



Educational Activities and Barriers to Education for Elderly People in the Community

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Outline

- PIAAC/ CiLL
- Theoretical Background
- Learning and Competence Development
 - Self-perception
 - Social and historical development
- Educational Programmes in the Community



PIAAC

Programme for the

International

Assessment of

Adult

Competencies



Competencies in Later Life (CiLL)

Project description

- CiLL is a parallel study to the **German PIAAC-Survey**
- It is a joint project delivered by the DIE (**German Institute for Adult Education**) in cooperation with the **Ludwig-Maximilians-University Munich (LMU)** Institute for Pedagogy and is funded by the **Federal Ministry of Education and Research of Germany (BMBF)**.

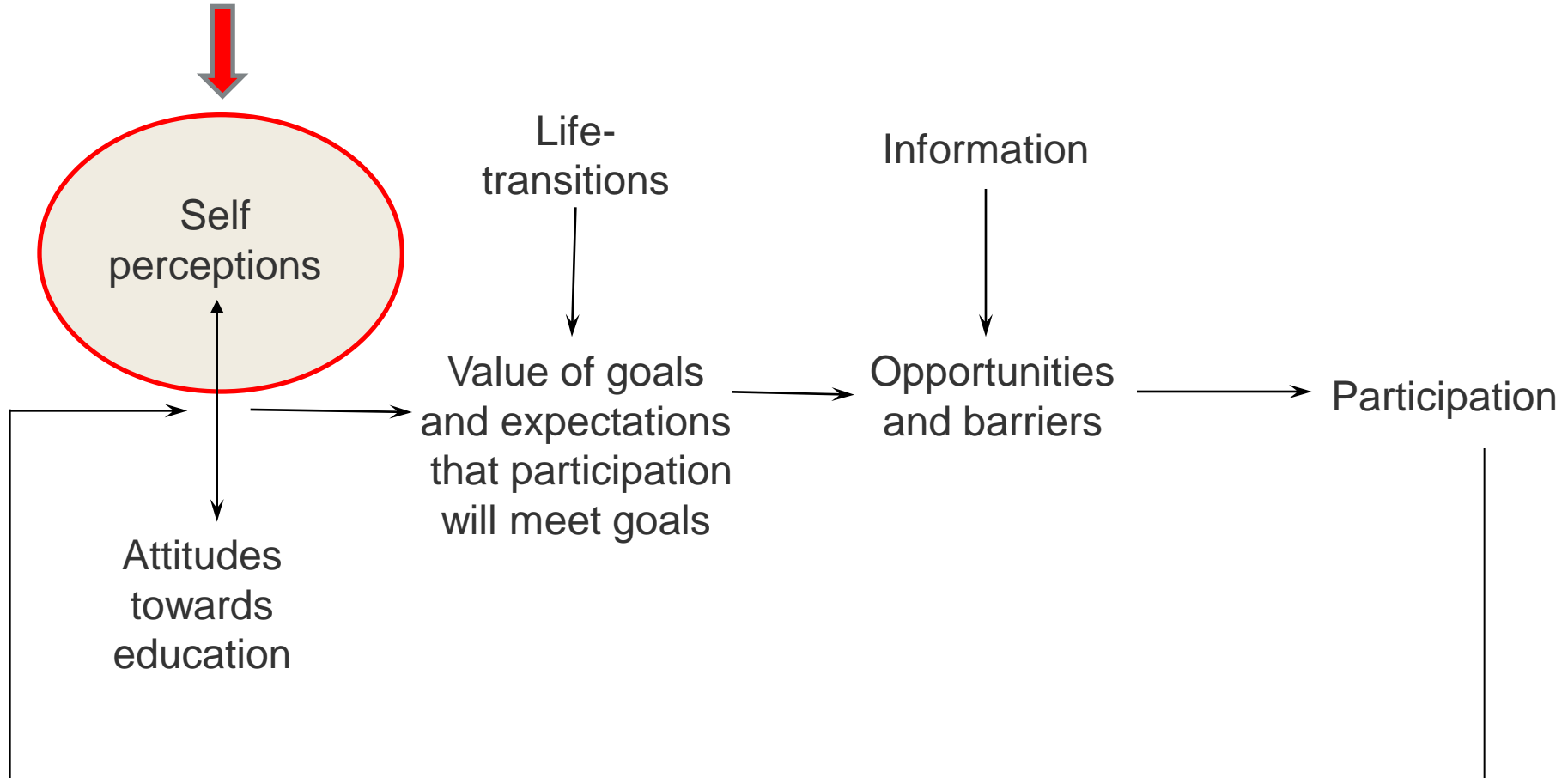
The project **includes four parts:**

- secondary analysis of existing quantitative data
- development of case studies dealing with older adults
- comparison of results with an additional sample of older adults (ages 66 to 80) using PIAAC survey instruments
- discussion of results in the course of a workshop with experts



Chain-of-response Model (Cross 1981)

Perception of ageing





Self perceptions and perception of ageing

	Maker	Helper	Driven
Positive perception of ageing	<ul style="list-style-type: none"> • adult education centres, third age universities, other adult education agencies; 	-	-
Ambivalent perception of ageing	<ul style="list-style-type: none"> • self-regulated learning activities 	<ul style="list-style-type: none"> • Learning = effort and hard work; • self-directed learning, often by trial and error 	<ul style="list-style-type: none"> • Incidental and non-intentional forms of learning dominate ; byproduct of problem solving
Negative perception of ageing	<ul style="list-style-type: none"> • exclusively informal learning; • learning by friends and relatives, • use of media 		



Preconditions of Learning

Learning and Competence with regard to social and historical development (CiLL-Study)

Peer Group born between 1931 and 1946

- Economic Crisis, Unemployment,
- National Socialist Dictatorship
- World War II, Post-war period
- Period of Reconstruction in FRG/GDR
- Social Situation and Retirement



Barriers to Education

“The location of ageing contributes significantly to the condition of ageing” (Kocka & Staudinger, 2009, p. 65).

Senior citizens can be educationally disadvantaged

- Decreasing mobility
- Medical restrictions
- Little income
- Low educational background
- Low (German-) Language ability
- Lack of motivation

„My head is full, there is nothing to do“



Analysing the education for older adults

➤ Finding “Gatekeepers” for Education in Communities

Examples:	Activities:
Adult education centre (Volkshochschule) Community/-township Centre, Parish hall (Church), House of Generations	Counselling for elderly people, Café/meeting centre, Self-organized groups, Sport and Leisure groups, Information



Promoting the education for older adults

- **Accessibility:** primarily includes the geographic proximity to the living area, a barrier-free accessibility and low participation fees. Additional criteria “age-based didactic”.
- **Transparency** is an essential criterion for participation. Programmes for older, especially for educationally disadvantaged people, have to be locally visible.



Promoting the education for older adults

- **Networking:** Offering programmes with a low threshold is useful to encourage educational participation for senior citizens. The cooperation of various local protagonists contributes to a larger distribution of programmes.
- **Integrating Research Results from CiLL and PIAAC:** Individual Learning Activities, Learning Motivation, Benefits of Learning in Later Life



- Publication of results **2014**
- Further Information:
www.die-bonn.de/cill/
www.gesis.org/piaac
www.oecd.org/els/employment/piaac



Thank you for your attention!

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