



Training Older Persons - Pioneer model Usable for older adult trainers

Final Report

Public Part

Project information

Project acronym: TOP+

Project title: Training Older Persons - Pioneer model Usable for older adult trainers

Project number: 133979-LLP-2007-PT-LMP

Sub-programme or KA: Multilateral Project (Development of Innovation only.)

Project website: <http://www.trainingolderpeople.eu>

Reporting period: From 01-11-2007
To 31-12-2009

Report version: Final Report

Date of preparation: 31-03-2010

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This project has been funded with support from the European Commission.

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Executive Summary

a) - TOP+ project had achieved the strategic goals that the 11 partners design for the application approved by EACEA. As coordinator, representing the Academia José Moreira da Silva, Cooperativa de Estudos de Economia Social, CRL, from Portugal, we present this TOP+ Project Final Report [Public Part], in behalf of the contributes TOP+ Partners and we accomplish this information to EACEA, and for Public access.

b) - In order to introduce the general information of the TOP+ Project, just a brief summary of TOP+ (*see more data at TOP+ website: <http://www.trainingolderpeople.eu>*).

- The low enrolment of older workers in Lifelong Learning in Europe represents a waste of individual opportunities potential and a loss productive and economic potential. Commission recognizes “**that a change is needed in the way education and training is provided** (flexible timetables, recognition of prior learning and more attractive training)”. Trainers, teachers and Guidance counsellors **must have the skills to offer attractive training and guidance orientation**.
- The Partnership of TOP + it's committed to develop a brand new solution to help all Member States (MS) and Norway to cope with a common challenge (low participation of older adults in lifelong learning programmes), with a new strategy, which has not yet addressed: reinforce the skills of older adults trainers and teaches.
- TOP + Project its target trainers and teachers that wish up-skill or re-skill it's competencies to better address older adults training need. Under TOP + we consider “older adults” those with more than 45 years old, unemployed, at risk of unemployment or early retirement.
- The golden result of the Project will be [in the final of the 2 year action]:
 - **a Multimedia Compendium**
 - **a Comparative Study**
 - **Catalogue of Skills and Competencies**
 - **New Training Curricula**
 - **Identification of New Skills and Competences for VET teachers, trainers and other learning facilitators;**
 - **Definition of a Vocational Expert Profile**

c) - TOP+ Project had already assumed in the final of this second year a **pan-European visibility** and a **pan-European impact**, opening spaces for the Marketing and Dissemination Plans, according all data information from all partners about presentations to divers' publics in forums and events where they had participated from Nov.2007 till Dec. 2009.

d) – Special information had been developed for the TOP+ Networks and Working Groups – the 7 WP's, where all the partners had participated, reported activities to the coordination and contribute to the present Final TOP+ Report, presenting the TOP+ Project as a reality in action, that can be visualised by all interested persons and entities at ADAM site or in TOP+ site above, confirmed with several contacts asking further data and TOP+ info.

e) - In the following data we will give more specific information concerning all 7 WP – Work Packages, and we are very pleased to act as coordinator on a so cooperative group, the TOP+ Team Project. Thanks to all that had contributed to the update TOP+, and to EACEA for the approval and opportunity to develop the TOP+ Project, important for a new EU space for adults, namely the assistance to the follow up of the project, and the advise and amendments approved, namely to reinforce the management, to adjust reducing the translations tasks and to extend the timetable, always contributing to the creation of conditions to the final success of the project.

Table of Contents

1. PROJECT OBJECTIVES.....	5
2. PROJECT APPROACH.....	7
3. PROJECT OUTCOMES & RESULTS.....	11
4. PARTNERSHIPS	13
5. PLANS FOR THE FUTURE	16
6. CONTRIBUTION TO EU POLICIES	19
7. EXTRA HEADING/SECTION.....	22

1. Project Objectives

In our 1st TOP+ Partners Group Meeting, at Porto in December 2007, all partners confirmed the commitment to achieve all TOP+ project application goals, that had been approved by EACEA, more precisely accepting the adjustments, and revise all the planning work for the seven WP's. A new update plan adjustment had been approved in the 2nd TOP+ Partners Group Meeting, at Lanarka in April 2009 that had been also approved by EACEA in the Amendments signed at August 2009.

1.1 – All Partners confirmed the TOP+ Project Vision: In a ageing society with sharply decreasing working force, **it is clear that we need to find more attractive arguments to retain older persons at work**, rather than scary financial penalties to early withdrawal of labour market. Increased awareness is needed in learning styles and strategies to older adults either active or unemployed.

1.2 - Also all members reinforce the **TOP + Aims to:**

- a) **Identify best and worse practices in lifelong learning**, wend addressed to older adults (What and where are the new and innovative lifelong learning programs)
- b) **Create a framework of knowledge on key-question to lifelong learning in later life** (How does lifelong learning help older adults remain in their works and create fulfilling in their lives?)
- c) **Analyse the needs of older adults teachers and trainers** and write up comparative study in EU MS and Norway, regarding their learning opportunities;
- d) **Define a vocational expert profile to older adults trainers** (Catalogue of skills and competences) and foster an European standard;
- e) **Design and develop a vocational training Model to older adults teachers and trainers**, including a Curriculum and an innovative Training Tool
- f) **Create an innovative multimedia-compendium**, supported by video interviews and databases of all EU MS, translated in the languages from EU Partners and Norway;

1.3- **Those TOP+ Project Aims had been addressed the following Objectives:** Lifelong Learning Programme (LLP); Operational and Specific Objectives and 2007 Priorities (LEO):

LLP Obj f: **Older adults (45 +) are one of the most disadvantages groups within the Training and lifelong learning contexts.** TOP+ Project addresses the needs of trainers of older adults, and fosters the attractiveness of training among older adults.

LLP Obj k: Findings of **research and products coming from EU Financed Projects** had been analysed within the Process of **achieving the “Pioneer model Usable for older adult Trainers”**, within a deep **Collaborative benchmarking process**

LEO SpOb a: **TOP + Project results are tangible materials, pioneers and innovative.** They had been produced with immediate effect on older adults trainers and their trainees [*example in the case at aJMS news Adults Educations Courses for Education Assistants approved in 14Sept.2009 in Portugal*] and can also be used as footprints for future projects. [*See at TOP+ website: <http://www.trainingolderpeople.eu>]*

LEO SpOb b: A broader vision and a large cross fertilization of Project Partnership had been shared as a contribution to **define a vocational expert profile to older adults trainers and foster a European standard.** The Project had produced a new Training Curricula to teachers and older adult's trainers, test in two Workshops special oriented to a TOP+ Trainers with a Profile Curricula from 19 countries.

LEO- OpObj 6: TOP + Project ICT based Products **are already accessible to be used within e-learning contexts at EU level, and language barrier-free: compendium had been translated in partners languages, considering the reduction of expenses approved.**

LEO 3..2.2.b 4: Within the WP3 (**Catalogue of skills and competences**) had been analyzed the needs of older adults teachers and trainers and write up a comparative study in EU MS and Norway, regarding

their learning opportunities and defined a vocational expert profile to older adults trainers. These will **contribute to foster a European standard**, and had been tested during the project action time.

LEO 3..2.2.b 5.: The **Literature review and Cooperative Benchmarking** (WP2 full accomplished) had take in analyse projects target to older adult, developed either for schools (e.g. the Portuguese “Recurrent/Adult Education”) and for companies and/or organisations providing training. Within the WP5 invited teaches and trainers, had keep a good balance in order to explored a cooperation and new forms of exchange between participants, using TOP+ Pioneer Model, in the Test version, approved as the **TOP+ Model for further dissemination in futures applications in LLP projects for 2010 to 2013 .**

LEO 3..2.2.b 6.: The Project had develop a new and innovative training offers for VET teachers and trainers (Pioneer model Usable for older adult TrainerS) , addressed to a new „modern need“: **attractiveness of training and guidance orientation in order to keep or incentive older adults to return to labour market**, and a important and expressive dissemination had been done to the worldwide cooperative network in the ICA – International Cooperative Alliance, at the HRD – Human Development Resources Plenary Meeting, held in November 2009 in Genève.

2. Project Approach

2.1 - Working and acting as a cooperative action Project Team, the partners of TOP + address in all WP's Pro-Active Solutions: New ways of learning are needed to best utilise the competences of highly experienced older adults. TOP+ had look for answers within a cross-country perspective, in order to achieve to a desirable profile of skills, to teachers and trainers of older adults.

- (WP2 and WP3 assessment and databases). We had started in the begin of 2008 the work to create approaches towards a more attractive way to address the older adults, colleting specialized data from partners and others sources in Adult Actions;
- The Multimedia Compendium (WP6) and the New Curriculum had been tested (WP5) by teachers and trainers from 20 European Countries - Members States, in Sept/Oct/Nov 2009;
- TOP+ Compendium, produced in 2009, had been translated in partners languages, [considering the reduction of expenses approved] and distributed by the TOP+ website worldwide, contributing to the creation of a pan-European TOP+ Project impact in the Lifelong Learning programmes target to older adults.

2.2 - The **target groups** of TOP + Project had been:

- **Trainers and Teachers** who need to acquire or increase their skills in lifelong learning addressed to older adults;
- **Older adults** employed, unemployed, at risk of unemployment or early retirement, unhappy with current strategies of lifelong learning, address to them and wish an opportunity for career improvement or transition;
- **Stakeholders** committed with the attractiveness and efficacy of education and training activities to older adults;
- The **European society** in general wish to increase rates of older adults in labour market by improving their fulfilment and active ageing;

2.3 - Promoting and disseminating (WP7), had included a website [already accessible since 2008, see above data of TOP+ Project Website], Public Reports and a Final conference presentation in Brussels. With an multi-stakeholder partnership TOP + project, with partners from both public, private sector and cooperative sector, composed of 11 different institutions (SME's, NGO's, Education, etc), from 10 countries will guaranty a large cross fertilization, among north/south, east/west EU and Norway.

2.3.1 - The **Outcomes and benefits** of TOP + open space for future actions to a viral impact in EU territory, to be supported by the TOP+ new Multimedia Compendium. The Multimedia compendium had been translated and accessible and to be distributed among key-institutions and **Long-term beneficiaries** from the following sectors:

- **Education and Training Organisations** that are in search of innovative and quality training material; **Small and Larger Companies** dealing with age management problems and need to fulfil their employees training need and improve their productivity; **NGO's** committed with the improvement of older adults quality of life and work [*namely Social Economy Organizations such as: Associations; Cooperatives and Mutuality's*]; **Other organisations**, especially those dealing with older adults. Ex: volunteers or unemployed.

2.4 - **TOP + Work Programme had take 26 months action time**, with the 3 main phases and 7 work packages (WP), according with the timetable bellow full executed.

Work Phases:

1. Project foundation period: 2 months [November + December 2007]
2. Project Workpackage activity period: 23 months [Jan 2008 to Nov 2009]
3. Project Conclusion and reporting: [Dec 2009, extended till end March 2010]

2.5 - Considering natural path, of all WP's and annexe Projects and the complexity of TOP + (involving a large number of institutions and countries), Project coordinator relay on deep experience and competencies of institutions and WP's team leaders (some with more than 20 years of experience in the field), had worked TOP+ Project to fulfil all activities in due time, according with the quality plan, within a framework of empowerment and trust, where small adjustments had been assumed in the timetable update, and had recover in the 2nd year accomplished almost all TOP+ Project goals till Dec. 2009.

2.6 - **Work packages:** Most of WP's had 7 months duration and are not strictly sequential with the previous work packages. Some (e.g.: WP3/WP4/WP5) had been realised **with a strong interdependency**. [WP3 had been up-dated by the end of the project, integrating data from WP5 Test TOP+ Model's Workshops conclusions].

The following table presents the indicators of each WorkPackage and its contribution to the achievement of the expected outcomes, and the final execution at the Final Report:

Work package 1	Indicators (outputs and outcomes)	Short-term outcome	Long-term outcomes
WP1.1. Project Coordination	1 Governance Structure	Democratic, transparent and responsible participation of partners	Successful Cooperative Management of the Project
WP1.2. Technical Management	2 Technical Reports: Final and Middle-Term	Oversee the aims, deadlines and achievement of quality outcomes, and a extra Special Interim Report at June 2009	
WP1.3 Financial Management	2 Financial Reports: Final and Middle-Term	Oversee the planed budget and resources application	
WP1.4 Meeting organization	4 Minutes of the Partners Meetings	Guaranty communication and development of the Project	
Work package 2	Indicators (outputs and outcomes)	Short-term outcome	Long-term outcomes
WP 2.1 Data Assessment	1 Matrix for the (input) data collection	An analytical tool built for the information collection on lifelong learning for older adults (LLL) in the project.	Identification of Indicators of the what, where and how of efficient and effective practices in LLL programs targeted to older adults.
WP 2.2 Building a databases	1 database covering existing projects and programmes, web-resources, networks, academic literature and other documents	A project database comprising of an overview of the field of practice, as well as of evaluation and identification of best and worst practices, and relevant literature in English and other languages covered by the partnership.	Mainly the long-term outcomes had come to be referred in the final report. The database can be made more broadly available under TOP+ website; ADAM / Leonardo da Vinci and Socrates Projects compendiums', TOP+ Contribution to improve LLL in later life: Best options: to who, how, when using TOP+ Products.
WP 2.3 Final Report	1 Final Report	A summary of the results of the review. Cooperative Benchmarking Report as a critical synthesis of the review and analysis. Input to WP3, WP4 and WP6	TOP+ Contribution to improve the framework of knowledge on key-question to LLL in later life. TOP+ Contribution to best use of results, innovative products and processes in LLL, and thereby to an improvement of the quality of education and training targeted to mature learners.
Work package 3	Indicators (outputs and outcomes)	Short-term outcome	Long-term outcomes
WP3.1. Data Analysis	1 "State of Art" Resume	Analysis of the outcome of the WP2 and the concept of the research will be elaborated	Better understanding about "State of art" of trainers and teachers of older adults
WP3.2. Conception of questionnaires	3 different questionnaires	Conception of questionnaires for three surveys, target to older adults, trainers & stakeholders.	Contribution standardization older adult educators competencies

WP3.3. Feeding the Databases	2 database: older adults + teachers / trainings and stakeholders	Database of teachers/trainers and stakeholders , from all partners and volunteer “donations” from other EU countries. Feeding WP5.1	Pan-European database, can be used as footprints for future projects
WP3.4. Draft Report	1 Draft Report including a “First Catalogue of Skills and Competencies”	Comparative study Report in EU member states, regarding learning opportunities to older adults trainers and teachers.	Contribution to quality improvement of VET System in Europe within a global cross-country perspective assessment
WP 3.5. Interviewing trainers and teachers	20 Video record interviews	Interviews of trainers and teachers from 20 UE Member states, that had participate in the Internal Workshop (WP5). Feeding WP5 and 6	Contribution to quality improvement of VET System in Europe within a global cross-country perspective assessment
WP 3.6. Final Catalogue of Skills and Competencies	1 Final Report and Catalogue of Skills and Competencies	Comparative study Report learning opportunities. Catalogue of skills	Contribution to define a vocational expert profile to older adults trainers and foster a European standard and certification of competencies
Work package 4	Indicators (outputs and outcomes)	Short-term outcome	Long-term outcomes
WP 4.1 Re-thing achievements	1 net of inputs provided by WP2 and WP3 (theirs outputs)	A summary of coherent Training Needs identified. A summary to reachable Goals and Objectives	Contribution to support continuous adaptation of education and training curricula for VET teachers and trainers, trough a new curriculum and training tool. Contributions to further explore the idea of accreditation via national regulatory bodies in EU.
WP 4.2 Building a training Model	1 drat of the Model	A Model of Training ready to be tested at WP5	
WP 4.3 Testing the Model	1 Evaluation Report	Report evaluation of the Model Efficacy and Effectiveness; Imputes to improve the Model	
WP 4.4 Final Model	1 Pioneer model Usable for older adult trainers	A new training Curricula that will aloud re-skill and up skill the competencies of teachers and trainers of older adults.	
Work package 5	Indicators (outputs and outcomes)	Short-term outcome	Long-term outcomes
WP 5.1. Identification of teachers and trainers to test the new Curriculum	1 List of (27) teachers and trainers in all EU Countries	Database of teachers and trainers involved in older adult lifelong learning of older adults, at EU level.	Pan-European database, can be used as footprints for future projects Facilitate the development of innovative practices in the field of LL and their transfer at a pan European Level
WP 5.2 Workshop organization and implementation	2 Innovative Workshop Programme to test the new curriculum	Detailed Programme of an intensive hands-on two Workshop: that had involve specific test scenarios (such as role playing sessions) and specifically cover all aspects of the curriculum and the use of the Multimedia compendium.	Contribution to improve quality and innovation in vocational education and training systems, institutions and practices
WP 5.3 Follow-up and evaluation of pilot testing	2 Evaluation Report, one of each Workshops	Evaluation Reports of each Workshop Test, an important output to re-feed the WP3, WP4 and WP5	Contribution to quality improvement of VET System in Europe within an innovative workshop (planning, development and assessment) use and evaluated by trainers/teachers of 18 UE countries.
WP 5.4. Final Report	1 Final Report	Standard orientations to older adults trainers and teachers	
Work package 6	Indicators (outputs and outcomes)	Short-term outcome	Long-term outcomes
WP6.1. collecting material and design WP 6. 2: building a technical pilot WP 6. 3 testing pilot and validating WP 6.4: validating Integrating navigation and content P6 Testing and delivery	1 DVD “Draft of the Compendium” 1 Multimedia compendium	Multimedia Compendium: intends to be a powerful of training, translated in partners languages, [considering the reduction of expenses approved for sub-contracting services] , and distributed in all Member states and Norway.	To promote access to training for all regardless of age and to develop lifelong learning strategies Innovative ICT-based tool usable to online and “off line”
Work package 7	Indicators (outputs and outcomes)	Short-term outcome	Long-term outcomes
WP 7.1. Communication Plan	Promotion and Dissemination Kit, include: 1 Communication Plan, 1	Drawing the Cooperative Image: logotype, model of email an paper report to be use by all partners, platform of communication (yahoo group or similar), etc Definition of when, where and to who address	Pan- European Dissemination and Impact. Foster the quality of VET System and training practices when addressed to older adults on TOP+ website <i>[and</i>

<p>WP 7.2 Marketing Plan</p>	<p>Marketing Plan, 1 Dissemination Plan</p>	<p>press releases, paper communications, event participations.</p>	<p><i>ADAM/Leonardo UE website</i>] and presentations in LLL Seminars by quiet all partners, with special reference to:</p>
<p>WP 7.3 Dissemination Plan</p>		<p>Strategic cooperation with all the Networks related with field of the Project. Direct involvement of Associations, Networks, Scientific and Work related Groups, where the partners institutions take part</p>	<p>.Participation of <i>Partners [except Byweb]</i> in Lanarka Cyprus Meeting in a Grundtvig Seminary with a TOP+ Dissemination info for 20 participants from 15 countries;</p>
			<p>.aJMS Poster and Presentation on Employment Week at Brussels .aJMS Poster and Presentation on HRD ICA Committee at Genève .All Partners TOP+ Final Presentation in Brussels at European Cooperative House.</p>

3. Project Outcomes & Results

3.1- aJMS TOP+ Coordinator had elaborate with all partners' contribution:

- Informal Report - 30 June 2008 ;
- Informal Report - 7 November 2008 ;
- Progress Report - 30 November 2008 - TOP+ Results corresponding to the 1st year;
- 4^o Interim Report - 01 July 2009 - Second Interim TOP+ Report, at EACEA request presented at July 2009;
- Final TOP+ Report presenting Results reported to the final of 2009, in all WP's: WP1, WP2, WP3, WP4, WP5, WP6 and WP7) *[only with data from 10 partners, without Byweb]*

3.2 - To enlarge the public information and visibility on future TOP+ Project Outcomes & Results expected for the final is important to precise that all operational WP's are addressed to the following target groups and sectors:

3.2.1 - Target groups of our TOP Project + are:

- Trainers and Teachers who need to acquire or increase their skills in lifelong learning addressed to older adults
 - **WP3 had already create special Questionnaires to prepare data to be developed in WP4 and WP5, that can be useful for future TOP+ oriented LLL projects;**
 - **WP4 had open discussion between partners to prepare the TOP+ Model for WP5, completed design and available on TOP+ Virtual Community;**
 - **WP5 had elaborated data to organise the 2 Workshops Test TOP+ Model;**
- Older adults employed, unemployed, at risk of unemployment or early retirement, unhappy with current strategies of lifelong learning, address to them and wish an opportunity for career improvement or transition
 - **WP2 had create a Survey for Benchmarking and a Matrix on the related information:**
- Stakeholders committed with the attractiveness and efficacy of education and training activities to older adults
 - **WP3 had create specials Questionnaires for Stakeholders;**
- The European society in general which to increase rates of older adults in labour market by improving their fulfilment and active ageing
 - **WP7 had create special Information on TOP+ issues in TOP+ Website, like TOP+ newsletters n. 1,2, 3 and 4, and Presentations in many National and International events related to TOP+ Networking, and special in Grundtvig supported EACEA events and in International Cooperative Alliance HRD Committee and European Cooperative Association;**

3.2.3 – All actions above referred had taken in reference the Long-term beneficiaries:

- Education and Training organisations that are in search of innovative and quality training material
- Small and larger companies dealing with age management problems and need to fulfil their employees training need and improve their productivity
- NGO's committed with the improvement of older adult's quality of life and work, *special in European and Worldwide Cooperative Networks by aJMS, as coop.*
- Other organisations, especially those dealing with older adults. Ex: volunteers or unemployed

- The summary of TOP+ Project principal's results are reproduced in the Multimedia Compendium [*with WP6 finalise at the end of 2009*]. The interface and key-documents had been translated in partners languages, [*considering the reduction of expenses approved*], and distributed in be done to all 27 Member States (MS) and Norway, by the website and by post by aJMS, till the end of June 2010 as a Dissemination post TOP+ initiative [*supporting aJMS the extra expenses from his own Cooperative Quality Human Potential Reserves*].

Other relevant outcomes of the Project are:

- **Comparative Study producing a framework of knowledge on key-questions** concerning lifelong learning in later life. These study also contribute to the identification both the 'best' innovative lifelong learning programs and 'worst' practice, and factors behind them;
 - **WP2 TOP+ Survey, Matrix and Final Report, full executed**
- **Catalogue of Skills and Competencies**, made after the analysis the needs of trainers/ teachers;
 - **WP3 TOP+ Questionnaires for Organizations; Older Adults and Trainers, full executed;**
- **New Training Curricula** addressing the needs and learning opportunities of trainers, teachers and older adults counsellors;
 - **WP4 TOP+ Pioneer Model had been designed, and with a special version to the preparation of the 2 WP5 Test Model Workshops, full executed;**
- **Identification of new skills and competences** for VET teachers, trainers and other learning facilitators;
 - **WP3, WP4 and WP5 cooperative action, full executed;**
- **Definition of a vocational expert profile:** a contribution to foster an European standard and certification;
 - **WP3, WP4 and WP5 TOP+ Formularies' Profile, full executed;**

4- The TOP+ Project had already assured a pan-European visibility [*through the website of the Top+ Project by WP7*] and will have a bigger dimension with the distribution of the Multimedia Compendium in 28 countries, the **pan-European impact** of the project started upon the Marketing and Dissemination Plans. These include the enrolment with others LLL Projects, Networks and Working Groups, where the partners participate or are members and with the Final TOP+ Project Presentation at the European Cooperative House in Brussels.

4. Partnerships

4.1 – The Consortium set up for TOP+ Project, considering the all the period of action, between Nov. 2007 to Dec. 2009, and the work to be done to finalise the Final Reports till the end of March 2010, represents a global Team Cooperative Group, prepared to realise quite all the goals referred in our application approved by EACEA. As coordinator entity, aJMS, his very proud to leader a so complex and divers and mix TOP+ Partners Project Cooperative Group.

4.2- The TOP+ Partners Project Cooperative Group represent a successfully country selection, with a geographical balance, include participation entities from a mix of large and small countries, and new Member States. The EU bouquet of different labour market and lifelong learning dynamics: Chosen countries present high (SE - STKC) and Low (PL - WUE) employment rates among elder workers; high (CY - CAEA) and low (LU – My-xml) exit age from labour force; high (NO - IRIS) and Low (EL - SBIE) learning activities participation. A second phase of selection had been made on those countries: A direct invitation had been made to institutions with key-competencies, target to different sectors and a good balance between “education” and “training” institutions: Research/Education (PT - aJMS) , Training [DE – ALDGB/VHS), SME's (RO – Philean + PT - Byweb), and an NGO's [IT – GSI). All of the participating partners have experience in collaborating on a regional, national or an international level.

4.3 - Rationale behind the distribution of the activities, defined in the application had been confirmed in our 1st TOP+ Meeting Group Partners, in Porto Dec 2007, readjusted in the 2nd TOP+ Meeting Group Partners, in Lanarka April 2009, and a finally partners transfer action approved at the 4th TOP+ Meeting Group Partners, in Brussels Dec 2009:

Each WP had been leaded by a Partner with strong competencies and experience in the field, either in terms of institutional history or curriculum of the involved team. The WP Leader had “**Shadow-leader**”, from a different institution of the Leader, whose task had been facilitate the communication with different actors involved in the WP and take responsibility for the Progress surveillance of a specific WP.

WP1 - Project management and assessment, Leded by Fernando Martinho from *the Professional School of Social Economy Academia José Moreira da Silva* (PT), that full executed all the tasks, and the shadow-leader had been appointed in the application an SME (*Byweb*) [*that had pass from a initial cooperative position to an passive and after problematic and finally not cooperative action on this WP1*].

WP2 – Literature review and Cooperative Benchmarking, had been lead, with full success, by Tarja Tikkanen from the *International Research Institute of Stavanger* (NO) that is one of the leading researchers in Europe concerning the learning perspective to ageing of the labour force and related issues. The shadow-leader had been Wroclaw University of Economics (PL), cooperating with data and preparing the data transfer from WP2 to WP3;

WP3 - Catalogue of Skills and Competences, had been lead by Dorota Kwiatkwa-Ciotucha from Wroclaw University of Economics (PL) and the shadow-leader had been the *Arbeit und Leben DGB/VHS NW* - an institution for continuing education in maintenance of the German Federation of Trade Unions and the adult education centres in the State of North Rhine-Westphalia (D), therefore, both entities and experts with an excellent “point of view” between lifelong learning and on-job competencies, realise a full action in this WP3.

WP4 – “Pioneer model Usable for older adult TrainerS”, had been lead by Kennet Lindquist, from *Swedish TelePedagogic Knowledge Centre* (S), that have an extensive experience of pedagogic development, unique competencies in methodology development and production of practical solutions matching vocational and professional development needs. The Shadow leader will be the *Cyprus Adult Education Association* (CY), with strong experience in Grundtvig actions. Both had made a very good work on this central and strategic WP4 of TOP+ new design products’, such as the TOP+ Pioneer model Usable for older adult TrainerS, data and annexed documents that can be find in the Virtual Cooperative Community;

WP5 – Test the New Curriculum to older adults trainers, had been lead by SBIE - Centre of Vocational Training, (EL), currently it is a major training organisation in Greece, and was been the coordinator, among others, of the Grundtvig Project “Valuing Knowledge and Competencies Acquired Through Experience and Their Accreditation for Elderly Workers” and the shadow-leader had been aJMS - *Portuguese Cooperative and Scholl of Social Economy* (PT), charged of the organization and logistic for the 2 TOP+ Workshops Test Model in Porto. A successful action assisted by all others partners, special by Kennet form STKC (SE).

WP6 – Multimedia-Compendium (Create an innovative multimedia-compendium, had been lead by Andre Miodezky from *My-xml* (LU), a senior information technologies specialist and manager with experience of 20 years in a variety of communication projects and applications. Shadow-leader was Cristina Musat, from the SME *Philean Consult* (RO): a trainer and consultant since 1995, which will draw the map of contents in the DVD. Together they realise the WP6 action, transferred work from Philean to My-xml for facilitate the final DVD production and presentation.

WP7 – Promoting and Disseminating, had been lead by Teresa Almeida Pinto from *Byweb Formação e Informática* (PT), that has a experience in within EU Projects context. After June 2009 the work and representation had been delegated in Paulo Neves, to coordinate the interviews at the 2 TOP+ Workshops Model Test, and the 3rd and 4th TOP+ Newsletters. The Shadow-leader had been the *Gruppi di Solidarietà Internazionale* (IT), an NGO that had promoted only the TOP + visibility in Italia.

4.3 - How cooperation and communication had been be ensured between partner institutions and working languages;

4.3.1 As programmed on the application, during the TOP+ Project execution, the coordination of TOP + had been assumed by aJMS, in full cooperation with all others partners, with 4 Partners Coordination Meetings, and in communication with all WP’s leaders to facilitate the data exchange, debate and communication flew. Sharing oversees the Progress, Performance and project outputs achievement, basically by a intensive exchange of data using the internet and special sites used by deferent’s each WP and for the global TOP+ information. This action reported to WP1 had been assisted by “shadow-leader”, as explained above, namely de difficulties of Byweb.

4.3.2 All the communication and project documents had been using the English and the aJMS Coordination Team had meet each month. Also communication with all WPs leaders had been using internet facilities and at least to 4 times in person during the project, 1st in Dec.2007 at Porto, 2nd in April 2009 at Lanarka, 3rd in Sept. 2009 at Porto and 4th in Dec 2009 Brussels];

4.3.3 - Day by day communication for all the 7 WP’s, had been done telephone, and by e-mail, and also trough a group of discussion to share with transparency, all documents and allowed democratic participation of all Partners during all project.

4.3.4 - To guaranty full transparency and independent evaluation had been developed by Dr. Arne Kulberjer from an external sub-contracted company by aJMS – ICDC – Mjärdevi Science Park propose by our Swedish partner, that had assist to the 3rd and 4th Partners Meetings, to the 1st TOP+ Test Model Workshop and to the Final TOP+ Project Presentation. A Final External Evaluation Report had been produced and will be annexed to the TOP+ Final Report.

4.4 - Some contributions of the TOP+ Project, at European level:

4.4.1- All work action on TOP+ project, had been oriented to achieve one of the five benchmarks within education and training “By 2010, the EU-average level of participation in lifelong learning should be at least 5% of the adult working age population (25-64 age group) and in no country should it be lower than 10%.” The Project had provide a useful contribution to raise the number of teachers and trainers who follow continuous professional training, and had been a real operational influence in aJMS (*PT WP1 leader*) selection of trainers and trainees over 45 years older for the new course started in Sept. 2009 and for the decision to related TOP+ with news agreements oriented to TOP+ target groups.

4.4.2 TOP+ orientation to Older Adults (45 +) made a strong contribute and news opportunities to one of the most disadvantages groups within the lifelong learning contexts. Commission recognizes “*that a change is needed in the way education and training is provided* (flexible timetables, recognition of prior learning and more attractive training)”. WP4 TOP+ address the needs of teachers and trainers of older adults, providing them with this new TOP+ product - the new **Pioneer model Usable for older adult trainerS**. These will drive [*as had been tested*] teachers and trainers to produce better and more attractive contents to older adults and therefore increase their motivation to participate in training and lifelong learning programmes.

4.4.3 - We had taken in WP3 consideration to the “Common European Principles for Teacher Competences and Qualifications” and “European Reference Framework on Key Competences for Lifelong Learning” the Project offers as a valuable impute: a meta-analyse of key-competencies that teachers and trainers should hold wend address to older adults. The Catalogue of Skills and Competencies include the analysis of the needs of older adult’s trainers/ teachers; Identification of new skills and competences for VET teachers, trainers and other learning facilitators, essential in a lifelong learning context; definition of vocational expert profile formularies had been done in WP3.

4.4.4 - The Pioneer model Usable for older adult TrainerS ” had been tested in WP5 development at a vocational training Model Workshops to older adults trainers, including a Curriculum and an innovative Training Tool, giving a confidence of the quality of the TOP+ Model to contribute to the development of news “training offers for VET teachers and trainers, taking into account their specific and methodological needs”

5. Plans for the Future

5.1. All partners in TOP+ Project assumed the general ideas presented in our starting application, as a update orientation to the work and goals that need our contribution to build a better world with Older Adults as important and update training actors, so it is important in this Final Public Report repeat our visions and Plans for the Future:

- 5.1.1. The global ageing scenario it's unique in mankind history **No one can stop the ageing phenomena**. All EU Member States face increasing demographic ageing and sharp decreasing of labour force and a consequent failure of many social sectors, such as Pension system. Therefore, **everyone must give contribute** of deal with these phenomena. We all need to adapt and find solutions: trainers must be involved in this process and evolved after already know knowledge.
- 5.1.2. Some authors defend that financial discouragement and alike measures are not enough to retain older workers, improve the employment opportunities of older adults and drive "unhappy" retired persons back to work or other productive activity. The TOP+ partnership believes and TOP+ action and tests development proves that **Training Trainers with the necessary skills on how to address older adults will be an effective strategy to improve their willingness to undertake training, and therefore to increase their potential productive. [See WP2]**
- 5.1.3. **Some Key-points of innovation**

The Strategic approach of a global Problem:

The TOP +Partnership Group had work to accomplishment of it's committed to develop a brand new solution to help all Member States (MS) and Norway to cope with a common challenge (low participation of older adults in lifelong learning programmes), with a new strategy, which had before TOP+ be addressed with such news instruments and tool: **reinforce the skills of older adults trainers and teachers. [See WP3]**

Overlooking EU Projects it's clear that much emphasis have been put in guidance/counselling and vocational training target to young workers or the needs of their trainers. Only (a few) recent Projects address the older works needs in specific sectors and in a few countries. **However there's still missing a broad standard orientation to older adults trainers: it's desirable profile and needs. [see WP3+WP4 and WP5]** TOP + had address those needs, by **assessing the needs of older adults trainers and teachers** and answer writing up comparative study in EU member states, regarding their learning opportunities **[see WP6]** ; **Define a vocational expert profile** to older adults trainers and foster a European standard and furthermore, creating an innovative Multimedia Compendium. **This final Product of the Project, had been based upon the Literature study, survey and direct Interviews to training and teaches of 18 countries [see WP6], and are translated in partners languages.**

- 5.1.4. Better and more attractive training is needs

"A significant number of persons 45+ are involved in voluntary work - some as a first option because it enables them to realise life goals not attainable in their paid work" (Third Age Employment Network, 2003). Trainers, teachers and Guidance counsellors **must have the skills to offer attractive training**

and guidance orientation [see WP3]. Teachers and trainers need to upgrade it's competencies in order to coop with the new making phenomena: demographic ageing and the new social needs of retired older works. **The global work carry out by the TOP+ Project aims the empowerment trainers and teachers of older adults with new skills and competencies to better address the needs of these public.**

5.1.5. The Cross-fertilization and multi-cultural Potential

TOP + it's had been developed as an multi-stakeholder partnership, composed by 11 organisations (public and private) from 10 countries (1 Cooperative, 5 SME's, 4 NGO, 2 Education and Research / Universities) allowing **a broader vision a large cross fertilization [see WP7].** North/south, EU15, plus the new EU Members and Norway. The Countries represented in the partnership are between high and low older workers employment; low and high exit rates; low and high qualifications. This cross-country-cultural perspective had a influenced and a major role in the identification standard of skills and competencies to be achieved in and within TOP+ Pioneer Model.

5.1.6. Furthermore, to guaranty an equal participation of teachers and trainers we had keep both groups in good balance of participation **[see WP5]** in order to explored a cooperation and new forms of exchange between VET teachers working in schools and VET trainers working in companies and/or organisations providing training),

5.1.7 Environmental conscience

Reports and Final products of the Project will available at website of the TOP Virtual Community and DVD (Multimedia Compendium). The Project Partners take the decision not mass reproduce in paper support, none of it's reports, databases or documents **[see WP6], TOP+ dissemination had been and will continue in 2010 using in preference internet and multimedia supports, plus personal direct information on TOP+ oriented events.**

5.2. More relevant data on the impact of TOP+ Project, can be already notice, in the TOP+ Newsletters, TOP+ Virtual Community, ADAM Leonardo EU website, and by the direct participation of same partners in others EACEA projects, related to LLL and others Programmes, namely same activities that can be very important to the TOP+ indirect action, such as application to LLL programmes according the update Call for Applications for LLP 2010 to 2013 **[information that can be see at TOP+ Website – WP7, and EACEA site]**

Participation on ESREA Conference in Dec 2008, in Seville;
Participation on Grundtvig Seminar at Lanarka, April 2009;
Poster and Communication at the Employment Week at Brussels, June 2009;
Presentation at HRD ICA Committee at Genève Dec 2009;
Final Presentation at European Cooperative House Dec 2009;

5.3. A new work is starting for TOP+ Project partners in 2009 and for the day after in 2010; result from several demands of information, and proposals of exchanging data and cooperation addressed by many organizations in EU and Worldwide, in result of the work done by all partners in WP7 and in the special inclusion on the UE Website ADAM Leonardo Information. These new works had take great importance on the 2nd year of the project, and demand the presence of all partners in many events that can open networks for TOP+ Model Application in 2009 activities, and for the future action after 2009.

aJMS as TOP+ coordinator had already implement TOP+ data in news Adults actions, and signed many agreements to dissemination TOP+ oriented Model in Portugal, UE, Spoken Portuguese Countries and Worldwide in ICA – International Cooperative Association. All others TOP+ Partners reported in separated Final Report Activities many of actions taken during the TOP+ from 2007 to 2009, and engagements to news projects for 2010 to 2013.

6. Contribution to EU policies

6.1 – The Top+ Partners Team had assumed to work to contribute to EU policies, namely the expressed refer in our application, namely European Lisbon Strategy that stay update in all TOP+ action from 2007 to the end of 2009. Partners are also update that TOP+ are design to be useful in the future design of EU evolution policies, namely Europe 2020 Education Goals, and worldwide for the years to can, where TOP+ Products can play a important role to the achievement with UE contribution to the UNO Millennium Objectives, where Adults Education and Training are one of the principals answers to Reduce Poverty. TOP+ Project had been refer in the document about **“Contributo para o debate sobre Coesão Territorial e o Papel da Iniciativa Cooperativa e Social”** to the **UE Green book on Territorial Cohesion from UniNorte leader by aJMS TOP+ Projector Coordinator.**

TOP+ action will be very important for the UE policies concerning **2010 European Year to Against Poverty and Social Exclusion.**

Reason to remember again ours application’s considerations that we had fulfil in TOP+:

6.1.1 - The Ageing Phenomena

Demographic ageing and labour force participation of persons aged 50 and plus, are carefully studied across countries and its shrinking (OECD, 1998, 2000). . Currently (2002) the employment rate is 40,1% (EU 15) and 38,7 (EU25). In the scoop of Lisbon Agenda, the Stockholm European Council (2001) reformulates its employment targets: a rate of 50% employment for older workers till 2010. To achieve this important goal, EU Members States (MS) adopt or are about to adopt measures to remove disincentives to work longer and under contrary adopt policies to discourage early retirement.

6.1.2 - It’s Not Only a Question of Age Retirement and Money

Some authors, Haider and Loughran (2001), in a study of elderly (65 and older) labour supply in the US, find that "non-pecuniary concerns dominate the labour force decisions of the elderly". The authors conclude that "policies that affect the financial return to work for the elderly will have less impact on labour supply in this population than policies targeted at improving the non-pecuniary returns to work."

The Report of Stockholm Council refers that “Raising participation will not be easy, partly because it will depend on changes in cultural and socio-psychological factors, in particular attitudes to older people in employment”.

EU's taskforce on employment, led by Wim Kok,, stress the need of “To promote access to training for all regardless of age and to develop lifelong learning strategies”.

6.1.3 - Looking for Creative and Effective Strategies

Communication of Commission (2004), *“recognise that the challenge is not only to increase participation in vocational training, but also to improve the general knowledge and competence levels of older people”* , and the need of develop a framework of *“cooperation with public authorities active labour market policies, e.g. personalised approaches to meet individual needs.”* There is strong evidence that after a certain age, older workers have less access or willingness to undertake training than younger workers. “Often those adults most in need of education and training are also those least aware of that need or the benefits”. (OCDE, 2003) Older workers with low or obsolete experience in participation in learning activities need support and encouragement to update their skills and personal development.

6.1.4 - A Pro-Active Solution it's needed

New ways of learning are needed to best utilise the competences of highly experienced older adults.

Teachers are meant to educate young: they don't know how to address older adults. And about trainers: do they know how to address the information to older adults? Older adults, itself: Do they know how to create fulfilment in their lives and jobs, with a lifelong learning commitment. In fact "Very little is known about individual opinions on the need of social adaptation to face demographic ageing and attitudes toward suggested policies. A cross-country perspective it's missing". (Kotowska, Irena. European Population Conference, 2005) "Measures and approaches directed towards making learning more attractive to adults can help increase participation. As already shown, motivation is one of the key issues: learning has to be made attractive to adults." (Beyond Rhetoric: Adult Learning Policies and Practices. OECD, 2003)

6.1.5 - Lisbon Education & Training Progress Indicators

Target	Description
Teachers and Trainers	Age distribution of teachers together with upper and lower retirement age
TOP + provide a useful contribution to raise the number of teachers and trainers who follow continuous professional training.	

Target	Description
Making Learning more Attractive	Participation rates in education by age and by level of education
This is one of key-objectives executed in TOP + Project: Improve the skills of older adults enabling them to foster lifelong learning attractiveness and efficacy. It's expected that re-trained trainers of adults, with new key-competencies, deeply contribute to the increase the participation rates in lifelong learning of these age group. Many older adults report experiences of age discrimination ("reluctance to train older employees and negative attitudes towards their career development") and barriers ("anxiety about returning to learn and not being able to cope; and not knowing one's own potential and preferred learning style"). (Third Age Employment Network, 2003).	

Lisbon Key Competences

Description
Learning to learn
TOP + had implemented and tested 'Up- skill' and 'Re-skill' older adults teachers and trainers and produce to them a tool (the Multimedia Compendium) that with a conceptual search for news Concepts, had help the production of a very useful tool for Older Adults trainers and teachers who do not necessary "know in advance what they are searching for".

LLP Horizontal policies

Description
promoting equality between men and women and contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, <u>age</u> or sexual orientation
TOP + had in action help the fight against ageism in the field of lifelong learning and the access to training "tailor-made" to their needs, provided for "new" re-skilled trainers and teachers, as tested in the Model Workshops, with the news training materials produce in WP4.

Complementarily with other policies

Description
Employment
The low enrolment of older workers in Lifelong Learning in Europe represents a waste of individual opportunities potential and a loss productive and economic potential. Commission recognizes “that a change is needed in the way education and training is provided (flexible timetables, recognition of prior learning and more attractive training)”. Trainers, teachers and Guidance counsellors must have the skills to offer attractive training and guidance orientation. TOP + had full addressed all these needs, as sep up in the WP3 specialized data created for.

6.2 – Update on TOP+ Project Results related with Contributes EU polices, started with the work already realised at WP2 – Final Report – Literature Review and the Partner Survey and Cooperative Benchmarking, and improved with the other thematic and strategic WP 3 and WP4.

The participation of TOP+ Partners in others different LLP projects, had established a open view and relations between our TOP+ project and related ones that are basic oriented to similar EU polices, namely the ones on Grundtvig Programme.

Partners had inform in them separate Partners contribute to Final Report that we will send en annexes, a very great number of activities they had developed in initiatives and projects supported by EACEA and by the national agencies for LLL.

7. Extra Heading/Section

As an important Public data from TOP+ Project to share and dissemination of the Products and Outcomes to be useful for future projects promoted by others entities inters in TOP+ Older target groups, we provide the special internet connections for access and exchange data, created during TOP+ WP's action, created for EU data – ADAM; and by aJMS as TOP+ Project Coordinator *[to be used after next June 2010]*:

TOP+ website created by Byweb for WP7 – Dissemination of TOP+ Project:

- **Website: <http://www.trainingolderpeople.eu>**

TOP+ data created by IRIS - Norway for WP2: Literature Review and the Partners Survey;

- **Lotus QuickPlace - Address: <http://qp.iris.no/top>**

TOP+ data created by STKC – Sweden for WP4: Pioneer TOP+ Model -TopPlus WP4 Virtual Community

- **TopPlus WP4 Virtual Community - Address - <http://topplus.euproject.org/>**

TOP+ data created by epESaJMS new site to be update till June 2010:

- **www.epesajms.coop**

TOP+ data of Project Identification introduced created by aJMS, as TOP+ Project Coordinator – WP1:

- **ADAM EACEA Platform: www.adam-europe.eu**

