

**Sustainable Learning in the Community**

*Raising Awareness of Older People's Competencies  
and Identifying new Opportunities for Learning and  
Engagement*



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**England Report  
with special reference to black and minority  
ethnic elders**

**“Realising new potential for learning and  
engagement of older people -  
Overview of existing material and consultation  
with older volunteers”**

**Policy Research Institute on Ageing and Ethnicity (PRIAE)**

**Additional Information by Nicholas Walters**

**Inteval Ltd, UK**

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Education and Culture DG

Lifelong Learning Programme

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## **SLIC UK is co-delivered by PRIAE.**

**PRIAE** the Policy Research Institute on Ageing and Ethnicity and Senior Studies Institute (SSI) University of Strathclyde.

This report is from PRIAE covering the England part in particular PRIAE's specialisation of work with minority ethnic older people. This report is edited by PRIAE from the work conducted by its former staff, Kalyani Gandhi and Maariyah Chaudhry. Nicholas Walters of Inteval Ltd, has contributed to various sections of the report - the introduction, the theoretical framework for SLIC and the current political discussions.

For further information on the SLIC project visit [www.slic-project.eu](http://www.slic-project.eu)

### **1. Introduction (Nicholas Walters)**

In the UK, recognition of demographic change has been a feature in social policy for at least 30 years. However, it has more recently become an issue of more concern. While the original identification of a “demographic time bomb” was predicted, its impact is only now becoming a phenomenon to be addressed in reality. A number of issues related to an ageing society are now high on the political and policy agenda.

There are a number of economic drivers behind this development. Pensions are no longer seen as being secure as they are now understood as being less able to provide a secure, if modest, income to provide for retirement. The national pension is not inflation linked and has not been so for some time. Its real value has decreased. This has meant an increasing dependence on company and private pensions and a significant number of these have proved problematic. Company pension schemes have proved expensive to provide and many companies have reduced the range of benefits in their schemes.

For many older people this difficulty was offset by the high level of equity in private housing. In the UK, a third of the population own their own houses and many older adults are in this position. With exponential property inflation, it became possible to release equity from property, not least by downsizing and moving into smaller houses. This current fall in house prices as a result of “the credit crunch” is undermining this possibility.

Income to sustain an acceptable quality of life is now becoming more problematic. This is compounded by well recognised changes in the labour market that has broken down the experience of having a “job for life”, which would then lead to a “third age” of life that would be supported by unearned income. People retiring now have had a portfolio of different jobs, and careers breaks. This has led to much political debate about the “retirement age”, traditionally 65 years for men and 60 years for women. Retirement age is no longer a rigidly fixed transition.

The drivers are not solely economic. While it is true that older people's life expectancy is increasing and there have been significant improvements in physical health, the provision of social care for older people is high on the agenda. In Scotland this is a public provision, but in other parts of the UK social care is effectively "means tested" and many older frail people have to pay for their own care, which can result in the necessity of selling their houses.

## **1.1 Relevance of SLIC for PRIAE**

The main ethos of the SLIC project is the recognition and value placed on older people's contribution to society, and in turn enhance that potential to further learning for themselves as a skill and a benefit to society at large. PRIAE's raison d'être is to about the growth of minority (migrant) ethnic elders' in the achievement of improved care and quality of life, both as people and as an agenda in 'age' and 'race'/ethnicity'. To translate this into practice, PRIAE has since its inception regarded the participation and projection of minority ethnic elders as a 'normal' activity. For example, in 1998 for the first time in the UK history, minority ethnic elders' determined the recommendations for long term care for the elderly for the Royal Commission on Long Term Care for the elderly ([www.priae.org](http://www.priae.org) for the report). One of the four themes of the Royal Commission report concerned the very focus of SLIC – active ageing and reducing dependence. This PRIAE report from the work to the Royal Commission has informed various reforms in health and social care as well as PRIAE's own work in the ten years.

PRIAE is a leading independent specialist Institute working in the area of ageing and ethnicity for black and minority ethnic (BME) elders of migrant/refugee origin in the UK and across Europe. PRIAE occupies a unique position and its work is concentrated in

- Employment, Income and Pensions;
- Health, Social Care and Housing;
- Citizenship and Quality of life

This is achieved through policy, research, information, practice, training and consultancy.

Adult learning opportunities for black and ethnic minority older people impacts on their ability to achieve a high quality life and is core to PRIAE's work. PRIAE's past and other current work (as detailed in the first project meeting are summarised below) therefore informs us and helps to strengthen the contribution made in SLIC of a community of elders who can easily be overlooked in ageing. The experience also allows us to reach wider audience/stakeholders and networks we work within across the UK.

## 1.2 Some highlights of PRIAE's work in the past and present

### ELDERS' AS A 'RESOURCE', LEARNERS AND TEACHERS

#### *From Policy work to Research and Development*

- *Royal Commission on Long Term Care for the Elderly: England, Scotland, Wales*
- *Ageing Matters Ethnic Concerns in the Debate of the Age in the Millenium*
- *Playing our Part after 50*
- *Minority Ethnic Elders Policy Network*

### CAPACITY BUILDING AND INVESTMENT

#### *In PRIMARY RESEARCH:*

- Minority Elderly Care (MEC) Dementia Matters Ethnic Concerns in the UK and across Europe* – largest such research in the area in Europe 5<sup>th</sup> Framework Research Programme designed and led by PRIAE
- Manchester research and Field Work Training
- CEMESME Training programme – Research featured in the Financial Times and developed DVD to skill BME individuals
- Leadership Training –working with Elders and BME Age Orgs –

### IN WORK WITH ELDERS AND ORGANISATIONS

- Values and Conduct in Policy – from Royal Commission on Long Term Care fr the Elderly
- information, knowledge and awareness – PRIAE health innovations
- Skills and Confidence – regional investment in BME elder work; Minority Ethnic Policy Network; Playing our part after 50
- Community development and engagement – from policy to research to service innovations in income, pensions, care and citizenship,

#### ***PRIAE in Scotland***

#### ***Securing Care for Ethnic Elders in Scotland – SCEES***

A three part design to address multiple and complex needs while building up several learning blocs for elders, professionals and organisations

Themes and activities include:

ACTIVE AGEING – CHINESE AND SOUTH ASIAN CHAMPIONS TRAINING

BME Champion Training Programme - Glasgow

Volunteers Training programme - Edinburgh

Modules included:

Engaging Community

Food & Nutrition  
Physical Activity for Older People  
Mental Well Being  
Being Mature  
Volunteering and Action Plan

### **1.3 Target groups**

PRIAE specialisation relating to Black and ethnic minority older people in all areas of our work gives us a very interesting and challenging target group. PRIAE is a leading Institute working in the ageing of migrant and minority ethnic older people in the UK and across Europe. As an area it specialises in ageing and ethnicity. As the only organisation specialising in helping black and minority ethnic (BME) elders, PRIAE occupies a unique position and plays an essential role in policy, research, information and practice on:

Employment and income;

Health, social care and housing;

Pensions; and

Quality of life and Citizenship

PRIAE works with BME elders and age organisations, policy makers, research bodies, healthcare providers and the voluntary sector to produce ground-breaking work.

Based in Leeds, West Yorkshire, PRIAE is an international self-governing charitable institute with partners across Europe.

## **2. Theoretical framework and current political discussions**

*(Nicholas Walters)*

### **2.1 Current political discussions on the learning of older people in the community in Scotland and England**

It has been noted that older people no longer see themselves in the stereotypical role of the “elderly”. Many have higher expectations about life style and quality of life. The social policy promotes active and independent living, but support within traditional family structures is weaker.

Over the last ten years the notion of Lifelong Learning has become more and more widespread, but educational policy has increasingly restricted the concept of lifelong learning to the “employability agenda”. Lifelong Learning has been seen, and funded, as a strategy to help people into employment, or into new and better jobs. In this, it responds to the EU Lisbon Agenda, but only to the first part of that agenda, as “employability” ignores the need to foster societal well being and the quality of life. This is

only now being addressed at national level with new government consultations on non-accredited and less formal learning. A new Green Paper is expected at the end of 2008.

This is a significant move away from the narrow vocationalism of previous provision. It demands a new approach that will redefine active citizenship as well as societal and personal “well-being”. It is in this context that SLIC will make a potential contribution to UK policy.

A further important observation is the loss of social mobility in UK society. Those who are born into disadvantaged families and communities are more and more likely to stay in this position. Those who are in pockets of social exclusion are finding it harder and harder to move out of them. This process threatens social cohesion, and a policy that encourages the active older citizen has potential to make a positive step to counter the loss of social mobility.

In Scotland as well as England the main focus of the government currently is on moving people on benefit back into work. The support for volunteering is fairly marginal to political activities although the Scottish websites referred to in the documents in Section 7 ( References ) give a view of developmental areas.

## **2.2 Theoretical framework of SLIC**

- The key value from current research points to raising the profile of volunteering by older people and highlighting the often hidden contributions they make to the quality of life of others.
- Most older participants involved in the SLIC project to date are not directly looking for paid work but this could change as the number of younger people available to work declines and employers become more open to the idea of employing older people.
- Lifelong-learning is a key concept as volunteering involves training, personal development and challenge. Such engagement is seen as central to giving life meaning and purpose.

## **3. Research phase: Tools and instruments**

### **3.1 Search Strategy**

The web was used mainly for the research given time constraints and the nature of the information.

## TRAINING MATERIALS FOR BME OLDER ADULTS

<http://www.nepfoiskola.hu/pro-bsl/>

<http://www.socialeconomy.org/news.php?id=375>

[http://www.cpa.org.uk/sap/sap\\_ethnicminorities\\_list\\_print.html](http://www.cpa.org.uk/sap/sap_ethnicminorities_list_print.html)

### **PUBLICATIONS –**

Malach, A. (2001). *Colour Blind: A practical guide to teaching black and minority ethnic adult learners*. Leicester. NIACE. ISBN 186201096X

Learning to Live in a Multi-Cultural Society Adult Education and Training Network and Dadzie, S. (1996). *Working with Black and Migrant Communities: A Resource for Adult Educators in Europe*.

Turner, C. (2005). *Neighbourhood Learning for Regeneration: Lessons and case studies from the Neighbourhood Learning in Deprived Communities Fund*. NIACE: Leicester.

## **3.2 Overview of tools and instruments**

PRIAE held a meeting with ten elders from different ethnic backgrounds. PRIAE introduced the SLIC project: Active ageing through learning which reflects the European agenda of addressing the reality that people are living longer and often desire to be active post 60 years of age. Active ageing requires that one possesses skills necessary to seek out activities.

The purpose of the day was explained to ask what older want to do and how they want to do it. Participants were informed that a workshop model will be developed in year 2009 which will bring together older people from different learning backgrounds and to map out a way forward in their learning aspirations. The outcome of the project will be the production of a report/guide which will be disseminated to organisations and individuals encouraging use of methods and training that can be used and developed further. type of training.

### **3.2.1 Question and answers**

**Q. What kinds of things do you like to do? How do you keep active? What kinds of things would you like to do?**

- Knowledge of computers is very important in the modern world. Despite whatever your previous working background, learning IT skills is useful for everyone.
- Learning how to stay fit through exercising, and healthy living to keep ourselves fit and healthy to maximise our years and not be isolated or cut off from the community.

(South Asian male)

- I learnt dress-making and flower arranging and now the next step for me is to learn about computers

(Afro-Caribbean female)

- I had to learn to about computers...I have five children who are always using the computer and I want to be able to as well. I went to a learning centre and I also teach myself at home.

(Afro-Caribbean female)

- I also learnt dressmaking and started a home business but I don't do it now. I then went to work in a shop and that did not work out for me so I am now back at home...I still want to explore and achieve more...to own a successful business you need understanding and business skills. I tried an ironing service but after lots of people began doing it I stopped...I did a business course because I wanted to run a Caribbean restraint but I didn't get it off the ground.

(Afro-Caribbean female)

- Travelling (public transport) has become a big problem. It is very difficult to go to large cities all the time for services. We need services that are local...my kids have all graduated and my wife is ill and has to get dialysis...my family keeps me very busy, between sons, daughter in-laws grandchildren I don't get very much time to do thing for myself

(South Asian male)

- We are lucky to have joined a day care centre in Batley but there are hundreds of people who still have no access...we need to/figure out how to encourage people to get involved in day care centres...provision of transport is a big reason why people cannot access services...the day care centre alone may not offer all the things we want to do

(South Asian male)

- We can share our experiences of all of the things that we have done like smoking, drugs etc...becoming mentors is a good way to learn/teach

(South Asian male)

**Q. What about distance learning? Do you think that is a good way for older people to learn?**

- Older people prefer to learn in a group.
- It is a way that we are able to help and learn from each other - physically, mentally and emotionally we can support each.
- Learning individually is too isolating. Learning together is a way of socialising and meeting other people besides those people we are comfortable with.

**Q. How do you feel about learning in a mixed environment with people from different backgrounds as yourself?**

- All very happy to learn in a multi-cultural environment. Learn and share culture/faith.

**Q. What about language barriers?**

- It is a problem that we still face but it will eventually cease to exist as the generations move on. The current generation are not all proficient in English despite being in the country for 30/40 years.

**Q. How else can people be encouraged to become active?**

- Health is a barrier for many people from minority ethnic backgrounds i.e. Asian communities have high incidence of diabetes, Afro-Caribbean community suffer from knee/joint problems...this stops many people from being active...the NHS is not good and diagnosing and helping older BME people

(South Asian male)

- Need to hold more open workshops to inform and encourage more people locally as well nationally

(South Asian male)

- Rather than sit at home alone I prefer to go out and learn as well as socialise. Meeting other people and picking up skills keeps my brain active and also helps me keep up with the young generation

(Afro-Caribbean female)

- Two years ago I was depressed after going through heart surgery. I lacked enthusiasm and confidence...after successful surgery I gained confidence...it is important to show how to build strength and confidence after such traumas...to show how you can build your life by learning and discussing the problem

(South Asian male)

- Confidence is also related to being part of a day care centre and having the support of peers and professionals...it is a point of reference and access to opportunities such as these

(South Asian male)

- Sometimes families can be unsupportive depending on situation which can act as a barrier to learning and sometimes they are positive and aid the learning process

**Q. Do you think women have a harder time getting support?**

- Despite being here for many years some women have always been a housewife and never worked...we need to concentrate on how to build their confidence to begin with...some women who have come from abroad have no family here who can support them...they are very active in the home (South Asian male)

**Q. Who do you think should pay for this learning? Can you afford to pay?**

- Organisations can apply for grants/funding
- Create more learning centres locally with easy access and easy access to trainers.
- We can pay a small amount but we need to look for sponsors/subsidies from elsewhere in the community/government

PRIAE staff introduced the concept of the workshops and opened the floor for discussion

**Q. Do you think spending two days is enough/too little?**

- Two days is the right amount as we will be able to focus/concentrate on the session
- It should be consecutive days and residential as it allows for interaction/social time/more time/pick up new ideas from other people.
- One day is too short to cram everything in – travelling/relaxing/learning
- Need to avoid major religious festivals i.e. Ramadan

**Q. What kind of activities would you like to see in these workshops?**

- Confidence building
- Creative activities (inter-faith/cultural i.e. singing/dancing)
- Group sessions
- Demonstration sessions i.e. computers/videos/facilities
- Careers fair/training opportunities – felt this was imperative for BME older people as they will have even less access / knowledge of resources
- Needs to be language friendly – bi-lingual facilitator is the best way
- Need to learn from each other
- Segregation – should be mixed but consideration should be given to those who are sensitive. Some ladies may come with husbands and so feel more comfortable in a mixed environment
- Healthy living (nutrition, physical)
- Competition/games – ‘fun factor’
- Writing skills
- Community participation (leaderships, forums)
- How to cope with stress/build self-confidence
- Preparation for retirement
- Handy person-scheme – DIY skills
- 

**Q. Certificate/Action plan?**

- If it is meaningful then I will appreciate it – builds self confidence, family excitement.
- Important to keep up to date with individuals – 6 month evaluation

**Time?**

- 5-6 hours on group work, rest recreation
- Share portfolios and visions with everyone, motivational
- Also share with other via an event/coffee
- Write to person in the centre to share participants achievements – recognition, sharing/spreading

**Type of person**

- understanding
- sense of humour
- friendly
- social
- good listener
- bi-lingual

### **3.2.2 Examples for skills profiles**

### **3.2.3 Example of action plans**

See Section 4.2 - Staying Active and Motivational Issues

### **3.2.4 Examples for certificates**

## ***4. Consultations with older learners***

### **BME Older People Focus Group**

This was held on 12<sup>TH</sup> May 2008 at PRIAE Head offices, Leeds, UK

It was attended by 7 participants – 4 Afro-Caribbean women and 3 South Asian men and supported by 3 staff from PRIAE. The workshop ran from 2-4.30 pm in discussion type round table setting where the participants were introduced to the project and asked the interview questions as in the agreed format in some detail. The participants were drawn from a range of voluntary organisations and the SLIC flyer was used to give background information to the project. This was followed up by PRIAE staff verbally introducing the project to a number of interested people in various languages to encourage participation and provide full information in relevant cultural manner.

### ***4.1 Results of the consultations***

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Consultation with BME older people in England revealed some key issues which generically relate to learning, but which also illuminate some of the specific issues related to culture and ethnicity. Direct quotes are peppered throughout the report. It was felt this was important to capture the voice and views of older BME people. This section is structured thematically based on emerging themes from the focus group discussion.

1. Staying Active
2. Barriers to Learning
3. Motivational Issues
4. Workshop (See 5.1 – Recommendations for content)

## 1. Staying Active

The majority of participants voiced a positive attitude toward being and staying active. In addition, there was an overwhelming feeling that it is important to communicate the message of staying active, or 'ageing actively' to other older people from BME communities who lack in the English language, have little or no knowledge and access to existing support services.

We are lucky to have joined a day care centre in Batley, but there are hundreds of people who still have no access...we need to/figure out how to encourage people to get involved in day care centres...provision of transport is a big reason why people cannot access services...the day care centre alone may not offer all the things we want to do

(South Asian male)

The majority of the participants were active and taking part in activities that interest them. These included dress-making, flower arranging, umpiring, being a member of a day care centre as well as starting a business. It was expressed that despite achieving many things in their lives, there was still a feeling that there was a need to 'explore' and learn new things. The participants felt that being retired meant that they had an even stronger desire to do new things and meet new people.

I also learnt dressmaking and started a home business but I don't do it now. I then went to work in a shop and that did not work out for me so I am now back at home...I still want to explore and achieve more...to own a successful business you need understanding and business skills. I tried an ironing service but after lots of people began doing it I stopped...I did a business course because I wanted to run a Caribbean restraint but I didn't get it off the ground.

(Afro-Caribbean female)

The majority felt that to progress and 'keep up' in the 'modern' world, learning computer and IT skills were essential and all were keen to do so.

Knowledge of computers is very important in the modern world. Despite whatever your previous working background, learning IT skills is useful for everyone.

(South Asian Male)

I had to learn to about computers...I have five children who are always using the computer and I want to be able to as well. I went to a learning centre and I also teach myself at home.

(Afro-Caribbean female)

The underlying reasons for having a desire to stay active for all of the participants were primarily twofold. Firstly, to keep the body and mind physically active and healthy and

secondly, it provides opportunities to socialise and meet people. The latter point was emphasised by all participants to be particularly important. It was felt that to overcome isolation and loneliness the best way was to be active and meet people. In addition, those older people living with families felt it was a good way of 'cutting off' for a while to get some 'me time' where they are doing things they enjoy and meeting with friends.

Learning how to stay fit through exercising, and healthy living to keep ourselves fit and healthy to maximise our years and not be isolated or cut off from the community.

(South Asian male)

Rather than sit at home alone I prefer to go out and learn as well as socialise. Meeting other people and picking up skills keeps my brain active and also helps me keep up with the young generation

(Afro-Caribbean female)

This point was further consolidated when the participants were asked whether distance learning was a good way of reaching out to older people to provide an alternative access route to learning. All of them said that the approach would not work as it diminishes any chance of socially interacting with others and aids living in isolation.

Older people prefer to learn in a group...it is a way that we are able to help and learn from each other.

(Afro-Caribbean female)

Learning individually is too isolating. Learning together is a way of socialising and meeting other people besides those people we are comfortable with.

(South Asian male)

## **2. Barriers to Learning**

The participants highlighted impediments they were faced with in accessing information and learning opportunities in their local area. In fact, the core reason cited for not participating in learning opportunities was a lack of services that were local and easily accessible. This was a running theme in the discussion about barriers to learning.

### **2.1 *Language as a barrier***

A difference of opinion emerged between the participants when discussing how language plays a role in learning. For those whose first language was not English, particularly those from a South Asian background felt that the lack of English was still an issue for their generation. Many worked in mills and factories and learnt enough English to get by, and others did not learn any. Therefore, it was felt that the learning opportunities

available in English were automatically a barrier to accessing and participating. However, it was recognised that language would not remain a barrier for much longer as the generations progress.

It is a problem that we still face but it will eventually cease to exist as the generations move on. The current generation are not all proficient in English despite being in the country for 30/40 years.  
(South Asian male)

## **2.2 Health as a barrier**

It was felt that poor health can prevent people from participating in learning opportunities. Particular reference was made to the high incidence of specific illnesses in ethnic minority community e.g. diabetes in the South Asian and knee problem in the African Caribbean community. It was suggested that regular sessions on health topics should be made available to communities so as to raise awareness and increase the chances of older BME people participating in activities.

## **2.3 Money as a barrier**

It was recognised that many older people will not be in a position to pay for classes/opportunities, particularly as the cost of living is on the rise and pensions are becoming less sufficient to get by on. The participants suggested that acquiring grants from funding bodies is one solution. Secondly, it was felt that the introduction of more learning centres in local communities would also reduce costs. Thirdly, approaching and involving the local community, businesses/enterprises in funding initiative could also help toward alleviating some of the financial burden. Fourthly, participants said they could manage to contribute a small amount toward the cost of events, but that subsidies would need to be sought from elsewhere.

## **2.4 Family as a barrier**

It was highlighted that sometimes families can be unsupportive of the activities older people participate in. This can be for various reasons – a lack of understanding, difficult family circumstances etc. It was felt that this can contribute towards de-motivating individuals. However, this was felt to be experienced by the minority and that the vast majority of families are supportive.

## **2.5 Gender as a barrier**

It was expressed that some women may find it hard to seek out and pursue learning opportunities, either as a result of cultural practices and 'norms' or challenging family circumstances. In addition, despite being in the UK for many years, some women have never worked and have remained in the home. This in itself presents a challenge as women will lack the confidence to 'work' or participate in other opportunities. Conversely, some women may have come to the UK where they have no family and lack support to

pursue opportunities. One of the participants felt that his wife was still leading a very active life in her role as a grandmother and mother. In doing so, not only is she active, but also doing something she is comfortable and happy with. This example points to the issue that 'learning' and staying 'active' cannot be defined in a narrow sense of the word.

Despite being here for many years some women have always been a housewife and never worked...we need to concentrate on how to build their confidence to begin with...some women who have come from abroad have no family here who can support them...they are very active in the home  
(South Asian male)

## **2.6 Transport as a barrier**

Travelling (public transport) has become a big problem. It is very difficult to go to large cities all the time for services. We need services that are local...my kids have all graduated and my wife is ill and has to get dialysis...my family keeps me very busy, between sons, daughter in-laws grandchildren I don't get very much time to do thing for myself. (South Asian male)

The majority of the participants felt that services are not local enough to be easily accessible. People living in smaller towns often need to travel to larger cities for day care centres or for other opportunities. Unreliable local transport, along with the rising cost of transport makes it more difficult for older people to access services. It was felt that provision of transport is one of the solutions to removing barriers to accessing services.

## **3. Motivational issues**

Participants were asked to discuss some of the things that motivate them to stay active, and what they felt might motivate other people to become active. Several core issues were highlighted.

Firstly, the promotion of healthy living and leading physically active lives. Participants felt that this was a vital part of getting older people motivated to be active. It was suggested that local seminars/classes be held to promote healthy living as well as utilising day care centres who can act as a conduit. Seeking out individuals who may not have access/knowledge of a day care centre was also suggested as a way of promoting motivation. Furthermore, learning in a group setting which is also multi-cultural and multi-faith encourages socialising and meeting new people. In addition, it adds to the learning experience, deepens understanding and builds bridges between communities.

One participant suggested that by becoming community mentors/champions in good health practices i.e. smoking, drug awareness, health awareness can equip older people with skills and knowledge to become proactive in their communities and motivate people to do the same. It was also felt that raising the confidence of older people during/after an illness to boost enthusiasm to begin to participate in community activities was very important. One participant relayed his personal experience and felt that sharing his experience could help others in his situation,

Two years ago I was depressed after going through heart surgery. I lacked enthusiasm and confidence...after successful surgery I gained confidence...it is important to show how to build strength and confidence after such traumas...to show how you can build your life by learning and discussing the problem  
(South Asian male)

Furthermore, encouraging people to join a day care centre would increase the motivation of individuals. More than this, being part of a centre opens the door to other opportunities which would otherwise not be available,

Confidence is also related to being part of a day car centre and having the support of peers and professionals...it is a point of reference and access to opportunities such as these  
(South Asian male)

#### **4. Workshops (See 5.1 – Recommendations for content)**

##### **Other questions of concern to participants**

How do we as people benefit when the final report is put together – where do we fit?

Who pays for the learning we want to undertake?

### ***5. Key recommendation for the SLIC-workshops***

#### **5.1 Recommendations tackling the content of the workshops**

##### ***Workshop Content***

Several topics were suggested by the participants for the content of the workshop. These are as follows,

- Computer and IT Skills

- Business skills
- Healthy living
- Nutrition/food
- Healthy cooking – meal planning
- Writing skills – e.g. how to write your autobiography, diary etc.
- Community participation (leadership, forums)
- Stress management
- DIY skills

## **5.2 Recommendations tackling the methods and tools of the workshops**

### **Workshop Design**

A two day residential in a scenic setting i.e. seaside, mountains was preferred by all of the participants. Several reasons were cited for this preference,

- Allows time to benefit fully from the workshop exercise and explore everything as fully as possible. One day was felt to be too short to achieve this.
- Two days allows enough time to fit in travel, and rest time before engaging in the workshop.
- Time to socialise and network with other people. There is also scope to share/learn new ideas from other participants.
- Recreation time

It was also highlighted that the workshop should not clash with any major religious festival or event i.e. Ramadhan. In addition, at least two months prior notice should be given where possible before the event to allow time to prepare and plan.

### **5.2 Workshop Organization**

There were several suggestions put forward as to how the workshop can be organised to be as effective, meaningful as useful as possible for the participants.

- **Interpersonal development:** the inclusion of ice-breakers, creative networking to aid in the development of interpersonal relations.
- **Timing:** it was suggested that 5-6 hours be dedicated to the workshop, leaving the rest of the day for recreational activities.

- **Certificate/action plan:** it was felt that a certificate would be welcomed if was meaningful. It could act as a motivator because it is a physical appreciation of an accomplishment. An action plan was also welcomed as a good idea, and participants thought it was an exciting prospect.
- **Facilitator:** should have several qualities - good understanding, good listener, friendly, helpful, good humour, involved with the group, good translation skills and down to earth.
- **Interactive sessions:** design sessions to be interactive to include participants and to encourage participants to keep moving and thinking.
- **Competition:** include an element of competition to encourage interaction and boost morale.
- **Fun Factor:** keep the programme light-hearted by including games to encourage people to enjoy themselves and have fun.
- **Demonstrations:** utilising this as a practical method i.e. how to use a camera/camcorder. This aids in the sharing of good practice and helps the learning process through hands on experience.
- **Careers Fair:** this is an opportunity to speak to the agencies, organisations and groups that can help older people with the tools, information and advice they need. This helps with information sharing and dissemination.
- **Bi/tri-Lingual Facilitator:** this would be preferable during workshop sessions to ensure that language support is available for those who require this service. In addition, a bi/tri-lingual facilitator means that the sessions will flow better.
- **Mixed Groups:** all participants indicated that a gender mixed group would not be a problem for them, in fact it was welcomed. However, the organisers should be sensitive to the needs of some people who may prefer not be in mixed groups.
- **Acknowledgement letter:** it was suggested that a letter be given to the day/community centres if they have helped with or encouraged their members to attend the workshop.
- **DVD:** showcasing the portfolios developed by all the participants. This will commemorate the time/learning they have experienced in the two day workshop and will give them a visual log of their action plan. This DVD can also act as a motivational tool for the attendees to share with their friends and family. The promotion of long-term learning beyond two days was felt to be important.

### ***Future Plans***

The participants highlighted that it was important to track the changes/movements of participants in the aftermath of the workshop. This can take the form of an evaluative questionnaire or something more creative like a video diary/video interview of each individual's progress according to the action plan developed at the workshop.

### ***5.3 Suggestions for a workshop design (draft script for the workshop)***

This will be the task of the BCC, and will be discussed in Helsinki on the basis of the recommendations in this chapter.

## 6. References (Websites)

Academic references may be included in the future but at this stage these have not been itemised. The first three websites below represent each of the participating SLIC UK partners.

## 7. Annexes

### 7.1 List of tools

See 3. Research phase Tools and Instruments.

### 7.2 List of interviewed persons or focus groups (incl. date and length of interview)

Interview/Focus group No.	Organisation (e.g. BCC)	Type of consultation*	No. of participants	Date of interview/focus group	Duration [in minutes]
1(PRIAE)	PRIAE	Focus Group	7 BME older people, and 3 staff	12 <sup>th</sup> May 2008	2 and half hours

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### BME Older People Focus Group

7 participants

4 Afro-Caribbean women

3 South Asian men

with three PRIAE staff



PRIAE is a leading Institute working in the area of ageing and ethnicity in the UK and across Europe. As the only organisation specialising in helping black and minority ethnic (BME) elders, PRIAE occupies a unique position and plays an essential role in policy, research, information and practice on:

- Employment and income;
- Health, social care and housing;
- Pensions; and
- Quality of life

PRIAE works with BME elders and age organisations, policy makers, research bodies, healthcare providers and the voluntary sector to produce ground-breaking work, including some leading publications and resources (visit us at [www.priae.org](http://www.priae.org)). Based in Leeds, West Yorkshire, PRIAE is an international self-governing charitable institute with partners across Europe.



[www.cll.strath.ac.uk/ssi/volunteering.htm](http://www.cll.strath.ac.uk/ssi/volunteering.htm)

The Senior Studies Institute provides opportunities for people over 50 to use their learning and life skills in a range of socially valuable contexts - as family members, active citizens and volunteers. This includes developing learning opportunities in areas not traditionally viewed as the domain of adult education. Many older students at the Senior Studies Institute enjoy gifting their time and experience in voluntary activities. Within the Institute you can find:

- [University Guides](#)
- [SPIN \(Spinal Injury Network\)](#)
- [Computer Buddies](#)



**2007 SSI Volunteering Report**

Click to open the PDF document for the reports on activities of Computer Buddies, SPIN and the University Tour Guides.

**INTEVAL Ltd**

Inteval Ltd is a consultancy company engaged in research and evaluation related to unemployment. During 25 years at the University of Surrey in the Department of Educational Studies, Director Nicholas Walters has developed a substantial body of community education provision together with a research and development programme of over 40 projects related to social exclusion. He is currently involved part-time in research in the [Department of Political, International and Policy Studies](#). He has experience of interventions with particular socially excluded groups, including refugees and migrants, black and minority ethnic groups, disabled people and former substance abusers. His work is international and he is involved with European Union interventions. Currently he is collaborating with the Faculty of Politics at the University of Warsaw, researching migrant labour and integration policies.