



# EuBiA – Broadening people´s mind in Ageing

**3<sup>rd</sup> Meeting**  
**October 14 – 17, 2009**  
**in Gdansk, Poland**

## MINUTES

### Participants:

Amendola Rossella, Italy, Giustino Fortunato  
Aragione Assunta, Italy, Giustino Fortunato  
Benyon John, UK, University of Leicester  
Börger Agnes, Germany, VHS Hamburg  
Briguglio Giuseppe, Italy, Cooperativa Tulipano  
Cicolella Fabiana, Italy, Giustino Fortunato  
Cosgrove Attracta, Northern Ireland, WEA NI  
Cram Elsbeth, Germany, VHS Hamburg  
Daníhelkova Klara, Czech Republic, METER SILESIA  
Devine Sinead, Northern Ireland, WEA NI  
Drobná Daniela, Slovakia, Forum pre pomoc starsim  
Födesiová Michaela, Slovakia, Forum pre pomoc starsim  
Gallagher Philomena, Northern Ireland, WEA NI  
Galiová Lubica, Slovakia, Forum pre pomoc starsim  
Ghezzi Anna, Italy, Giustino Fortunato  
Grabowksa Anna, Poland, PRO-MED  
Grabowsk Wojciech, Poland, PRO-MED  
Hale Carolyn, Northern Ireland, WEA NI  
Hamill Sadie, Northern Ireland, WEA NI  
Hanelova Hana, Czech Republic, METER SILESIA  
Hinterberger Manuela, Austria, bia-net  
Kurz Rosemarie, Austria, ÖH Generationenreferat  
Marina D´Angelo, Italy, Giustino Fortunato  
Mastiliakowa Dagmar, Czech Republic, Silesian University in Opava  
Mastroeni Carlo, Italy, Cooperativa Tulipano  
Pawlowska Elsbeta, Poland, Seniors Club at GUT  
Perepeczko Elzbieta, Poland, PRO-MED  
Romeo Domenico, Italy, Cooperativa Tulipano  
Rose Gabriela, Germany, VHS Hamburg  
Soulsby Jim, UK, University of Leicester  
Sußner Siegrid, Germany, VHS Hamburg  
Swanton Pauline, UK, University of Leicester  
Wieters Helga, Germany, VHS Hamburg



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## A) Participants

please see Annex 1

## B) Agenda

Please see Annex 2

## C) The meeting

### 1. Introduction and welcome by Anna and Manuela

Overview about the agenda and the project

### 2. Presentation of good practice projects from Anna

- e-senior in action (powerpoint presentation in attachment)
- PC ABC

### 3. Working session: Good practice - what's that

Results of the group work

#### a. What makes a good project (focus on senior education?) – the EuBiA criteria for a good project:

1. The project arises from the real and perceived learning needs of older adults
2. The project has involved older people in its creation
3. The project has been developed by calling on the expertise of a range of people in order to meet the needs of the end users
4. There is evidence that the project can be transferred and adapted to meet specific needs (individual, local, regional, national)
5. There is evidence that the outcomes of the project can be further developed and sustained in the longer term.

#### b. What makes good learning - Results of the group work

##### Group 1:

- Involvement – Personal contact in learning:
  - considering non learners
  - innovative to encourage participation
  - involvement in planning and design
- Consider individual needs:
  - life experience
  - background knowledge,
  - interests, aspirations,
  - consider intergeneration and other important issues
- Approaches to teaching:
  - Considering the needs of older learners



- Intergenerational contents is not a criteria but may be a positive aspect in some situations

#### Group 2:

- Ownership of the learners and learners has to be involved in the development of the design
- Find the balance among knowledge, experience and cultural background of the learners plus necessities of every day life
- Involvement and enthusiastic good communication between COACH and TUTOR

#### Group 3

- Agree, accept and abide by a set of principles of learning such as:
  - Relevant to the life and experience of older people – recapitulating valuing and accommodating diversity
  - Using skills and experience of the participants
  - Individual attention in small groups
  - Adaptable and involving older adults at all stages
  - Directing and empowering people and combating disadvantage
  - Engaging and motivating learning – inspiring people to engage
  - Sustainable learning that is fit for purpose
  - Realism not idealism
  - learning that is enjoyable and fun
  - having choice and success
- Create or select a context for learning where agreed learning principles can prevail
- Recruit and train empathetic people to facilitate learning not to deliver teaching

#### Group 4:

##### The learning contract

- Individual learner:
  - Biografie, environment of living
  - Having choice and success
  - Curriculum relevance
- Skills required:
  - Listening
  - Being flexible
  - Being adaptable
  - Facilitate – negotiate – even teach
- The learning experience:
  - Progression and growth
  - Autonomy



- Relevant evaluation
- Long term aims and quick gains
- Visible outputs
- Broad dissemination

#### Group 5:

- LEARNING
  - that makes a positive difference
  - that increases confidence
  - that enables individuals to move forward

#### **4. Project market place**

We present different projects for good practice

AT – bia-net:	LENA, <a href="http://www.bia-net.org/lena">www.bia-net.org/lena</a> (summary attached)
CZ – METER SILESIA:	CMP Association (powerpoint presentation attached)
DE – VHS Hamburg:	HARALT (powerpoint presentation attached)
UK NI – WEA:	Drama Project: Tell Your Story (powerpoint presentation attached)
IT – Giustino Fortunato:	EDA PROJECT (summary attached)
UK – University of Leicester:	Lifelong Learning, Older People and Society
PL – Pro MED:	e-senior in action ( <a href="http://www.e-senior.eu">www.e-senior.eu</a> , PC ABC)
IT – Cooperativa Tulipano:	
SK – Forum:	

#### **5. Presentation of Koscierzyna UTA**

Please find the powerpoint presentation and the films attached

#### **6. Working session: Skills and experiences**

##### **Skills and experiences that exists in the EuBiA team**

Results of the group work:

##### Group 1

- To be able to listen to learners
- Understanding for the needs of older people
- Flexible
- Wide range of curricula experience / expertise
- Project management experience
- Designing and delivering courses
- Networking and partnership experience on different levels
- Trust building in reliability



### Group 2

- Way of communication
- Organising a variety of subjects
- Individual approach
- Responding to the needs of learners
- Active listening
- Providing formal / non formal learning
- Patience
- Project management
- Networking

### Group 3

- Communication skills
- Long and continuous experience of working with seniors
- Project management
- Partnership work
- Research in learning and ageing (learning)
- Experience of engaging older people in learning and in other activities
- Understanding of how to create and deliver learning that works for older people
- Training trainers and creating resources for training
- Experience of intergenerational work
- Good practice in dissemination information of outcomes

### Group 4

- Fundraising and working with the difficult proposals of the commission
- Good communication
- Facilitating
- Motivating and encouraging
- Leadership / management
- Teambuilding
- Designing and delivering and embedding of programmes
- Knowing the target group
- Working in a joined way
- Networking
- Knowing the issues that impact of peoples life
- Flexibility
- Negotiation skills and common purpose
- Dissemination

### Group 5

- Handling difficult people
- Organising
- Networking
- Marketing
- Fundraising
- Understanding group dynamics
- Communication
- Leading groups
- Creative thinking
- Financial acumen
- Recognising individual needs
- Negotiation skills
- Presentation skills



- Having visions
- Commitment /n reliability
- Overcoming obstacles

## 7. Working session: Good practice – Where to find?

### Where to find good practice?

### How to adopt / adapt good practice – problems and benefits?

Results of the group work

#### Group 1

- to want to find good practise
- before you have to find out what the learners want
- recognising which is appropriate
- where to find the projects new departement of the Commission
- widening the awareness at adult education by being open to different sectors
- when should we go to find
  - i. reactive and pro active (you look for information when needed but also look for information to build you own knowledge
  - ii. taking on flashlights – the personal data bank in (older) peoples mind
  - iii. different ways of interpretating infos by different people

#### Group 2

Where to find good practice?

- derived from activities coming from learners wishes
- empowerment of learners to pass on THEIR skills
- networking in our international meetings
- competence to assess the good practice from abroad to adapt to their countrie´s / region´s needs, jurisdiction etc by tutor
- ageing well – from other local self organised groups

adopt and adapt good practice – benefits

- build trust to try new ways / things
- flexible approach from trainers to learners when adopting practice from others
- improve and develop practice
- learning is changing and growing not stagnant

adopt and adapt good practice – problems

- what might work for one group may not work for another
- resistance to change or new ways

#### Group 3

Where to find?

- project work - national – European – global
- in groups which work with seniors on a variety of topics
- among national networks
- self-help groups



- EuBiA partnership's good practice
- Examples of good practice from outside education

How to adopt/adapt good practice?

- negotiate with the initiators of the good practice to understand clearly how to proceed
- sufficient information is available to underpin transferability
- a flexible approach to concepts and practice
- establish strong relationships with key people nationally and regionally to make things happen

Benefits:

- new ideas, new ways of working, new partners, new experiences

Problems:

- cost /funding
- good practice in one place is not good somewhere else

#### Group 4

Where to find good practice?

- everywhere – keeping your eyes open
- observing, listening to people
- critically evaluating
- networking
- asking learners (feedback)

How to adopt / adapt good practice

- critical evaluation – applicable
- look the needs of learners
- “horses for courses”
- adopt, adapt and improve!
- Assessment of local conditions

Difficulties

- cultural differences
- local conditions
- competition on local level

Benefits

- learning new techniques and methods (involvement, make fun)
- cooperation brings benefits
- evolution priority





## 8. The EuBiA Guide

We want to deliver a signposting guide with examples of good practice, strategies to reach and engage older people in learning and a glossary for learning in senior age

### a) Content

- I. Executive Summary
- II. Introduction
- III. Lifelong Learning
- IV. European Dimension
- V. Networking
- VI. Good practice and effective strategies
- VII. Advocacy and participation of senior learners
- VIII. EubiA Partnership / EuBiA Network

### b) Organisation, timetable and tasks

- A rough draft of the guide will be ready for the meeting in Sicily
- Until the meeting in Belfast the guide in English (and if possible in language versions) will be finished
- Until the end of the project all language versions will be finished

### c) Language versions

We develop the EuBiA Guide in all project languages

### d) Format

The main format for the EuBiA Guide will be a pdf for download and mails.

## 9. Dates for the next meetings

- Meeting 4 in Sicily: 28.2.2010 - 3.3.2010
- Meeting 5 in Belfast: 9.6.2010 - 13.6.2010

## 10. Planning the next work package (WP 4)

November 2009 – March 2010

### Advocacy and Participation of older Learners

#### Activities

- preparing one part of the EuBiA guide: advocacy and participation of older learners
- transfer good practice and the EuBiA project to agencies, regions and countries not included in the original partnership
- preparing, realising and documenting the 4. meeting
- updating the webpage
- dissemination and evaluation

#### Outputs

- part of the EuBiA guide: advocacy and participation of older learners
- draft of the guide
- documented and evaluated 4. meeting
- evaluation of WP 4



## 11. Tasks for WP 4

**EuBiA**  
**Workpackage 4**  
(November 2009 – March 2010)  
**TASKS – Checklist**

Please fulfil these tasks on time!!

<b>What to do?</b>	<b>Who?</b>	<b>When?</b>
Writing a short summarising about the presented projects in the 3rd meeting regarding our good practice criteria for projects	All partners	November 30, 2009
Preparing issues for "Advocacy and Participation of older Learners"	All partners	Meeting in Sicily
Networking	All partners	March 31, 2010
Dissemination	All partners	March 31, 2010
Preparing a draft of the EuBiA Guide	Manuela	Meeting in Sicily



## D) Annexes

### Annex 1: Meeting Participants

Country	Name	Organisation	Email
UK	John Benyon	University of Leicester	johnBenyon@scarman.freemove.co.uk
UK	Jim Soulsby	University of Leicester	jim.soulsby@btinternet.com
UK	Isobel Woodcliffe	University of Leicester	ijw3@le.ac.uk
AT	Manuela Hinterberger	bia-net	manuela.hinterberger@bia-net.org
AT	Rosemarie Kurz	ÖH Generationenreferat	rosemarie.kurz@gmx.at
DE	Gabriela Rose	Hamburger Volkshochschule	g.rose@vhs-hamburg.de
DE	Agnes Börger	Hamburger Volkshochschule	a.boerger@vhs-hamburg.de
DE	Elsbeth Cram	Hamburger Volkshochschule	
DE	Siegrid Sußner	Hamburger Volkshochschule	
DE	Helga Wieters	Hamburger Volkshochschule	Helga-wieters@hamburg.de
NI	Carolyn Hale	WEA NI	carolyn.hale@wea-ni.com
NI	Attracta Cosgrove	WEA NI	attracta.cosgrove@wea-ni.com
NI	Sinead Devine	WEA NI	sinead.devine@wea-ni.com
NI	Sadie Hamill	WEA NI	hamills@sky.com
NI	Galagher Pilomena	WEA NI	Philomena.gallagher@googlemail.com
IT	Marina D'Angelo	Giustino Fortunato	marinadangelo@live.it
IT	Vittoria D'Aquila	Giustino Fortunato	vdaquila@alice.it
IT	Assunta Aragione	Giustino Fortunato	assuntaaragione@alice.it
IT	Amendola Rossella	Giustino Fortunato	Rossella.amendola@libero.it
IT	Anna Ghezzi	Giustino Fortunato	Ann.ghezzi@gmail.com
IT	Fabiana Cicoella	Giustino Fortunato	Fabiana.cicoella@fastwebnet.it
IT	Carlo Mastroeni	Cooperativa Tulipano	info@impegnocivile.it
IT	Giuseppe Briguglio	Cooperativa Tulipano	peppinobriguglio@alice.it
IT	Domenico Romeo	Cooperativa Tulipano	mimmo.romeo@gmail.it
PL	Anna Grabowska	PRO MED	anka.grabowska@gmail.com
PL	Katarzyna Chichosz	University of Third Age in Kosciierzyna	k.cichosz@powiatkoscierski.pl
PL	Elsbieta Perepeczko	PRO-MED	



PL	Wojciech Grabowsk	PRO-MED	wgnet@amg.gde.pl
PL	Elsbieta Pawlowa	GUT	elepaw@pg.gde.pl
SK	Daniela Drobná	Forum pre pomoc starsim	daniela.drobna@gmail.com
SK	Lubica Galiová	Forum pre pomoc starsim	forumlubica@gmail.com
SK	Michaela Födesiová	Forum pre pomoc starsim	
CZ	Hana Danihelkova	METER SILESIA	Meter.silesia@seznam.cz
CZ	Klara Hanelova	METER SILESIA	Meter.kh@seznam.cz
CZ	Dagmar Mastiliakowa	Silesian University in Opava	Dagmar.mastiliakova@fop.slu.cz



**Annex 2: Meeting Agenda**

**EuBiA**  
**Broadning People´s Mind in Ageing**  
**3<sup>rd</sup> Project Meeting**  
**October 14 – 18, 2009**  
**in Gdansk, Poland**  
**AGENDA**

**Wednesday, October 14, 2009**

Arrival Hotel Posejdon  
80-341 Gdansk, ul. Kapliczna 30  
Tel.: + 4858 511 33 67  
Fax: + 4858 511 33 63  
Email: witowska.m.posejdon@orbis.pl  
www.accorhotels.com  
18.45 Meeting at the hotel reception  
19.00 Common dinner

**Thursday, October 15, 2009**

09:00 – 09:30 Welcome, Introduction, Agenda  
09:30 – 11:00 PRO-MED presentation: best practice – ABC PC VOX Norway, UTA Online etc  
11:00 – 11:30 Coffee Break  
11:30 – 13:00 Working session: Good practice – what´s that?  
13:00 – 14:30 Lunch break  
14:30 – 16:00 Market place and project exchange  
- please present one successful project for lifelong learning for seniors  
16:00 – 16:30 Coffee Break  
16.30 – 17.30 Working session: good practice examples  
18:00 – 19:00 Koscierzyna UTA visit  
19:30 Dinner

**Friday, October 16, 2009**

09:00 – 10:30 Working session: skills and experiences  
11:00 – 14:00 Visiting the old city of Gdansk, including lunch  
14:00 – 15:00 Travel to Gdansk University of Technology  
15:15 – 17:00 Meeting with members of Seniors Club at GUT  
17:00 Return to Hotel Posejdon  
19:00 Dinner

**Saturday, October 17, 2009**

09:00 – 10:00	The EuBiA Guide
10:00 – 10:30	Where to find good practice?
10:30 – 11:00	Coffee Break
11:00 – 12:00	EuBiA - where do we go?, Evaluation, AOB
12:00 – 12.30	Closing up the meeting
13:00 – 14:30	Farewell Lunch

**Sunday, October 18, 2009**

Departure



### **Annex 3: Project market place presentations**

- 3.1. Project e-senior in action
- 3.2. Project LENA summary
- 3.3. Project CMP Association ppt
- 3.4. Project HARALT ppt
- 3.5. Drama Project ppt
- 3.6. EDA PROJECT summary

### **Annex 4: Presentation of Koscierzyna UTA**

- 4.1. Powerpoint presentation
- 4.2. Film

### **Annex 5: Meeting powerpoint presentation**