

2nd January 2017/Henrik Zipsane

Project proposal

Erasmus Plus KA2 Exchange of practices

deadline 29 March 2017

THIRD AGE COMPETENCES (TAC)

Background

When the terminology of *Key Competences for Lifelong Learning* was introduced to the EU in 2004 by the High Level Group on the Lisbon Treaty the concept was broad in its theoretical pedagogical scope and wide in its implication of life span. It was about Key Competences which was needed from cradle to grave. When the European Commission in November 2005 presented its Recommendation on Key Competences for Lifelong Learning the perspective was broad:

“In accordance with international studies, ‘competence’ is defined here as a combination of knowledge, skills and attitudes appropriate to a particular situation. ‘Key competences’ are those that support personal fulfilment, social inclusion, active citizenship and employment. The development of the knowledge society is raising demand for the key competences in the personal, public and professional spheres. The way in which people access information and services is changing, as are the structure and make-up of societies. There is increasing concern about social cohesion and developing democratic citizenship; this requires people to be informed, concerned and active. The knowledge, skills and attitudes that everyone needs are changing as a result.”

This was ambitious! It was about personal fulfilment as much as it was about employment. With the financial crisis and what came after that, the perspective on the practical implications of Key Competences has gradually changed to basic skills for employability and the European Commission has in June 2016 revealed that they will launch a revision of the Key Competence Framework during 2017 for strengthening human capital, employability and competitiveness.

The lifelong learning perspective is becoming increasingly distant and that happens at the same time as the European demography changes dramatically as the number of older adults grows all over Europe even though unevenly. The lack of access to volunteering competence in society is neither stimulated when understanding of older adult’s capacity is not recognised.

There is a need for greater understanding of which competences are needed for older adults and offered by them, when the competence demand is not dominantly defined by the labour market. From this follows a need to understand what is offered by who in society to older adults and for political decision makers and other stakeholders to have access to this knowledge. Only through greater understanding will the stakeholders be able to further develop the offers of relevant competence development for older adults.

Aim of the project

This project focus on older adults in the third age – by which we mean the life span from leaving work life as a dominant factor in life and personal identity until the time when deterioration of the health become a dominant factor. Understanding that the transition from second to third age and from third to fourth age is a gradual and very individual process is important for the project.

The project will create better understanding on Key Competences for older adults. The project will look into the nature of key competences for this very diverse target group. Parallel the project will map who are the stakeholders in wider society and what they provide and how they provide offers to the target group. The project will also look in to how the offers to the target group are communicated and if and how the issue is addressed in national, regional and local policies in selected countries. At the centre of this perspective will be the understanding of the meeting point of the Key Competences for personal fulfilment in older age and the demand of wider society through for example volunteering.

It is an important aim of this project to contribute to the issue of Key Competences for older adults being on the political agenda on European level as well as the development of policies and practices on regional level.

Consortium

- Region Jämtland Härjedalen (applicant and lead partner) SE
- NCK – The Nordic Centre of Heritage Learning & Creativity SE
- University of Ulm DE
- Region Baden-Württemberg DE
- EARLALL BE
- CEV – The European Volunteer Centre BE
- ICCDPP International Centre for Career Development and Public Policy FR
- Provincia di Livorno IT
- University of Florence IT

Method

The project will design a method for mapping Key Competences for older adults based on existing social science. The method will be applied on a mapping process in the regions of Baden-Württemberg and Jämtland-Härjedalen and the Livorno Province.

Parallel with this the project maps KC policies for older adults in the participating regions and on national level in the participating member states but there will even be a summarized outlook to other member states.

The outcome of the two mappings will be analysed and the results brought together in guidelines for regional stakeholders.

The project will highlight the issue through high level seminars with representatives in the participating regions and a high level seminar on EU level with representatives from Committee of Regions, the European Parliament and the European Commission. The dissemination will mainly be conducted through presentations at conferences and workshops in which the project partners are arranging or participating.

Rough idea for work packages and division of lead tasks

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| WP 01 | Project governance | Lead: Region Jämtland |
| WP 02 | Project management | Lead: NCK |
| WP 03 | Methods for mapping KC for older adults | Lead: Ulm University |
| WP 04 | Mapping KC and providers in three regions | Lead: NCK |
| WP 05 | Mapping KC policies older adults in member states | Lead: Florence University |
| WP 06 | Analyse and guidelines for regional stakeholders | Lead: ICCDPP |
| WP 07 | Arranging high level seminars in regions | Lead: Livorno |
| WP 08 | Arranging high level seminar on EU level | Lead: Baden-Württemberg |
| WP 09 | Dissemination | Lead: EARLALL |