

AMBASSADORS FOR MOBILITY IN LATER-LIFE

Module 4 Workbook



SASSI
Later-life Careers



Contents

- 1 INTRODUCTION.....
- 2 Module Aims and Objectives.....
- 3 Module delivery.....
- 4 Units.....
 - 4.1 Unit 1. The benefits of working and studying abroad.....
 - 4.1.1 Learning Outcomes.....
 - 4.1.2 Self-Study (Short Description).....
 - 4.1.3 Group Activity.....
 - 4.2 Unit 2. Types of mobilities.....
 - 4.2.1 Learning Outcomes.....
 - 4.2.2 Self-Study (Short Description).....
 - 4.2.3 Group Activity.....
 - 4.3 Unit 3. The role and competences of an Ambassador.....
 - 4.3.1 Learning Outcomes.....
 - 4.3.2 Self-Study (Short Description).....
 - 4.3.3 Group Activity.....
 - 4.4 Unit 4. Mobility in practice.....
 - 4.4.1 Learning Outcomes.....
 - 4.4.2 Self-Study (Short Description).....
 - 4.4.3 Group Activities.....
 - 4.5 Unit 5. The SASSI LLC mobility database.....
 - 4.5.1 Learning Outcomes.....
 - 4.5.2 Self-Study (Short Description).....
 - 4.5.3 Group Activity.....



1 INTRODUCTION

The aim of the Ambassadors for mobility in later-life is to promote the advantages of mobility and work experience (normally the preserve of young people) for career redirection and CPD amongst older workers, unretirees and job seekers. Innovative approaches to the provision of work experiences (including mobility placements, short term mobility learning experiences, short term secondments, project based work experiences, and volunteering experiences), are seen as a tactic for stimulating career revitalisation and change. The purpose of these experiences is to learn a new skill, pursue passions and interests, or simply reflect on a new career direction – both in national and transnational mobility contexts.

2 MODULE AIMS AND OBJECTIVES

Currently the majority of mobility projects focus on young people and/or higher education exchanges. Ambassadors can champion work experience and C-VET mobility placements to enhance intercultural learning and later-life mobility. They will highlight the benefits of cross-border working, particularly in the context of digital commerce and for 'Olderpreneurs', and advocate the inclusion of short-term transnational work/learning experiences for older people. Having the opportunity experience a mobility learning activity or to work in other EU organisations can:

- improve cooperation;
- open up new business opportunities and joint ventures;
- promote intercultural understanding and dialogue by improving understanding of other cultures and countries.

The longer term aim is to promote new forms of staff mobility, giving HR and C-VET professionals the opportunity to engage in EU mobility schemes themselves; simultaneously engaging with the target groups. They will be motivated to enhance intercultural learning & mobility experiences for older workers and be able to improve both the quantity & quality of careers guidance. By creating more advocates of transnational working, they will then, in turn, serve as ambassadors for mobility themselves.

For the Ambassadors, what the result accomplishes is:

- analysing, in more depth, the concept of Ambassadors as champions of mobility for workplace and intercultural learning for older adults and presenting the economic and social case
- analysing, in more depth, funded and commercial opportunities for short-term work and learning mobility for adults and in particular older adults i.e. through volunteering, sabbaticals and work experience
- scoping, documenting and agreeing the benefits of working and learning in other countries, from the perspective of the employer, the individual and the host
- scoping, in detail, the role of the Ambassadors



- identifying and referencing the enhanced competences they will need
- delivering an e-learning programme supported by webinars and an implementation Manual with the objective of up-skilling the Ambassadors in how to manage mobility work experiences (including transnational experiences), engage employers to appraise them of the benefits of this approach in revitalising careers and support older workers, 'unretirees' and job seekers in accessing placements
- adapting and creating resources for use by the Ambassadors, available on the SASSI HUB.

For the HR and C-VET professional, this module enables the practical use of the Ambassadors for mobility in later-life in order to train new Ambassadors. It also enables the trainer to become an Ambassador themselves.

3 MODULE DELIVERY

The module consists of 5 units, each of which corresponds to a chapter of the Ambassadors for mobility in later-life. For you as a trainer, there is a self-study material, accompanied by self-reflection questions and additional reading. There is also a group activity where you practice the skills related to the knowledge conveyed in the self-study material.

When delivering the content to your learners, you guide them through the corresponding chapter of the Ambassadors for mobility in later-life, which has content and questions intended for the potential Ambassadors. Much like you had to undergo group activities in order to deepen your understanding of the subject, you need to carry them out with your learners – however, in this case, your role changes from a participant to a facilitator. It is highly recommended that you undergo the activities yourself before presenting them to learners.

4 UNITS

4.1 Unit 1. The benefits of working and studying abroad

4.1.1 Learning Outcomes

For trainers:

After completing this unit, you will:

- be able to foster motivation in your learners to become Ambassadors for Mobility in Later-life
- be able to convey the benefits of working and studying abroad
- put mobilities into perspective in the context of career development



- understand networking both as a possibility for know-how exchange and access to new markets
- see the innovative potential of mobilities
- consider communication strategies for mobilities.

For your learners:

Topic 1. Can older workers be mobile?

- Understand the purpose of workplace mobilities
- Understand that older workers do participate in mobilities
- Acknowledge the benefits of working and studying abroad

Topic 2. Mobilities as CPD

- Establish the need for lifelong learning
- Put the mobilities into perspective in the context of career development
- identify the place for mobilities in one's skill development

Topic 3. Mobilities as networking vessels

- acknowledge the benefits of a growing international professional network
- understand networking both as a possibility for know-how exchange and access to new markets

Topic 4. Mobilities and innovation

- see mobilities under the lens of best practice exchange
- learn about latest developments
- be inspired about the potential for innovating at home

4.1.2 Self-Study (Short Description)

Each unit of this Module is based on a Chapter of the Ambassador's Manual for Mobilities in Later-life. We have prepared a PPT with a section dedicated to fostering learner's motivation, as well as the gist of key information you need to know in order to convey it to your learners. For a more in-depth understanding, please read the corresponding chapter, as well as the further resources suggested. The PPT has the following structure:

- Introduction
- Motivating your learners
- The benefits of mobilities
- Mobilities and learning
- Mobilities and networking
- Mobilities and innovation

At the end, you are invited to reflect on the following questions:



- What aspects of mobilities mattered most to you in your own professional experience?
- If you had to select a key 'selling point' to a new audience, what would it be?
- Do you know good examples of older workers who benefited from a mobility? Where can you find more?
- What kind of organisations can be your allies, also benefiting from older employees' mobility?

Additional reading resources include:

- Harvard University. Research on Learning Objectives. Fostering motivation: <https://ablconnect.harvard.edu/fostering-motivation>
- European Union (2014). The Erasmus Impact Study. Effects of mobility on the skills and employability of students and the internationalisation of higher education institutions
- SASSI Working On Erasmus+ Project. CPD for Careers Advisors working with Older People. Module 4. Workplace Mobility for Career Revitalisation.
- Work Healthy Australia. Supporting your ageing workforce: <https://www.workhealthyaustralia.com.au/how-to-support-your-older-workers/>
- Brooks R., Waters J. (2011) Student Mobilities, Migration and the Internationalization of Higher Education. Palgrave Macmillan London
- Council of Europe. Linguistic Integration of Adult Migrants (LIAM). Formal, non-formal and informal learning
- European Union (2014). The Erasmus Impact Study. Effects of mobility on the skills and employability of students and the internationalisation of higher education institutions
- UNESCO (2021). Reimagining our futures together: a new social contract for education
- BusinessBalls. Business networking tips and techniques for networking events and networking websites: <https://www.businessballs.com/conflict-negotiation-and-influencing/networking/>
- Creative Enso (2021). How Travel Boosts Creativity and Well-Being: <https://www.thesavvyglobetrotter.com/how-travel-broadens-the-mind-and-increases-creativity/>
- The savvy globetrotter (2023). How Travel Broadens the Mind and Increases Creativity: <https://www.thesavvyglobetrotter.com/how-travel-broadens-the-mind-and-increases-creativity/>

4.1.3 Group Activity

Group Activity Unit 1

Name	My mobilities
Learning Objectives	<ul style="list-style-type: none"> ● Reflect on the role mobilities played in one's professional life ● Explore the benefits of different types of mobilities



	<p>mobilities</p> <ul style="list-style-type: none"> ● Discover how mobilities impacted others Be inspired to demonstrate the benefits of mobilities to other people
Type of Activity	Self-reflection + group discussion
Timeframe	70 min
Materials needed	<p>Printouts of maps:</p> <p>Of Europe: https://pixabay.com/illustrations/map-cartography-relief-map-1804891/</p> <p>Oft the world: https://pixabay.com/vectors/map-world-geography-continent-117174/</p> <p>Flipchart, pens</p>
Introduction	<p>This activity invites participants to reflect on their own history of mobilities and the impact they had on their professional development.</p> <p>Mobilities can serve as a tool of professional development, a place to gain new competences.</p> <p>Mobilities are a place where new contacts are made, thus one's professional network is grown.</p> <p>Mobilities are where people from different backgrounds meet, ideas are exchanged, and innovation is born.</p>
Activity description	<ol style="list-style-type: none"> 1. Introduce the role of mobilities in one's professional development (see introduction). 2. Hand out maps to participants. Then, individually, each one has to point out on the map all places they visited in a non-tourist capacity (professional, learning, volunteering etc.) From all places, the participants have to select the three ones they consider most meaningful for them. 3. For each of the three choices, participants need to reflect on the following questions: <ul style="list-style-type: none"> ● Why did this journey matter for me? ● What kind of skills did I develop there? ● Who are the people I met there? Am I still in touch with some of them? ● Has the experience changed my outlook on my professional role somehow?



	<p>4. Participants mingle, meet in pairs and discuss one of their choices. Then, they change partners, and discuss their second choice, and change a third time.</p> <p>With inputs from all participants, write down on the flipchart all the ways mobilities have impacted the participants. Try to group the answers together.</p>
Debriefing	<p>Group discussion. You can use the following questions:</p> <ul style="list-style-type: none"> ● Do you see the role of mobilities in your professional life differently now? ● Have you heard something that surprised you? <p>Do you feel better prepared to convince others of these benefits?</p>
Adaption to online mode	<p>Participants could work together on a Miro board (https://miro.com/), where the map has been already uploaded, and write down their ideas on post-its inside the board. The discussion in pairs can be done in breakout rooms, with randomly formed pairs, which need to be further randomised for each step.</p>
Tips for the trainer	<p>Some participants might need encouragement in the initial phase, so they can remember the mobilities that affected them most. This can be done either through guiding questions in the large group, or through individual interventions for the ones who seem to struggle.</p> <p>Good track of the time must be kept to ensure both participants in the pair have an opportunity to speak.</p>

4.2 Unit 2. Types of mobilities

4.2.1 Learning Outcomes

For trainers:

After completing this unit, you will:

- Understand the importance of aligning learning goals to mobility types
- Be motivated to advise older workers on the appropriate mobility types for them
- Get familiar with the different types of short and long-term mobilities, as well as volunteering
- Reflect on these mobilities in the context of older workers
- Weigh Pros and Cons in the context of older workers



For your learners:

Topic 1. Short-term mobilities

- Understand the purpose of workplace mobilities
- Get familiar with the different types of short-term mobilities
- Reflect on these mobilities in the context of older workers
- Weigh Pros and Cons in the context of older workers

Topic 2. Long-term mobilities

- Get familiar with the different types of long-term mobilities
- Reflect on these mobilities in the context of older workers
- Weigh Pros and Cons in the context of older workers

Topic 3. Volunteering mobilities

- Get familiar with benefits of volunteering and volunteering mobilities
- Reflect on these mobilities in the context of older workers
- Weigh Pros and Cons in the context of older workers

4.2.2 Self-Study (Short Description)

Each unit of this Module is based on a Chapter of the Ambassador's Manual for Mobilities in Later-life. We have prepared a PPT with a section dedicated on guiding the prospective Ambassador,, as well as the gist of key informations you need to know in order to convey it to your learners. For a more in-depth understanding, please read the corresponding chapter, as well as the further resources suggested. The PPT has the following structure:

The PPT has the following structure:

- Introduction
- Guiding the prospective Ambassador
- Short-Term mobilities
- Long-term mobilities
- Volunteering
- Reflection
- Further reading

At the end, you are invited to reflect on the following questions:

- Can you explain what an Ambassador does to a potential candidate?
- What are the qualities that make a good Ambassador?
- What are the key aspects of being able to promote mobilities in later life?



- Can you think of other Ambassadors promoting various professional development practices? What were the most successful among them doing?

Additional reading resources include:

- Thinking of a life change? Would you intern at 50+?, Magenta Financial Planning, 2020: <https://magentafp.com/thinking-of-a-life-change-would-you-intern-at-50/>
- Lessons From A 60-Year-Old Intern , Forbes, 2010: <https://www.forbes.com/consent/ketch/?toURL=https://www.forbes.com/2010/08/31/internship-career-transition-forbes-woman-leadership-work-experience.html>
- How sabbaticals transform both workers and employers, Cari Romm Nazeer, CharterWorks: <https://www.charterworks.com/dj-didonna-sabbaticals/>
- Secondments: the most powerful job training you’ve never heard of by Lauren Moon & Sarah Goff-Dupont, Atlassian, 2021: <https://www.atlassian.com/blog/teamwork/what-is-secondment-benefits>
- Research: The Transformative Power of Sabbaticals by Kira Schabram, Matt Bloom, and DJ DiDonna, Harvard Business Review, 2023: <https://hbr.org/2023/02/research-the-transformative-power-of-sabbaticals>
- Taking a career break at 50 (with reasons and tips), Indeed Editorial Team, 2023: <https://uk.indeed.com/career-advice/career-development/taking-career-break-at-50>
- 11 Meaningful Ways Older Adults Can Volunteer Right Now by Jennifer Lagemann on Forbes, 2023: <https://www.forbes.com/health/healthy-aging/volunteer-opportunities-for-older-adults/>
- 9 Benefits of Volunteering for Older Adults by VantageAgeing, 2022: <https://vantageageing.org/blog/benefits-older-adults-gain-volunteering/>
- Benefits of Older Volunteering on Wellbeing: An International Comparison by Marta Gil-Lacruz, María I. Saz-Gil, Ana I. Gil-Lacruz, 2019
- Service Civil International: Volunteering for peace since 1920 - <https://sci.ngo/>

4.2.3 Group Activity

Group Activity Unit 2

Name	Pro-s and con-s of mobilities for older workers: World café
Learning Objectives	<ul style="list-style-type: none"> ● get familiar with and understand the different types of mobilities ● think of mobilities in the context of older workers and assess which is suitable for your potential clients



Type of Activity	Presentation + World café
Timeframe	70 min
Materials needed	Flipchart paper, colourful pens, PPT presentation named R2_Chapter 2_Types of mobilities
Introduction	After entering the topic of mobilities from personal point of view and reflecting on their own history and impact mobilities had on their professional and personal development, participants are now invited to think of the pro-s and con-s the different types of mobilities can have for older workers.
Activity description	<ol style="list-style-type: none">1. In the break before the activity, set the training room as a café with 3 tables and enough chairs around. Put one flipchart on each table. Write the 3 topics for discussion: 1. Short-term workplace mobilities 2. Long-term workplace mobilities 3. Volunteering2. Start with presenting several different types of mobilities, building upon what was already discussed in the previous activity and giving concrete examples where applicable. Use the PPT presentation if you wish.3. Split the group in 3 smaller groups and invite one group on each table. Explain to participants that they need to discuss among each other and list on the flipchart the pro-s and con-s the respective type of mobilities have for older workers.4. The participants need to rotate tables and make sure everyone has contributed to each of the 3 topics – no matter in what configuration of small groups. <p>When all 3 rounds are up, ask people to appoint one speaker per table to present to the others each flipchart. Summarize the group inputs and ask participants the debrief questions from the slides.</p>
Debriefing	<p>Group discussion. You can use the following questions:</p> <ul style="list-style-type: none">● Do you know any older workers who engaged in any type of mobility?● Which of those mobility types do you think are applicable for your country?● Do you know of any companies offering workplace mobilities for their employees?● Do you find any of those activities suitable/attractive



	<p>for any of your clients? Why not?</p> <p>Do you have any clients/friends who would be interested in such a learning opportunity? Would you be willing to promote it?</p>
Adaption to online mode	Participants could work together in break-out rooms writing on a Miro boards (https://miro.com/).
Tips for the trainer	Good track of the time must be kept during the café rounds, so the discussion is kept alive. Make sure that everyone is included and has an opportunity to speak in the smaller groups.

4.3 Unit 3 The role and competences of an Ambassador

4.3.1 Learning Outcomes

For trainers:

After completing this unit, you will:

- Understand the importance of teaching by example
- Know the characteristics of an Ambassador for later-life mobility
- Understand the reasons for adopting the role of an Ambassador
- Know how to promote the benefits and help overcome the barriers for mobility in later life
- Be able to assess the current situation and needs of an older worker
- Know how to support the development of an action plan and access its progress
- Understand the added value of storytelling
- Gain insight into the evolution of cultural misunderstanding and conflicts

For your learners:

Topic 1. Who are ambassadors for mobility in later life?

- Knowing the basic characteristics of an Ambassador for later life mobility
- Exploring different perspectives on who could be considered as an Ambassador

Topic 2. Responsibilities and concrete Tasks of an Ambassador: The Benefits

- Understand the challenges older people face related to mobilities
- Knowing how to promote the benefits



Topic 3. Responsibilities and concrete Tasks of an Ambassador: Overcoming Barriers

- Becoming aware of various stereotypes associated with mobility programmes
- Identifying various barriers that older individuals might encounter with respect to mobility plans
- Knowing how to support individuals in overcoming these barriers

Topic 4. Responsibilities and concrete Tasks of an Ambassador: Planning and Implementing Mobility

- Being able to assess the current situation
- Knowing how to match needs and expectations
- Knowing how to support goal setting and the development of an action plan

Topic 5. The Ambassador as a storyteller

- Understanding that anyone can be a storyteller
- Understanding the added value of storytelling
- Becoming a role model through your own story
- Daring to tell your story

Topic 6. Understand the importance of intercultural competences for a mobility

- Understanding how culture shapes perception
- Becoming aware of how people make assumptions based on stereotypes about race, ethnicity and nationality
- Gaining insights into the evolution of cultural misunderstanding
- Know how to analyse a company's corporate culture

4.3.2 Self-Study (Short Description)

Each unit of this Module is based on a Chapter of the Ambassador's Manual for Mobilities in Later-life. We have prepared a PPT with the gist of key informations you need to know in order to convey it to your learners. For a more in-depth understanding, please read the corresponding chapter, as well as the further resources suggested. The PPT has the following structure:

- Introduction
- Who are the Ambassadors for Mobility?
- Promoting the benefits of mobility
- Overcoming barriers
- Planning and implementing mobility
- The Ambassador as a storyteller
- The importance of intercultural competences



- Reflection
- Further reading

At the end, you are invited to reflect on the following questions:

- Can you explain what an Ambassador does to a potential candidate?
- What are the qualities that make a good Ambassador?
- What are the key aspects of being able to promote mobilities in later life?
- Can you think of other Ambassadors promoting various professional development practices? What were the most successful among them doing?

Additional reading resources include:

- European Older People's Platform (AGE Platform Europe); www.age-platform.eu (accessed in July 2023)
- SASSI Working Consortium: The Ambassadors Manual for Mobility in Workplace Learning
- Hoback, Noah Gilbert: Barriers Impacting Travel Patterns of Adults 55-Years and Older (2022); <https://www.proquest.com/openview/86bf11249787ec707f598ce75152ea9/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Sippli Khira et al (2021): Challenges arising for older workers from participating in a workplace intervention addressing work ability: a qualitative study from Germany, in: International Archives of Occupational and Environmental Health volume 94, pages 919–933 (2021; accessed in June 2023): <https://link.springer.com/article/10.1007/s00420-020-01639-x>
- Cognitive biases: <https://medium.com/tradecraft-traction/flashcards-to-learn-168-cognitive-biases-4c37f3418f15>
- "Stories that make us" creative writing course by Dr. Hannah Stevens and Dr. Will Buckingham, Wind and Bones, 2021: <https://www.windandbones.com/posts/the-stories-that-make-us/>
- The Mit Press Reader: <https://thereader.mitpress.mit.edu/understanding-personal-space-proxemics/>
- Hofstede's Six Dimensions: https://www.youtube.com/watch?v=yKKruTRQ_2A
- Hofstede Insights: <https://www.hofstede-insights.com/country-comparison-tool>
- Future Learn: <https://www.futurelearn.com/info/courses/intercultural-communication/0/steps/11039>
- The Iceberg Concept of Culture: <http://www.msdt.k12.in.us/msd/wp-content/uploads/2011/10/iceburgofculture.pdf>

4.3.3 Group Activity

Table 3 Chapter 3 Group Activity

Name	Creating Your Perfect Mobility experience
------	---



Learning Objectives	<ul style="list-style-type: none"> ● Overcoming internal (incl. irrational) fears of the upcoming mobility experience. ● Making goal setting for the mobility experience easier.
Type of Activity	Group visualisation
Timeframe	<p>Introduction: 2 minutes</p> <p>Visualisation: 4 minutes</p> <p>Debrief: 5 minutes</p>
Materials needed	Comfortable seating of all group members
Introduction	<p>As an introduction, outline the benefits of visualization. You can use the examples given in our "Dream Big" exercise:</p> <p><i>"There is a growing body of literature which links our ability to imagine and visualise potential future scenarios with our ability to unpack trends, identify key factors, and ultimately – bring changes about.</i></p> <p><i>Visualisation affects not only the cognitive level, but the affective one as well. Participating in visualisation activities can have a measurable effects on the levels of dedication one has to a project."</i></p>
Activity description	<ul style="list-style-type: none"> ● Find a Quiet Space, where you can sit in a relaxed position. Close your eyes and take take a few deep, calming breaths. ● Set the Scene: Imagine that it's the first day of your mobility. Consider the time of year, the weather, and any events or activities you'd like to include. Choose the location and imagine it as vividly as possible. ● Use Your Senses: Visualize the scene as vividly as possible: <ul style="list-style-type: none"> ○ Sight: What do you see around you? Imagine the colors, the details, and the overall ambiance of your surroundings. ○ Sound: What do you hear? Is there laughter, nature sounds, or music playing? Try to



	<p>recreate the auditory experience.</p> <ul style="list-style-type: none">○ Touch: How does the air feel on your skin? Can you feel the warmth of the sun or a gentle breeze?○ Smell: Are there any scents in the air? It could be the aroma of flowers, food, or any other pleasing scent.○ Taste: If there's some local food or drink involved, imagine its taste and texture. <ul style="list-style-type: none">● Activities: Envision the activities you're engaging in throughout the mobility.● Emotions: As you visualize your mobility experience unfolding, focus on the emotions you're feeling - the joy, contentment, and satisfaction of this perfect mobility.● Overcome Challenges: If any challenges arise during your perfect mobility, visualize yourself handling them with grace and confidence. This can help you develop a resilient mindset.● Express Gratitude: As you conclude the visualization, take a moment to feel gratitude for the positive experiences and emotions you've imagined during your future mobility. <p>Open Your Eyes: Slowly open your eyes and take a few more deep breaths. Reflect on the positive feelings and imagery you experienced during the exercise.</p>
Debriefing	<p>The Trainer explains to the group that this exercise can help them start a new journey with a positive mindset and a clear sense of purpose. The trainer adds that regularly engaging in this practice can contribute to improved focus, reduced stress, and enhanced overall well-being.</p> <p>Discussion:</p> <ul style="list-style-type: none">- How did you feel?- Given your "imaginary" mobile experience - what was the best of this mobility? Why would you recommend it to someone else? <p>Diving into the experience you just felt, is there a particular resource that you identify that would help you to enjoy your mobility experience the most?</p>



Adaption to online mode	Same approach, just 30 seconds longer for tuning in, when eyes are closed. The trainer shall not be afraid to let space/pauses between the sentences and give the group time to visualize the separate steps in the exercise.
Tips for the trainer	<p>Let your trainees know, they do not need to worry if your visualization isn't crystal clear at first. It takes practice, and over time, your imagery will become more vivid.</p> <p>Show this video to your Client before jumping into the exercise, to minimise the tension related to visualisation: https://www.youtube.com/watch?v=9z5pc0TPB_k (Source: Headspace curated from Youtube).</p>

4.4 Unit 4 Mobility in practice

4.4.1 Learning Outcomes

For trainers:

After completing this unit, you will:

- Be able to assist the selection an appropriate mobility based on the needs of older employees
- Know how to search for information regarding legal requirements of a mobility
- Be able to help others define personal areas of improvement
- Be able to promote the benefits of monitoring and evidencing an olderpreneur' competence development

For your learners:

Topic 1 – Select an appropriate mobility

- know the potential benefits of an olderpreneurial mobility
- know the basic mobility options
- know the sources of information regarding an entrepreneurial mobility
- know to select an appropriate mobility based on real needs

Topic 2 – Legal requirements of a mobility

- Know the relevant legal requirements for a mobility planning
- Know what resources to use when searching for information regarding legal requirements of a mobility

Topic 3 – Define areas of improvement

- be motivated to participate in a mobility



- be motivated to learn
- be able to set a realistic learning goal
- be able to define personal areas of improvement

Topic 4 - Monitor and evidence competence development

- motivate an olderpreneur to monitor and evidence their competence development
- understand the benefits of monitoring and evidencing an olderpreneur' competence development
- understand the concept of competence
- know the components of a competence
- be aware of available tools that can monitor and evidence competence development

4.4.2 Self-Study (Short Description)

Each unit of this Module is based on a Chapter of the Ambassador's Manual for Mobilities in Later-life. We have prepared a PPT with the gist of key informations you need to know in order to convey it to your learners. For a more in-depth understanding, please read the corresponding chapter, as well as the further resources suggested. The PPT has the following structure:

- Introduction
- Select an appropriate mobility
- Legal requirements of a mobility
- Define areas of improvement
- Monitor and evidence competence development
- Reflection

At the end, you are invited to reflect on the following questions:

- How can you help determine the possible learning goals of an older worker considering a mobility?
- Do you know how to foster self-directed learning? What kind of questions must you ask?
- Do you know where to find information about the legal aspects of a mobility?
- Have you considered what tools can be used for evaluating learning progress?

4.4.3 Group Activities

Group Activity 1 Unit 4



Name	Discussion – best type of mobility for me
------	---



Learning Objectives	<ul style="list-style-type: none"> • Identification of as many as possible types of mobilities • Sharing as many inspiring ideas as possible
Type of Activity	<p>1) Discussion in pairs</p> <p>2) Group debriefing</p>
Timeframe	60 min (30 min discussion in pairs, 30 min Debriefing)
Materials needed	<ul style="list-style-type: none"> • Mobile devices • Internet connection • Flipchart (or a board) • Sticky notes
Introduction	Trainer introduces the activity during presentations related to different types of mobilities, suitability of each type for different persons, etc. The trainer explains the purpose of the activity.
Activity description	Participants are split into pairs and discuss what would be most appropriate for them individually and why. They may use the internet to find out or verify the information. They discuss advantages and disadvantages of different types of mobilities and each person selects one which is most suitable for them.
Debriefing	All the pairs present their two selected types of mobilities in the plenary group. The facilitator highlights the most significant features of individual examples.
Adaption to online mode	During online sessions, the Zoom break-out room can be used for group work and interactive online boards (jamboard) for sharing information within pairs and in the plenary group.
Tips for the trainer	The trainer is more or less in the role of a facilitator.

Group Activity 2 Unit 4

Name	Plan practical aspects of a mobility
Learning Objectives	<ul style="list-style-type: none"> • Become aware of different important practicalities when planning a mobility



Type of Activity	1) Discussion in pairs 2) Group debriefing
Timeframe	60min (30min discussion in pairs, 30 min Debriefing)
Materials needed	<ul style="list-style-type: none"> ● Mobile devices ● Internet connection ● Flipchart (or a board) ● Sticky notes
Introduction	Trainer introduces the activity during presentations related to different practical and legal aspects of planning a mobility.
Activity description	Participants are split into pairs and discuss practical aspects of a concrete mobility (travel arrangements, contractual issues, insurance, etc.). Each pair is free to decide what type of mobility they will be planning. It may be fictional or realistic.
Debriefing	All the pairs present their list of most important legal and practical aspects in the plenary group. The facilitator highlights the most significant features of individual examples.
Adaption to online mode	During online sessions, the Zoom break-out room can be used for group work and interactive online boards (jamboard) for sharing information within pairs and in the plenary group.
Tips for the trainer	The trainer is more or less in the role of a facilitator.

Group Activity 3 Unit 4

Name	Get the best out of your mobility – identify areas of improvement
Learning Objectives	<ul style="list-style-type: none"> ● Defining concrete and tangible objectives and areas of improvement during a mobility
Type of Activity	Discussion in pairs



Timeframe	30 min
Materials needed	<ul style="list-style-type: none"> ● Mobile devices ● Internet connection
Introduction	Trainer introduces the activity and the areas to be discussed in pairs.
Activity description	<p>Participants discuss in pairs:</p> <ul style="list-style-type: none"> ● Identify min 3 – 5 topics related to their work/business/private life in which they could improve – their individual needs. ● They will assign each topic to an area previously discussed – knowledge/activity/attitude. ● They will also discuss what impact it will have on selecting a particular mobility. <p>Each person tells their peer about which competence is the most important for them at the moment</p>
Debriefing	Plenary debriefing is voluntary. Whoever is willing to share their competence they want to improve is free to do so.
Adaption to online mode	During online sessions, the Zoom break-out room can be used for group work and interactive online boards (jamboard) for sharing information within pairs and in the plenary group.
Tips for the trainer	If people decide to keep the content of the discussions in pairs for themselves, the trainer does not force them to share with the group. Questions related to the process may be asked (e.g. What was difficult during your discussion?, what was easy to formulate and plan? How do you think it may help you? etc.)

Group Activity 4 Unit 4

Name	How will you find out that you have achieved your goals?
Learning Objectives	<ul style="list-style-type: none"> ● Defining concrete and tangible goals ● Setting up simple indicators and sources of verification



	<ul style="list-style-type: none"> ● Being able to measure own progress
Type of Activity	Individual work + discussion in plenary group
Timeframe	60 min
Materials needed	<ul style="list-style-type: none"> ● Mobile devices ● Pen and Paper/notebook tablet ● Internet connection
Introduction	The trainer introduces the activity and the areas to be elaborated individually and subsequently discussed in pairs.
Activity description	Participants receive handouts (printed or in electronic form). Each person is given 30 min to fill the handout. Results (even if not fully completed) are presented in the plenary group.
Debriefing	Plenary debriefing is again voluntary. Whoever is willing to share their competence they want to improve and ways to measure it is free to do so. Sharing information will serve as inspiration for other group members in possible modification or finalisation of their templates after the training.
Adaption to online mode	During online sessions Zoom break-out room can be used for group work and interactive online boards (jamboard) for sharing information within pairs and in the plenary group.
Tips for the trainer	If people decide to keep the content of the individual work for themselves, the trainer does not force them to do so. Questions related to the process may be asked. The trainer should have prepared some good practice examples just in case there is not enough material from individual work to be shared.

4.5 Unit 5. The SASSI LLC mobility database

4.5.1 Learning Outcomes

For trainers:

After completing this unit, you will:



- Be able to identify the role of an Ambassador in
- Understand Mobility Opportunities and Options
- Be familiar with different sources of funding
- Understand how the SASSI Mobility Database works and be able to seek and find mobilities independently
- Be able to design a comprehensive and robust Communication Strategy for mobilities aligned with the targets' needs.

For your learners:

Topic 1. Exploring Mobility Possibilities

- Understanding Mobility Opportunities and Options
- Exploring Application Processes

Topic 2. The SASSI Mobility Database

- Understanding what a database is, in this case, related to SASSI LLC mobilities
- Recognising the rationale, purpose and objectives of the SASSI LLC Mobility Database
- Understanding how the SASSI Mobility Database works and be able to seek and find mobilities independently
- Being able to guide olderpreneurs in searching and selecting mobilities
- Actively contributing to updating the SASSI Mobility Database

Topic 3. Guiding the Journey

- Understanding what a Communication Plan is
- Being aware of the objectives of a Communication Plan
- Being able to design a comprehensive and robust Communication Strategy for mobilities aligned with the targets' needs
- Being able to identify approaches to highlight and promote work mobility for older workers
- Understanding the organization and the timeline of a Communication Strategy in a simple way



4.5.2 Self-Study (Short Description)

Each unit of this Module is based on a Chapter of the Ambassador's Manual for Mobilities in Later-life. We have prepared a PPT with a section dedicated to fostering learner's motivation, as well as the gist of key informations you need to know in order to convey it to your learners. For a more in-depth understanding, please read the corresponding chapter, as well as the further resources suggested. The PPT has the following structure:

- Introduction
- The Role of Ambassadors
- Exploring Mobility Possibilities
- Sources of Funding
- The SASSI Mobility Database
- Guiding the Journey
- Self-reflection questions
- References

At the end, you are invited to reflect on the following questions:

- What are the ways an Ambassador can support an olderpreneur with selecting a mobility?
- What would be the best ways to find particular mobilities? What about funding?
- Do you think the SASSI Mobility database is an effective tool for locating mobility opportunities?
- What are the main elements of a communication plan? How could Ambassadors design an effective plan for reaching olderpreneurs?



Co-funded by
the European Union



<https://www.sassi-llc.eu/>



<https://www.sassi-llc.eu/>

PROJECT CONSORTIUM



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.