Part 2 is aimed at assessors, whilst part 3 is suitable only for candidates. You will see that both relate to each other and provide a system to “measure” peoples skills, knowledge and attitudes in preparation for the SAGE training course or further employment. We ask you to consider their content but also request you to use them never mechanically.

For example, you might wish to develop or amend your own tools based on the methodology we have provided, or alternatively you may feel the guides are perfect and require no change at all. In making your decision, we asked that you first consider the content of the paragraphs above and have in mind a structure of the pedagogical process similar to the one outlined overleaf.

Section 2: Assessment

Example of a pedagogical process.

<p>1. Personal elements Learner</p> <p style="text-align: center;">↓ ↑</p> <p>Learning facilitator</p>	<p>Focus of the assessment might be on: which are the concrete expectations of the learner? Where does he feel that there are gaps in knowledge and skills? What is the motivation to fill those gaps?</p> <p>Be aware that motivation is a very important factor and often forgotten in assessments. This factor can be more important for the final learning result than existing knowledge and skills.</p> <p>Important motives are: Usefulness for further action, prestige motive, social motives or communication motive</p>
<p>2. Functional element Selection/Provision of Content</p>	<p>For effective learning setting we need to know which content will suit best to what the learners bring in and to their expectations. The selections of adequate content can now be based on the assessment results of the personal factor and a more or less clear notion of the learning objectives and needs. Continuous assessment, evaluation and feedback have to be used during the whole learning programme in order to adapt the provision of learning content to the learning progress, further needs and requests of the learners.</p>
<p>3. Functional element Didactical-methodical implementation</p>	<p>From the assessment done before we should know which experiences learners (and learning facilitators!) bring in. Are they familiar e.g. with role plays, project integrated learning, e-Learning etc. Needs/objectives and selected contents lead to adequate methodical settings for the acquisition of knowledge and development of skills. Focus of assessment should be here also on the questions, to what extent learners know how to learn. This is often "forgotten" and some tips can help to raise considerably the efficiency of learning. Assessment will clarify if methods are known, appropriate and accepted and in line with content and learners objectives.</p>
<p>4. Functional element Organisation of the learning process</p>	<p>The assessment at the beginning should have delivered relevant information about how to organise the learning process. Relevant questions are e.g. days and duration of seminars, time available for self study sessions, technical equipment, gender aspects (do mothers have to leave earlier because the kindergarten is closing, does she have a car to get on time or is this always with the husband etc), to guarantee equality in the access conditions for the learning. This requires assessment from the training provider not only at the beginning but feedback/evaluation during the lifetime of the learning arrangement.</p>

Section 2: Assessment

ii. APL Assessors Guide

1. Introduction.

This is a guide for assessors employed to Accredite the Prior Learning of SAGE candidates.

The aim is to;

- Provide the reader with an introduction to APL.
- Outline the main methodological approach adopted.
- Provide guidelines and methods that measure the existing competencies of SAGE candidates.

APL is the generic term used for the award of credit on the basis of demonstrated learning that has occurred at some time in the past. This learning may have come about as the result of a course, or self-directed study, or as the result of experience either at work or in leisure pursuits.

The Accreditation of Prior Learning is of particular value to mature learners wishing to re-enter education or training, or to reduce the overall time of a programme of study. It's significance is growing now that increasing numbers of Higher Education Institutions (HEI's) are prepared to accept learning from experience, as well as learning which has already been certificated, as a valid indication of achievement.

Learners wishing to take advantage of APL may do so on the basis of many forms of learning:

- Experiential learning acquired in paid work.
- Experiential learning acquired in unpaid or voluntary work.
- Experiential learning acquired from leisure activities.
- Uncertificated learning from self-directed study.
- Certificated learning in another country.
- Certificated learning from national educational institutions.
- Certificated work-based learning.

During the early stages of the project, the SAGE partnership researched the different national perspectives and approaches to APL before deciding what type of system should be developed for the target groups.

Section 2: Assessment

Our subsequent design recognises the differences and similarities that were identified and accounts for the differences that exist between EU member states. Whilst our approach to APL has been largely influenced by the UK System it has also been significantly adapted to recognise that other countries have a different approach to assessment, whilst some have not at all.

2. Where can APL be used?

Within the sphere of FE (Further Education), adult learners may use their prior learning for:

- Entry into vocational programmes.
- Entry with advanced standing onto some longer courses.
- Credit towards national or european qualification frameworks or other competence-based qualifications.
- Entry into Access provision.

In addition, many Adult and Further Education providers offer short courses specifically designed to help adult learners identify and recognise where learning has been acquired, which they might be able to use for progression into other educational opportunities or employment.

3. Sorting out the Acronyms

One of the difficulties in getting to grips with the concept of the Accreditation of Prior Learning is the range of acronyms it has attracted, and the fact that different people and organisations use the same acronyms to mean different things.

APL stands for the **A**ccreditation of **P**rior **L**earning and is generally used as an umbrella term including both prior **certificated** learning and **experiential** learning.

Within **APL**, there are two main categories:

APCL - The Accreditation of Prior Certificated Learning - i.e. learning for which certification has been awarded by an educational institution or another education/ training provider

APEL - The Accreditation of Prior Experiential Learning - this refers to uncertificated learning gained from experience. APEL is sometimes referred to as **RPEL** (The Recognition of Prior Experiential Learning).

Section 2: Assessment

4. Methodology

In order to conceptualise the SAGE approach to APL, it may be useful to first imagine yourself in terms of applying for a new job. The job application process is analogous to that which a learner would need to go through to use prior learning (that is learning which has been acquired in the past) for entry into an educational institution, or for the recognition of the value of that learning towards a specified award.

Step 1. A “candidate” notices an advertisement for a job/training course as a facilitator, which immediately seems appropriate and desirable. The next stage is to get fuller details of what this actually entails to see if it is in fact, in line with what the advertisement implied.

Step 2. Then begins the process of thinking back over past experiences and qualifications to see how their relevance can be identified and applied in the context of this description. At this stage, referees who can endorse the candidate's claims are identified, the application is dispatched, and the next decisions lie in the hands of the learning provider.

Step 3. The application is read by the educational institution, who decides on the face of it whether the applicant has broadly the experience, and qualities that are necessary to embark on the training course or indeed by pass training altogether. In virtually every case, the written application alone is not enough to guarantee that the person is totally suitable, so an interview is held.

Step 4. At this point, both parties are able to ask and answer questions to make sure that the course reflects the candidates and learning provider's needs. Where the match is appropriate, and both parties agree on what elements are worthy of formal accreditation the assessors decide on the most appropriate outcome for the individual.

So, learners wishing to use the Accreditation of Prior Learning to access or by pass SAGE training will be required to go through a similar process.

- Match previous learning against the requirements. (i.e. the competencies)
- Provide evidence of that learning - either in writing or some other tangible form, and/or through an interview.

Section 2: Assessment

The institution, meanwhile, will need to:

- Ensure that the background information about the course is accurate and clearly expressed, so that it is possible for applicants to see how they might match prior learning to its outcomes.
- Have people available who can advise candidates in the process of identifying prior learning and submitting evidence.
- Provide assessors who can quantify the demonstrated learning within the context of the programme/award that the candidate is seeking to access
- Satisfy itself that the evidence offered by the candidate is sufficient, authentic, and valid in relation to the relevant competencies, taking into account the level and volume of credit sought.
- Ensure the assessment method is reliable, objective and provides a significant benefit for the candidate.

If both sets of actions are successfully implemented, it is then possible for individual learners to negotiate the "terms and conditions" that will enable them to study for the rest of the award against which their prior learning has already been recognised.

Section 2: Assessment

The SAGE methodology is based on assessment of an initial application form and a semi structured interview with a specific selection criterion, enabling the assessors to measure the candidate's attributes against the given set of competencies. The procedure assures a reliable assessment method is presented between candidates and that the assessor is supported with their decision making. At the end of the process there are three possible outcomes:

- **Full Accreditation** – i.e. Candidates have demonstrated they require no further training and are awarded full accreditation.
- **Partial Accreditation** – i.e. Candidates require a given degree of training as recommended by the assessment panel.
- **No Accreditation** – i.e. Candidates are unable to demonstrate existing skills and competencies and are not recommended for training at this time.

Section 2: Assessment

5. SAGE Competencies.

SAGE training is **competency** based, using a diverse range of methods collected from the eight partner countries. The course was derived from training needs and job analysis conducted in the early stage of the project, resulting in the development of 5 modules:

- Gerontology.
- Communication and moderation.
- Active Citizenship / Participation methods.
- Project management.
- Practical training.

The competencies (see table 1 below) were derived from the analytical approach adopted by the partnership is embedded within the above named modules of the training course.

The SAGE Competencies

Competency A	Demonstrate a positive attitude towards the promotion of active citizenship in people aged 50 and over.
<ul style="list-style-type: none"> • Show reliability • Ability, not to focus only on deficits but to identify and use the potentialities of seniors • Demonstrate a positive, respectful attitude towards colleagues and clients. • Friendliness • Empathy • Humour • Readiness for active engagement • Enthusiasm for the job • Readiness to learn • Ability of self-reflection • Demonstrate excellent Communication skills that is an ability to listen, be patient and pose the right questions 	

Section 2: Assessment

Competency B	To be able to facilitate the processes that ensure senior citizens can actively contribute to the development of services that affect them.
<ul style="list-style-type: none"> • Demonstrate a basic knowledge of Gerontology that includes biological, psychological and social aspects of ageing • Demonstrate that individuals' needs can be driven by cultural and religious beliefs • Demonstrate understanding of motivation and facilitation techniques. • Understand the risks of exclusion from direct / indirect discrimination • Conduct biographic work with senior citizens. 	

Competency C	To facilitate the processes that leads to good levels of communication and positive actions between service users (aged 50+) and service providers.
<ul style="list-style-type: none"> • Demonstrate a basic knowledge of Gerontology that includes biological, psychological and social aspects of ageing • Demonstrate a working knowledge regarding the roles and structures of key organisations supporting people aged 50+ 	

Competency D	To promote to a wider community the importance of active citizenship of senior citizens
<ul style="list-style-type: none"> • Demonstrate a basic knowledge of Gerontology that includes biological, psychological and social aspects of ageing • To demonstrate networking abilities • To have a knowledge of public relation 	

Section 2: Assessment

Within the context of SAGE, the aim is to identify what existing knowledge, skills and attitudes people have, using the competencies listed above. However, the brief message is that for SAGE, APL will not be an exhaustive process. It will not over commit itself to the complex processes that accrediting prior learning can sometimes demand.

7. The Target Group.

As already discussed, the aim is to encourage people aged 50 + into the facilitator role, but the APL process and subsequent training is also relevant to people under this age. As potential participation facilitators SAGE candidates need to have skills and knowledge that enables them to empower other individuals. The APL process must therefore identify what skills and competencies are intrinsic to this process. For example, it would be pointless having a highly qualified Gerontologist on the course, if the individual concerned had poor communication skills. Therefore the key competencies required at this stage of the process should first and foremost assess the ability of the individual to motivate others.

8. The Procedure.

The following assessment procedure should help the selection panel embrace the commitment to ensure the process is conducted fairly, without prejudice and encourages participation from candidates aged 50+, and learners of other ages.

The selection procedure will:

1. Be non-discriminatory on the grounds of sex, race, age, religion or disability; ensuring the principles of equality and anti discrimination are practiced.
2. Be fair, open and consistent.
3. Ensure that candidates not suitable for training as participation facilitators are identified prior to course start date.

To ensure that this is achieved, all assessors should ensure they are fully coherent with these procedures and are advised to contact the relevant department within the institution if additional advice is required.

Section 2: Assessment

a) The application procedure.

The candidates guide provides a detailed set of explanatory notes and forms that the candidate must complete as part of the accreditation process. Once completed and returned, these forms represent the main body of evidence that assessors will need during the measurement of existing competencies.

b) Processing returned application forms.

The person responsible for administrating returned application forms should complete the following:

- Assign a unique reference number to every sheet of each application form and then remove those sheets that identify the candidate by name.(i.e., the first page)
- Make relevant copies for each application form for the selection panel and retain the personal details until after short-listing is complete.

c) - The short listing panel. (Initial assessment of application forms and supplementary evidence)

At least three people should assess returned applications forms and they should ideally sit on the interview panel. At least one person specialising in participation projects and also a course tutor should constitute the panel.

The panel will meet and scrutinise each application in turn and decide on those suitable for interview. Applications must only be assessed against the competencies using the pre determined assessment procedure (detailed below), which asks the assessor to measure existing experience, skills, attitude and qualifications.

d) After short listing.

It is the responsibility of the panel to record the reasons why an applicant was not short-listed using their own internal administration procedures. All application forms should then be passed to the administrator who will re-attach the personal details to each form in preparation for interviews. The administrator must also;

- File unsuccessful application forms along with the findings of the selection panel.
- Prepare the application forms and other documents from successful candidates for use by the interview panel.

- Arrange for references to be collected.
- Agree on a structured set of questions and prepare them for the interview.

f) During the interview - All present will be responsible for ensuring;

- No discrimination is shown on the grounds of sex, religion, age, disability or ethnic origin.
- Initiate a grievance procedure, if it appears evident or a candidate complains.
- Follow a pre determined structure as defined by the panel.

During the decision making process the panel will;

1. Decide on the merits of accreditation by comparing the evidence against the person specification and assessment checklist. (see below)
2. Again where candidates have been unsuccessful, reasons why should be documented using internal procedures.

Section 2: Assessment

9. Assessment Criteria.

Person Specification.

CRITERIA	STANDARD	MEASURED BY
1. Experience	Minimum of 2 years experience of working with or for people aged 50 +	Application form / documents provided / interview / references
	Minimum of 2 years experience of working with volunteers /community groups and public authorities within the last 5 years.	Application form/ Interview /referees.
	Minimum of 2 years experience of Participation Management within the last 5 years.	Application form / References / Interview / Documents.
	Experiences in managing facilitation processes within the last 5 years.	Application form / References / Interview / Documents.
	Experience in chairing meetings.	References / Application form.

Section 2: Assessment

2. Skills	Good standard of communication skills.	Application form/Interview.
	Ability to work without supervision.	Application form/ references.
	Good standard of organisational and presentational skills.	Application form/Interview.
	Ability to work as part of a team and to act on own initiative.	Application form/Interview references.
3. Attitude	Commitment to engage in the demands of the training programme and carry out home study as required.	Interview / previous educational studies.
	Ability to develop and sustain good relationships.	References.
	An evident commitment to embrace and respect equal opportunities.	Interview / Continuously.
4. Qualifications	Recognised qualification in Gerontology / Project management.	Visual inspection.

Section 2: Assessment

In the table above the 3 columns provide assessors with guidance against the chosen criteria, and candidates must provide evidence that enables you to validate their claims accordingly. The reliability of the evidence presented will mainly be left to your judgement, but as a minimum the following documentary evidence is mandatory.

1. Letters of reference – Which must be assessed against the candidate’s application, the above criteria and must be from a reliable source.
2. Formal qualification – Which must have recognised accreditation or indicate subject taught and to what level.

Where other documents or evidences are provided assessors must make a combined judgement on the validity and clearly document reasons why the evidence was either accepted or rejected.

Checklist 1 – Assessing the application form.

	Yes	No
1. Has the candidate stated he / she has competencies associated with the standards listed in Criteria 1?		
2. Has the candidate stated he / she has competencies associated with the standards listed in Criteria 2?		
3. Has the candidate stated he / she has competencies associated with the standards listed in Criteria 3?		
4. Has the candidate stated he / she has competencies associated with the standards listed in Criteria 4?		

Procedure (Assessing the application form and supplementary documents)

The above checklist provides assessors with the methodology to assess whether each candidate as clearly evidenced they have competencies that meet the given criteria. At this stage it is not important that all of the criteria is fulfilled. Candidates should only be rejected at this stage if all three assessors agree that the individual did not demonstrate their competence, but **only** in relation to Criteria 2.

Section 2: Assessment

Procedure (Post Interview)

Again assessors should initially take an individual approach to the assessment of competencies before making a collective decision, basing their opinion on the documentary evidence provided and the comments and skills demonstrated by the candidate during the interview process.

Having reached a decision, candidates can then be recommended for either full, partial or no accreditation based on the collective opinion of the panel and the criteria detailed below.

Checklist 2 – Final Assessment.

	Yes	No
1. Does the candidate have competencies required to demonstrate achievement of all the standards listed in Criteria 1?		
2. Does the candidate have competencies required to demonstrate achievement of all the standards listed in Criteria 2?		
3. Does the candidate have competencies required to demonstrate achievement of all the standards listed in Criteria 3?		
4. Does the candidate have competencies required to demonstrate achievement of all the standards listed in Criteria 4?		

Full Accreditation – Candidates must provide relevant and reliable evidence of all the standards detailed in criteria 1 to 4.

Partial Accreditation – Candidates must provide (as a minimum) relevant and reliable evidence of the standards detailed in criteria 2 and 3. Recommendations for further training should also be made.

No Accreditation – Candidates who have not provided relevant and reliable evidence in relation to the standards detailed in criteria 2 and 3.

The final part of this guide presents the documents that should be sent to candidates prior to the assessment stage. You will see these are compatible with the procedures detailed above and aim to inform and advice the candidate on the processes at each stage. Please remember these can be adapted to meet the needs of your organisation.

Section 2: Assessment

iii. APL Candidate guide.

<Sample cover letter>

(Date)

PARTICIPATION FACILITIATOR
Accreditation of Prior Learning (APL)

Dear **<Name>**

Thank you for enquiring about APL, please find enclosed the following documents;

- A brief guide to what APL is.
- Course / Job description and person specification.
- Application form.

The course / job description document provides you with an overview of the main competencies that are required from a participation facilitator. You should study this carefully and decide whether this is a role that you would like to embark on before continuing with the application process.

The person specification relates more to the competencies that will be assessed for APL purposes. You will see that most of what we can accredit relates to skills and knowledge required to empower people and to specific skills you may have in certain subjects. There is a guide to candidates that will assist you in completing this process.

The application form is your opportunity to demonstrate and evidence the experience you have gained during your working and educational life. Once we receive your completed application we will conduct an initial assessment of the evidence you have provided, before contacting you to let you know the outcome.

Successful candidates will be asked to attend an interview and will be informed of what additional evidence may be required for accreditation purposes.

We hope you find this pack helpful and informative and should you decide to apply, we hope that you enjoy the process.

Kind regards,

< Insert name, position, contact number etc >

Section 2: Assessment

Introduction to APL

APL is the generic term used for the award of credit on the basis of demonstrated learning that has occurred at some time in the past. This learning may have come about as the result of a course, or self-directed study, or as the result of experience either at work or in leisure pursuits.

The Accreditation of Prior Learning is of particular value to mature learners wishing to re-enter education or training, or to reduce the overall time of a programme of study. It's significance is growing now that increasing numbers of Higher Education Institutions (HEI's) are prepared to accept learning from experience, as well as learning which has already been certificated, as a valid indication of achievement.

Learners wishing to take advantage of APL may do so on the basis of many forms of learning:

- Experiential learning acquired in paid work.
- Experiential learning acquired in unpaid or voluntary work.
- Experiential learning acquired from leisure activities.
- Uncertificated learning from self-directed study.
- Certificated learning from abroad.
- Certificated learning from other United Kingdom educational institutions.
- Certificated work-based learning.

Our aim is to recognise people who have gained experience in life as well as those who have gained formal qualifications. It is important that you understand that when you start the APL process it may not automatically mean that all of your previous learning can be accredited and you may be required to undertake some elements of training to obtain the full accreditation.

We have written the guide below to assist you in telling us about your previous learning and we will be available to support you with any questions you may have.

Below is an introduction to the working role we are aiming to accredit and also the course that will be available for those who have only some of the knowledge and skills that we require.

Section 2: Assessment

COURSE / JOB DESCRIPTION

TITLE: PARTICIPATION FACILITATOR

Guided Learning Hours: <to be assessed>

LOCATION: <to be inserted>

1. Overview

The responsibilities and desired qualifications of this person vary and are determined by the individual organisations needs. Possible responsibilities for this role include:

a) Responsibilities.

- Planning, and implementation of participation processes (PP's).
- Meetings with community leaders to promote the PP's.
- Organizing and meeting with advisory committees.
- Conducting informational meetings in targeted areas with target individuals.
- Recruiting and interviewing applicants for the program.
- Training and Presentational skills.
- Recruit guest speakers for some of the training sessions.
- Helping participants to identify and work on two or more community/individual projects.

As previously mentioned, the accreditation of experience is an essential part of what we aim to achieve, below are just a few examples of the type of experience you will need to demonstrate.

- Experience working with people aged 50 + from a diverse background is preferred.
- Previous experience with volunteer or staff supervision is desired.
- Essentially the facilitator should be inspirational, talented, able to share leadership, and committed to the program.

Section 2: Assessment

2. APL

The aim of the APL process is to assess and accredit what skills and knowledge you already have in order to determine what additional training *may* be required. The SAGE approach to APL embraces both experience and formal qualifications, but concentrates on experience rather than formal learning. If candidates are able to evidence both formal and informal learning then it is less likely further training will be required.

3. Types of Accreditation

Following assessment of the evidence you have provided, candidates will be awarded full, partial or no accreditation.

Full accreditation means candidates do not require any additional training and will be awarded full accreditation.

Partial accreditation means candidates will require additional training in certain subjects as recommended by the assessment panel.

No accreditation infers that candidates are assessed as not ready to embark on the SAGE training program.

Types of evidence may vary from certificates of previous learning, references from previous employers, photographs, portfolios and also what you tell us during the assessment stage.

4. Training provided for facilitators

For those candidates who can only accredit part of their previous learning, the institution will provide recommendations and special training which include specific knowledge in the following areas:

- Gerontology.
- Communication.
- Project Management.
- Active citizenship and participation methods.
- Practical training.

The person specification below provides you with guidance on what criteria and standards you will be assessed against.

Section 2: Assessment

PERSON SPECIFICATION

CRITERIA	STANDARD	MEASURED BY
1. Experience	Minimum of 2 years experience of working with or for people aged 50 +	Application form / documents provided / interview / references
	Minimum of 2 years experience of working with volunteers /community groups and public authorities within the last 5 years.	Application form/ Interview /referees.
	Minimum of 2 years experience of Participation Management within the last 5 years.	Application form / References / Interview / Documents.
	Experiences in managing facilitation processes within the last 5 years.	Application form / References / Interview / Documents.
	Experience in chairing meetings.	References / Application form.
2. Skills	Good standard of communication skills.	Application form/Interview.
	Ability to work without supervision.	Application form/ references.
	Good standard of organisational and presentational skills.	Application form/Interview.
	Ability to work as part of a team and to act on own	Application form/Interview references.

	initiative.	
3. Attitude	Commitment to engage in the demands of the training programme and carry out home study as required.	Interview / previous educational studies.
	Ability to develop and sustain good relationships.	References.
	An evident commitment to embrace and respect equal opportunities.	Interview / Continuously.
4. Qualifications	Recognised qualification in Gerontology / Project management.	Visual inspection.

You will see that the person specification above provides 3 columns, headed by the words “**Criteria**”, “**Standard**” and “**Measured by**”.

Criteria, refers to the specific attributes that are required from a participation facilitator in terms of Skills, Experience, Attitude and Qualifications.

Standard is used to help you and the assessors understand what previous attributes you must be able to demonstrate and to what level. The standard is important because it enables us to identify the “benchmark” from which to award full accreditation and award certification on that basis. The standard is therefore important because it helps us to determine those that require no training at all and are ready for the job as a facilitator without further delay. It is important to emphasise that not all candidates will be able to demonstrate their attributes to this level, and will therefore be awarded accreditation to a lesser degree. This will be useful in terms of identifying your further training needs and also minimising the amount of additional training required.

Measured by provides you with an understanding of where the assessors will expect to validate the claims you have made. This section is useful because it can help you to understand where the assessors will expect you to demonstrate a given attribute.

The section below aims to provide you with a self assessment guide of what level of accreditation you may achieve, when comparing your level of knowledge, Experience, Attitude and Skills from the person specification, against the accreditation criteria.

Accreditation criteria

Full Accreditation – Candidates must provide relevant and reliable evidence of all the standards detailed in criteria 1 to 4.

Partial Accreditation – Candidates must provide (as a minimum) relevant and reliable evidence of the standards detailed in criteria 2 and 3. Recommendations for further training will be made.

No Accreditation – Candidates have not provided relevant and reliable evidence in relation to the standards detailed in criteria 2 and 3.

Below is an application form that will enable us to begin the processes of accrediting your prior learning. The process has been designed so that you can provide as much information as possible. You are advised to send in along with your application any documents that you think will support the accreditation process.

5. The interview

This provides you with a chance to build on the evidence you provided during the application stage and also to produce any further documents that have been requested. By this stage the assessors would have contacted and assessed your references to check their compatibility with the information you provided.

Section 2: Assessment

APPLICATION FORM

<u><Logo ></u>

Please complete all questions as fully as possible. We can only shortlist you on the information you provide on the form. **CVs will not be considered.** Write clearly in black ink or type. Please use capital letters.

COURSE TITLE / NUMBER;

1. PERSONAL DETAILS

Name:	
Title;	
Other names:	
Contact number(s):	
Address:	
Email:	

Section 2: Assessment

2. REFERENCES

*Accreditation is offered subject to receipt of satisfactory references and additional evidence. Please give the details of two referees. One of these should be from your present or most recent employer. Please do **not** include relatives or purely personal friends.*

First Referee

Name:	
Relationship:	
Position:	
Organisation:	
Address:	
Telephone (day):	
Email:	

Second Referee

Name:	
Relationship:	
Position:	
Organisation:	
Address:	
Telephone (day):	
Email:	

Section 2: Assessment

3. EDUCATION AND TRAINING

Please list your formal educational qualifications and any experience you have relevant to this course / post. Please indicate at what level – e.g. A-level equivalent and list in order of achievement starting with the most recent awards first.

Before completing this section, we strongly advise that you read the course / job description and person specification so that you can demonstrate you can meet the “standards” and are sure you can commit to the learning programme if required.

Please note. You may be required to produce evidence of successful learning at any time during and after the application process.

Education & Training.

Date	Place	Name & Type of Qualification

Section 2: Assessment

4. EMPLOYMENT HISTORY

Start with your present or most recent employer. It will suffice to briefly describe your duties and responsibilities, as you may wish to refer to these more fully under the Experience and Skills section which follows. Please include details of any voluntary work which may be relevant. Add extra sheets if you require to.

Number of Months /Years.	Place	Duties and Responsibilities.

Section 2: Assessment

5. SKILLS/EXPERIENCE AND ADDITIONAL INFORMATION

This is your chance to tell us why you feel you are a suitable candidate, please remember to **address all points in the person specification.**

You must give demonstrable evidence of your skills and abilities, drawing on academic, professional, voluntary or personal life. Experience gained in other countries is also relevant so don't forget to include this.

6. DECLARATION

I certify that the information given on this form is correct to the best of my knowledge and I consent to the implementation of relevant checks relating to this application.

The provision of false information in an application form may be grounds for disqualification.

Signed:

Date:

Appendix A: References

1. Citizenship and Governance Education in Europe: A Critical Review of the Literature: vi + 205 pages; November 2000.
2. Learning Citizenship and Governance in Europe: Analysis of Life Histories: ix + 268 pages; May 2001.
3. Focus Groups: Intervention Strategies for Citizenship and Governance Education: 220 pages; November 2001.
4. Learning Active Citizenship and Governance in Late Modern Society. A European Perspective: viii + 173 pages; September 2002.
5. Accreditation of Prior Learning <http://www.ucas.com/candq/apl/index.html>

Please add references

Appendix B: Evaluation Questionnaire

Dear Ladies and Gentlemen, dear colleagues,

Generally, Europe is facing an increase of the older population. To satisfy the needs of this growing and heterogeneous population group it is necessary to develop innovative and individualised services. This is one of the most important challenges for European countries. At the same time the enormous differentiation within the group of the “older – elderly” people shows, that existing offers and services will not be sufficient to satisfy the requirements, wishes and ideas of this generation.

The participation of elderly people on the development, planning and realisation of services and offers concerning their needs becomes highly significant.

The participation of users is a basic assumption so that services and offers for the elderly match with their expectations.

For this reason [your organisation] in collaboration with 8 project partners from different European countries is developing an advanced training course for people, working in different sectors for and with senior citizens or being involved in the planning of products or social services for seniors.

That could be authorities, being interested in the danger of unintended discrimination against elderly or the basics of gerontology, as well as (service) companies that want to consider elderly people's interest to a higher degree. Also senior's associations and representatives of senior's interests that want to acquire higher proficiency concerning representation of interests, moderation, conflict management, funding etc.

As we're trying to develop demand-oriented training modules, we would like to ask where you, working in this context, would like to have more information about; either for yourself or within your organisation / your vocational engagement. This is the only way to provide a training content, that is valuable for your work.

We would like to ask you now to fill in this questionnaire that is based on the previous results of the project partnership!

Thank you very much!

[signature]

Appendix B: Evaluation Questionnaire

These topics were suggested for the improvement of the work with senior citizens and the representation of their interests. Firstly, we would like to know, how you would assess your competences concerning those aspects.

1) How do you assess your knowledge, your skills and competences concerning the following aspects?

	No skills	Little skills	Good skills	Very good skills
Social aspects of ageing				
Gerontology				
(Unintended) discrimination				
Structure and dynamics of group processes (analysis, moderation techniques, conflict resolution)				
Allocation of ressources (subsidies, experts etc.)				
Public relations, promotion				
Legislation (voluntary work etc.)				
Organisation of trainings, learning in higher age				
Dealing with seniors of migration background				
Knowledge about structures and organisations, working for/with seniors				
Active involvement of seniors, motivation				
Methods to survey needs				
Demographic change				
Presentation techniques				
Communication techniques				
Project management, fund administration				
Networking				
Biographic work with seniors				
Animation, program planning				
ICT-skills/Internet				
Foreign languages				

Appendix B: Evaluation Questionnaire

2) How important would you consider the following aspects for the collaboration with seniors and the representation of their interests?

	Not important	Important	Very important	I cannot answer that
Social aspects of ageing				
Gerontology				
(Unintended) discrimination				
Structure and dynamics of group processes (analysis, moderation techniques, conflict resolution)				
Allocation of resources (subsidies, experts etc.)				
Public relations, promotion				
Legislation (voluntary work etc.)				
Organisation of trainings, learning in higher age				
Dealing with seniors of migration background				
Knowledge about structures and organisations, working for/with seniors				
Active involvement of seniors, motivation				
Methods to survey needs				
Demographic change				
Presentation techniques				
Communication techniques				
Project management, fund administration				
Networking				
Biographic work with seniors				
Animation, program planning				
ICT-skills/Internet				
Foreign languages				
<i>Further mentions</i>				
<i>Futher mentions</i>				
<i>Further mentions</i>				

Appendix B: Evaluation Questionnaire

3) How important do you consider these social competences for the collaboration with senior citizens?

	Not important	Important	Very important	I cannot answer that
Empathy				
Reliability				
Ability of self reflection				
Positive, respectful attitude				
Ability, not to focus only on deficits but to identify and use the potentialities of seniors				
Self organisation and self management				
Ability to work independently				
Ability to listen; patience; ability to pose the right questions				
Ability of systemic thinking				
Creativity				
Gender sensitivity				
Enthusiasm for the job				
Friendliness				
Humour				
Readiness to learn				
Readiness for active engagement				
<i>Further mentions</i>				
<i>Futher mentions</i>				
<i>Further mentions</i>				

Appendix C: Partner information.

P1 - Volkshilfe Steiermark is one of the largest non-profit-organisations in Styria (with a total of 1600 employees) as regards Health and Social Care and Childcare. It was founded as a charity in 1947. It has a Unit for Mobile Health and Care for the Elderly with a total of 800 employed staff. We provide both mobile and residential care for the elderly. We have sufficient expertise in social planning for the elderly and we collaborate closely with communities and local/regional authorities. Volkshilfe has developed educational concepts for the training of the staff and has also implemented a training package together with bfi-Steiermark for the staff in childcare-services and for family carers. In addition Volkshilfe has been working on assessment tools for caregiving staff. We have sufficient expertise in carrying out research studies such as needs analyses for the local authorities and the regional government of Styria (needs analyses in 1996, 2000, 2001). Moreover Volkshilfe has been partner in the Leonardo-project TEECHE and is currently managing a Leonardo Thematic Action that promotes multicultural diversity in childcare (MUTUAL).

Since Volkshilfe is providing its services for the community, it keeps close contact with the local authorities and politicians and occasionally consults the department of childcare and of social care. Volkshilfe has experience in designing and organizing conferences for professional carers and educators. Moreover Volkshilfe has built an efficient network with organisations providing family care. Volkshilfe is willing to contribute to every phase of the project, and will see to dissemination and valorization of the project on a regional and national level.

P2- Land Steiermark - Department for Social Affairs

The Department for Social Affairs consist of 5 sections, one of them responsible for social planning in the main areas:

- youth welfare and protection against violence (especially concerning women and children),
- disability affairs and
- social assistance, long term care and elderly people.

Within these 3 areas the main activities of the section social planning are social reporting, the drawing up of specialist social plans such as the Need Assessment and Development Plan for Elderly People in the Need of Care, we work out specialist statements, do data collection and data analysis, join national and international projects, mainly European projects in various fields, and deal with European social affairs in general. Furthermore the section social planning serves as the office of the Youth Welfare Advisory Committee as well as of the Styrian Senior Advisory Committee.

Doing social planning we always try to follow the four corner pillars: Participation, Cooperation, Regionalisation (to take into account structural and geographical differences) and Cyclic Planning (following the circle of planning, realisation, evaluation and planning again).

The Department for Social Affairs also offers a Social Service Centre, which was installed to inform, advise and connect in a global, unbureaucratic, competent way and this for free. 9 social institutions (4 residential care centres, 3 institutions for youth welfare and 2 institutions for people with disabilities) are aligned to the department.

The Land Steiermark - Department for Social Affairs will fulfil the following tasks within SAGE:

- Participation in the trans-national meetings
- Cooperation with the project-partners
- Dissemination and valorisations

Appendix C: Partner information.

P3 - Cyprus Adult Education Association - CAEA was registered in 1988 at the Ministry of Interior as a non-governmental national association in adult education. It aims at developing adult education in Cyprus and bringing Cyprus near Europe promoting cooperation with all European countries. CAEA is a member of the European Association for the Education of Adults and participate in Grundtvig projects in cooperation with many association in Europe. CAEA cooperates with many organisations in Cyprus involved in Adult Education. It cooperates with Trade Unions, employer's organisations, educational associations, local authorities etc.

P4 - Institute for Project Support and Competencies Development "pro-competence"

pro-competence provides support to promote training and education as well as related scientific research particularly by giving assistance to the management of projects, knowledge transfer, development of networks and innovative concepts for training and further education at regional, national and international level.

pro-competence provides support particularly to decision making institutions and actors of VET in Mecklenburg-Vorpommern. The objective is to design education for promoting, developing and using human and economic potentials in a more effective, holistic and sustainable way.

pro-competence is equipped with experienced staff from different branches able to bring in competencies for the implementation of the project particularly in the following fields:

- Concepts for learning programmes, lifelong learning strategies, (project integrated learning and learning in the workplace),

- Development of needs analyses
- Evaluation of learning programmes and didactical-methodical concepts
- Project accompanying evaluation
- Adult education and development of individual social and professional competencies

The institute has been involved in projects to promote chances of disadvantaged people for professional education and integration BQN – professional qualification networks- promoted by Federal Ministry of Education, Germany. Pro-competence is involved in networks of education providers, social institutions and has close links to companies (e.g. access to the GM-Information network, including more than 150 mostly small and medium companies), and other structures and networks. Within the institute there is experience which has developed through national and international projects and partnerships where the staff was involved previously or is currently involved in, namely Leonardo da Vinci I and II and Socrates.

The Institute for Project Support and Competencies Development "pro-competence"

will fulfil the following tasks within SAGE:

- Participation in the trans-national meetings
- Cooperation with the project-partners
- Providing a state-of-the-art report
- Development of an assessment procedure for the selection of candidates and the training course
- Development of a pedagogical concept for the training
- Dissemination and valorisation

Appendix C: Partner information.

P5 - The Social and Health Care College provide many different kinds of educational programs in order to provide our students with the necessary competences and qualifications needed to work in different care institutions for children, elderly and all kind of handicapped people. The idea of Lifelong Learning has for more than 15 years been the main teaching philosophy for our College. Through our participation in several international and national projects we have developed and improved our educational practice according to this Idea. Today, we have many experiences in developing and running educational programs for people at the age of 50+ . We often make introduction-courses for unemployed people together with the local employment centre – to introduce them to the different working areas, like for example care at institutions for mentally and physically handicapped people and homecare. These courses also give an introduction into the educational training program to become social- and health care helper. In ordinary classes for our basic educational program, more than 10% of the students are about 50+ and were often unemployed before starting at our College.

We have also developed and run longer training programs for unemployed immigrants. Among these students also very often people are 50+. The aims of these trainings are to qualify them to become a student at the educational program for social and health care helper.

SosuMedia is the in house professional web and multimedia department of The Social and Health Care College. The department is known for its ability to produce pedagogical educational material of a very high quality, including streaming video material. Especially for low educated adults and young adults.

SosuMedia has produced and are producing websites and online multimedia material for several European projects. for example Leonardo IGUANA, Leonardo MUTUAL and Equal MPOWERMEN2MEN.

All the online educational material is produced in close cooperation with the partners and the professional educational staff.

www.sosumedia.dk

The Social and Health Care College will fulfil the following tasks within SAGE:

- Participation in the trans-national meetings
- Cooperation with the project-partners
- Providing a state-of-the-art report
- Development of a list of skills and competencies for senior advisors
- Developing an e-learning concept for the training
- Providing e-learning based training packages
- Evaluation of the products (pilot training)
- Dissemination and valorisations

Appendix C: Partner information.

P6 - TALLINN HEALTH COLLEGE (Tallinna Tervishoiu Kõrgkool) HISTORY AND TODAY.

Continual training for healthcare specialties in Estonia started in 1940, when the Nurses School was opened. After consolidation with the Assistant Physicians School, the Tallinn Medical Secondary School was established. In 1943 the School of Assistant Physicians and Midwifery, offering education in Estonian language, was opened in Tambov. In 1944 the school continued working in the former building of the Nursing School in Tallinn. In December 7, 1964 the school was renamed the Tallinn Medical School. According to the needs of Estonian labour market during the 60 years of the school's existence professional education has been given for 11 healthcare specialities. Since 1992 the admission of students is accepted only on the bases of secondary education.

In 1996 the tuition of nurses at the level of higher vocational education was started, during the following years the same level was achieved in midwifery, pharmacist and dental technician specialities. In 1998 the training for a totally new speciality - optometrist - was started. The next year two more professional higher education curricula were opened - occupational therapist and radiology technician.

In cooperation with the Estonian Nurses Union (now the Estonian Nurses Association) and the Ministry of Social Affairs the advanced study course for nurses was started in 1998, advanced studies for midwives and dental technicians followed in 2002.

In the autumn of 2002 all the curricula got corrected and approved by the Ministry of Education and Research as professional higher education curricula.

During the academic year 2003/2004 the training of nurse assistants at the level of the secondary vocational education was started again.

In 2005 Tallinn Medical School was reorganised into an applied higher education institution - since the September 29, 2005 the new name of the school is Tallinn Health College.

All the curricula are accredited by the Estonian Higher Education Accreditation Centre.

The number of students has constantly increased. Currently more than 1200 students are taught at our school.

Tallinn Health College is participating in various international projects under the programmes Leonardo da Vinci, Socrates (student/teacher exchange, thematic networks), Grundvig, Tempus.

The Tallinna Tervishoiu Kõrgkool will fulfil the following tasks within SAGE:

- Participation in the trans-national meetings
- Cooperation with the project-partners
- Providing a state-of-the-art report
- Development of an assessment procedure for the selection of candidates and the training course
- Development of training materials for the course
- Evaluation of the products (pedagogical concept)
- Dissemination and valorization

Appendix C: Partner information.

P7 - Espiral Entitat de Serveis is a ONG

Espirai, Entitat de Serveis has like work priority the field of older people. Actually is working in the motivation employers, to give work at people more 50 years. The project has received subvention of Europe Community, in programme ESF-Art.6. The title is "Fit 4 Work". Espiral has a agreement with University of Girona and Camara de Industria, Comercio y Turimo (association of employers to Girona)

The Espiral Entitat de Serveis will fulfil the following tasks within SAGE :

- Participation in the trans-national meetings
- Cooperation with the project-partners
- Providing a state-of-the-art report
- Development of an assessment procedure for the selection of candidates and the training course.
- Development of a pedagogical concept for the training
- Development of training material for the course
- Delivering a pilot training for senior advisors
- Evaluation of products (skills and competence handbook)
- Dissemination and valorization

P8 - TREBAG Vagyon- és Projektmenedzser Kft has a wide experience in the participation and the management of both national and European projects.

TREBAG Vagyon- és Projektmenedzser Kft have networks with most Hungarian adult education institutions and are thus able to disseminate the project amongst the most relevant training organisations. Moreover they are able to contribute to the project by their knowledge of the educational system in Hungary. In addition they are experts in the field of quality management and will therefore be well prepared to take over the internal evaluation of each workphase and the products.

TREBAG Vagyon- és Projektmenedzser Kft have been fully informed about the content of the project and their tasks, they are willing to contribute to SAGE within this scope.

The TREBAG Vagyon- és Projektmenedzser Kft wil fulfil the following tasks within SAGE:

- Participation in the trans-national meetings
- Cooperation with the project-partners
- Providing a state-of-the-art report
- Development of a list of skills and competencies for senior advisors
- Development of an assessment procedure for the selection of candidates and training course
- Development of training material for the course
- Delivering a pilot training for senior advisors
- Evaluation of the project
- Evaluation of the results

Appendix C: Partner information.

P9 – Point Europa - We are a Training and Education Charity based in rural south east Cornwall with aims to create employment opportunities and life long learning for Adults. We undertake a diverse but focused range of activities in order to achieve our organisational goals, including:

- The provision of Child Care services to support people returning to work or other training.
- Training and Evaluation services with a specific focus on research and development of training products based on determined social need.
- The exchange of ideas at an intercultural level through participation in European and Adult learning programmes.
- The development and delivery of training for the purpose of Equality and Diversity.