



SASSI
Later-life Careers

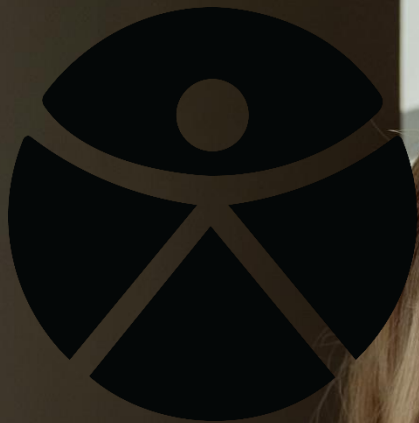
Training Manual for Supporting Later-Life Career

A collection of guiding tools and methods for providing later-life career guidance and counselling, and facilitating later-life career choices

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PROJECT INFORMATION

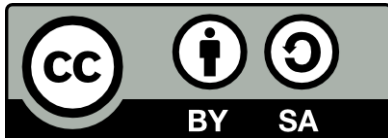
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Project Result: Result 1

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I INTRODUCTION TO THE PROJECT

SASSI – Later Life Career is an Erasmus+ strategic partnership (KA2) project, running from February 2022 until July 2024 made up of 6 European partner organisations. The project intends to focus on the challenge of longer fulfilling working lives by developing and testing age-sensitive approaches to later-life career guidance and career change amongst older workers and to support them in gaining entrepreneurial competences.

In this section, we provide context for the training manual, explaining the rationale behind the project and giving an overview of the main results. This sets the stage for the detailed content that follows in the training manual.

I.1 Rationale for undertaking the project

The SASSI – Later Life career project reacts to the current trends related to ageing of the European population and workforce in Europe. Europe's future economic competitiveness and prosperity depend crucially on its ability to fully utilize its labour resources including through the extension of employment periods over the life course. In addition, demographic ageing is one of the driving forces behind the Europe 2020 employment target to increase labour force participation across the EU. For social support systems to remain viable as Europe's population ages, more people need to work and stay in work for longer over their lifetimes.

In this project we respond directly to a) the challenges outlined in "The Missing Entrepreneurs" 2019 (OECD) which identifies seniors (aged 50+) as the largest group of self-employed people in the EU at 48% (OECD 2018) with 43% of the workforce aged 65-74 self-employed. It concedes that "policy can do more to raise awareness about the potential of entrepreneurship among older workers and encourage more senior entrepreneurs to use their experience to support other entrepreneurs" and b) as stated in Coordinating Guidance and Validation (CEDEFOP 2019) "the need for effective career guidance for older people is greater than ever" Our project put this policy into practice by addressing the need for longer working lives, for encouraging Senior Entrepreneurship and for enhancing Career Guidance and Counselling for older people within the context of Continuing Vocational Education and Training (C-VET).

It is often to this sector that older workers look for updating, reskilling and upskilling in order to avoid skill obsolescence and maintain their productivity and 'workability'. Since 2015, the Silver Age Silver Sage Initiative (SASSI) Partnership has developed a number of innovative solutions to ensure that more people can remain or re-enter the labour market with a particular focus on maintaining meaningful and fulfilling work. We recognize that paths to retirement are changing with many people seeking to change careers in their later life and the partnership is extremely committed to continuing to enhance and enable effective later-life career choices.

This project offers more opportunities to enhance the employability and later-life career opportunities of older adults (aged 55+) by offering:



- opportunities for C-VET professionals in providing age-sensitive career guidance and counselling for older career changers, including practical resources: a Training Manual on later-life career orientation, a Handbook to support mobility for later-life career development, digital tools and a Guide to developing 'Olderpreneurs';
- innovative non-formal learning approaches to reskilling older people for alternative employment options such as social enterprise, self-employment and digital enterprise;
- tools and products that support the delivery of Later-life Career counseling
- information related to short-term mobility secondments & volunteering learning experiences including work experiences in other countries in order to improve intercultural understanding and language skills;
- outputs of the Erasmus+ 2015 and 2018 SASSI projects related to education and training as well as career counseling for people 50+.

1.2 Overview of the project's results

The project will develop three main results:

- Result1 - A training manual for supporting later-life career choices
- Result2 – Ambassadors for Mobility in Later-life
- Result3 - A Guide to Becoming an 'Olderpreneur'
- Result4 - The SASSI Later-life career toolbox

Result1 - A Training Manual for Supporting Later-Life Career Choices

A set of skills and competences of C-VET professionals to embrace new approaches associated with age-sensitive career guidance focusing on the facilitation of later-life career choice, entrepreneurial skill development for self-employment, social enterprise and digital enterprise, re-/ upskilling pathways, supporting the development of „Olderpreneurs“, Legacy and Encore career. This project result aims to provide a practical guide to applying the new methods and approaches to later-life career guidance along with the associated tools, techniques and learning outcomes.

Result2 - Ambassadors for Mobility in Later-life

Promote the advantages of mobility and work experience for career redirection and CPD amongst older workers, unretirees and job seekers. The focus will be on short-term mobility learning experiences, short-term secondments, project-based work experiences and volunteering experiences.

Result 3 - The Guide to Becoming an Olderpreneur

Directly addresses the need for reskilling and upskilling older people who are seeking a career change in later life; changes that capitalize on previous experience and/or particular interests and passions. It is designed as a resource for C-VET professionals to apply, it is a toolkit for supporting and reskilling older workers to become self-employed, social

entrepreneurs, digital entrepreneurs and/or approaches to establishing Legacy Careers (ie. “putting something back into society”).

Result4 – The SASSI Later-life career toolbox

Designed to assist C-VET professionals, HR managers, and career coaches in supporting older workers who seek to make changes in their later working lives. It provides various age-appropriate tools, methods and techniques that complement the SASSI materials for providing effective late-career guidance and coaching.



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2 AIMS AND OBJECTIVES OF THE TRAINING MANUAL

This training manual aims to guide adult educators, counsellors and HR managers in effectively using the SASSI resources, methods and approaches to improve their competences in later life career guidance and thus help older adults to find meaningful and fulfilling work. Additionally, it provides trainers with concrete guidance on implementing the CPD programme and transferring the knowledge to peers who seek proficiency in age-sensitive counselling and later-life career guidance.

The document serves as a:

1. A step-by-step guide for implementing age-sensitive resources, tools, and techniques for later-life career guidance.
2. An accompanying document to navigate through the modular CPD program developed in the SASSI LLC project.

By reading this manual, you will:

- Gain a clear understanding of the SASSI project's methodology and related outcomes.
- Learn how to navigate the SASSI HUB and identify the available resources.
- Receive detailed explanations of the CPD training programme, insights into the piloting of the programme and recommendations for implementation

Upon completing the CPD programme associated with the training manual, trainers will be equipped to guide older workers and job seekers (aged 55+) in their career decision processes. They will gain skills to support the development of "Olderpreneurs," Legacy, and Encore Careers and will be able to apply the SASSI LLC tools and techniques effectively.



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3 THE METHODOLOGY

3.1 General methodology of the project

Based on the final objective of SASSI-Later Life Career, which is to help older workers achieve longer-lasting, fulfilling, and meaningful working lives, a **comprehensive and age-sensitive approach** was adopted. This approach aims to equip C-VET professionals, HR managers, and career coaches with the necessary knowledge, tools, and competences to provide effective guidance to older adults.

The SASSI LLC methodology addresses the unique challenges and needs faced by older workers by providing targeted resources based on in-depth knowledge of **cognitive processes, behavioural science, and neuroscience**, while also considering the socio-economic situation of the target group. It highlights development opportunities for those seeking career changes, including promoting self-determination and entrepreneurial options. This empowers older workers to take control of their career paths and achieve fulfilling work lives. Additionally, the project includes **mobility opportunities and experiential learning possibilities** for workers and job seekers over 55, enhancing their skills and experiences through both national and transnational work experiences.

At the methodological level, priority has been given to the following key elements:

✓ **A blend of different learning and training methods**

The teaching methodologies of SASSI LLC contain **a mix of face-to-face learning and e-learning**. Combining e-learning methods and face-to-face training sessions enables learners to access new knowledge whenever they want and in their own time.

Blended learning allows an adjustment to the spatial and temporal conditions of learners, and as a consequence always improves the participation of larger social groups in the educational process, across different levels of qualification, subjects and phases.

The point of providing blended learning courses is to offer a range of learning tools and experiences, that focus on the best learning style for all learners and facilitate the learner to 'get' the learning content as efficiently as possible, and in a way that the learner can absorb the new information without finding the experience onerous.

The SASSI LLC project offers self-study modules that can be complemented by the learners whenever they choose, instead of having to be present at the instructor-led session.

✓ **Age-sensitive elements**

Specific counseling and guidance material has been developed that is **sensitive to the needs of older individuals (55+)**. "Age-sensitive" implies that the counseling and guidance materials have been specifically designed to address the unique needs, challenges, and strengths of older workers. This means the materials consider factors such as the workers' extensive professional experience, potential age-related biases, physical health considerations, career transitions, and the desire for meaningful and fulfilling work

in the later stages of their careers. These elements ensure that the guidance is relevant and supportive of their particular life and career circumstances.

Moreover, recognizing that ageism is a significant barrier that often limits older workers' access to or continuation in the workplace, the materials developed in the project aim to combat this issue by highlighting and promoting the skills and talents of older workers. By making these attributes more visible, the project seeks to challenge stereotypes and demonstrate the substantial value that older workers bring to the workforce.

✓ **Constructivist and subject-oriented approach**

Moreover, the methodology applied in the Handbooks and Counselling material is **shaped by a constructivist approach that aims to empower older workers to independently achieve their goals**. The materials allow for personalized career advice that help individuals to make informed decisions about their career paths, including the possibility of entrepreneurial ventures.

Constructivism emphasizes self-organizing and proactive knowing and highlights the need for individuals to become more self-directed in interpreting the role of work in their lives and managing their careers (Richardson, 1994). Within a constructivist approach to career counseling, the individual's active role is key. Career counsellors work collaboratively with individuals, adopting holistic approaches to life-career development. They encourage clients to actively reflect on, revise, and reorient their life-career relationships (McMahon & Patton, 2002).

Focus has been set on biographical and subject-oriented methods such as career narration, career stories or story-telling or visualization techniques. This allows counselors to help their clients create a narrative framework based on their past experiences and current skills. Through this process, they identify strategies for future socio-professional adaptation. Even if they seem more time-consuming at first, they ultimately lead to deeper, more personalized insights and more effective long-term career development. These methods empower individuals to construct meaningful career paths that align with their personal values and life goals.

✓ **Promotion of self-determination and entrepreneurial pathways**

The project also recognizes the lack of support for self-determination and self-employment initiatives among older individuals. To address this, the SASSI-LLC **promotes innovative approaches to career development that encourage self-employment and entrepreneurial projects** more broadly. This includes providing targeted advice and resources to help older workers transition into various forms of entrepreneurship, such as volunteering, participating in mobility programs, starting small projects, or pursuing more concrete business ideas.

3.2 Product-specific methodology

3.2.1 CPD programme for adult educators and trainers

To enable trainers and adult educators to train their peers in the SASSI-LLC methodology, **a comprehensive Continuing Professional Development (CPD) training programme was developed**. This programme is designed to support career coaches, trainers, and HR managers who work with older workers and job-seekers (aged 55+), providing age-sensitive approaches for managing later-life careers and navigating career changes. Following the training, learners will also be prepared to implement the age-sensitive counselling methods, tools and resources that have been developed in the SASSI-LLC project and provided on the SASSI HUB.

The Methodology of the CPD programme includes:

- A specification of competences for supporting older workers through age-sensitive counselling methods and techniques
- Later Life Career Review, Reflection and Decision Making
- The planning of re/upskilling pathways in terms of Legacy and Encore Career
- Support development opportunities for older workers who seek career change, self-determination and entrepreneurial options
- The validation process of these competences (LEVEL5)

The CPD programme is structured as a **modular blended-learning course**, consisting of six online modules and seven accompanying workbooks. This **modular format** allows participants to select modules according to their individual preferences and learning needs.

The **blended-learning character** of the CPD programme combines the flexibility and accessibility of online learning with the depth and engagement of face-to-face instruction and group activities:

- **6 Online Modules:** These online modules are accessible on the SASSI HUB and provide theoretical knowledge and foundational concepts allowing learners to study at their own pace and convenience. Each module is divided into shorter units that offer theoretical inputs, exercises, and reflection questions, ensuring an interactive and comprehensive learning experience



Module I – Ageing Workers and the Labour Market



M I – U 1 – Demographic Change and Labour Market

Have more knowledge on demographic developments in Europe and impacts on the labour market and connections between ageing workforce and labour market.



M I – U 2 – The economic potential of older workers

A common stereotype is that an aging workforce reduces productivity and firm profitability. This unit will question this stereotype and will offer a different



M I – U 3 – Needs and preferences of older workers

How working patterns change with increasing age of workers and key preferences related to working patterns of older workers.

Figure 1 – Online CPD programme for adult educators and trainers (SASSI Hub)

- **Face-to-Face Components:** Each online module is supplemented by a **workbook** that provides trainer instructions for different group activities that can be carried out in group settings (face-to-face or online). The face-to-face sessions enable participants to engage in discussions, exchange their experiences and concerns with peers and receive direct feedback from the trainer

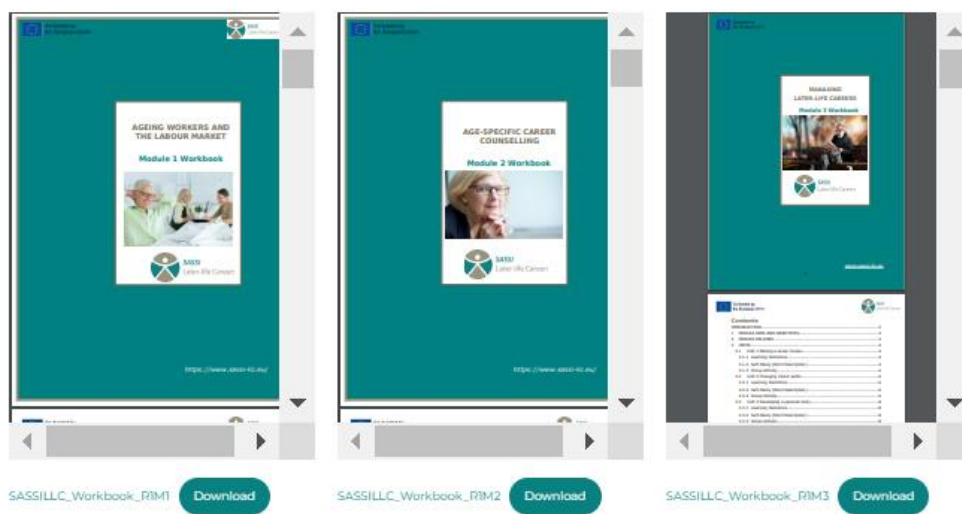
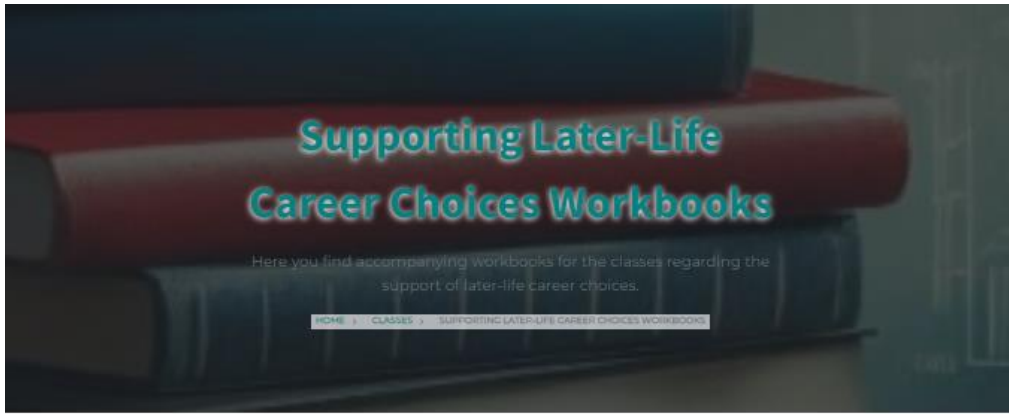


Figure 2 - Supporting Later-Life Career Choices Workbooks (SASSI Hub)

- **Modular design:** The modular design of the training allows one to choose the modules that best suit the learning needs of the group and individual preferences

3.2.2 Ambassadors for Mobility in Later-Life

This [online handbook](#) provides trainers, adult educators, and potential ambassadors with practical learning experiences to support older workers in revitalizing their careers through mobility work experiences.

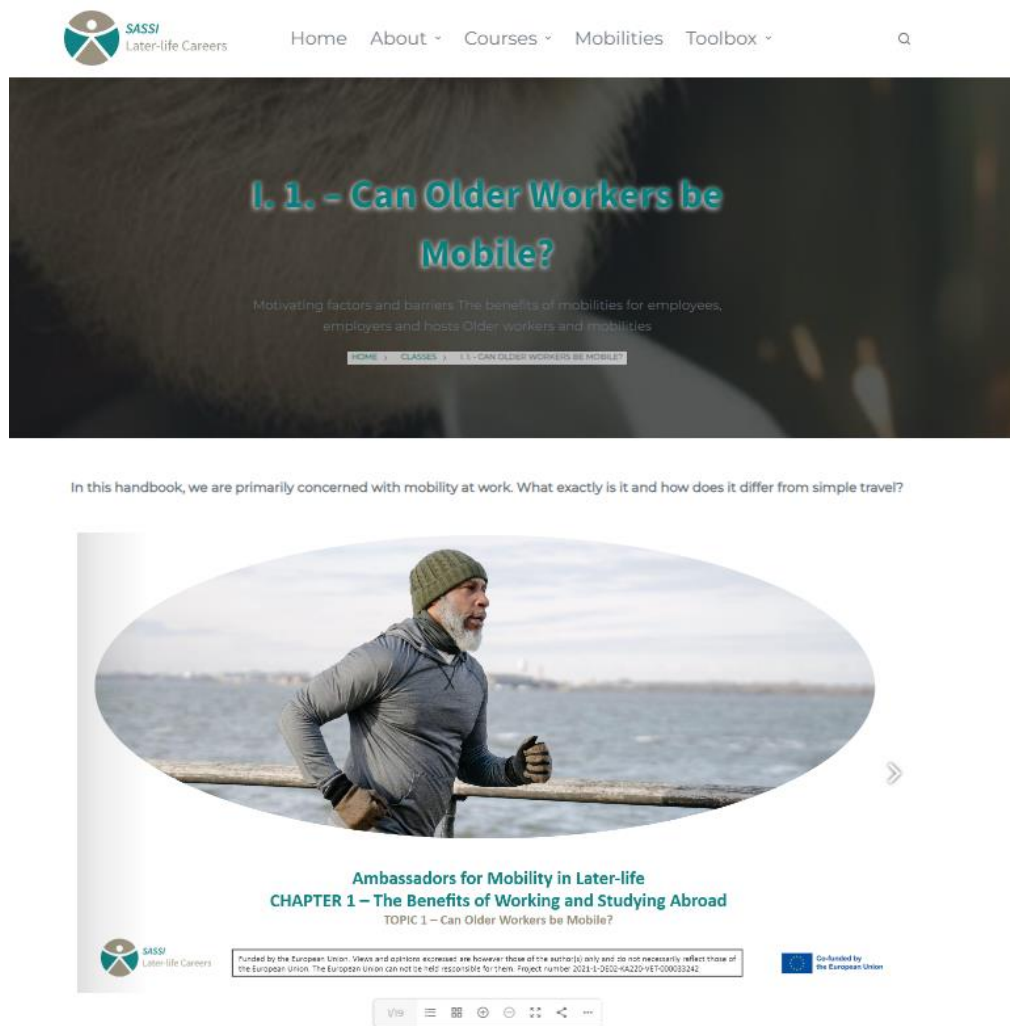


Figure 3 – Chapter 1 of Topic 1 of the Ambassadors for the Mobility in Later-Life Handbook (SASSI Hub)

The handbook is divided into six chapters, each containing several topics, and is designed to serve multiple purposes:

- **Competence Development for Trainers and Educators:** It helps trainers and adult educators who are providing later-life career guidance to mature workers/job seekers to improve their own knowledge and skills regarding mobility experiences in the context of work and learning.
- **Ambassador Training:** It equips individuals with the necessary knowledge and skills to become ambassadors, being able to advocate the inclusion of mobility work experiences in guidance and counselling strategies, promote the benefits of learning experiences and support clients or peers in finding the right mobility programme.
- **Self-Study Material:** Selected topics in the handbook are designed as self-study resources for older workers interested in the workplace or learning mobility.

By offering practical guidance and resources, this handbook aims to empower both professionals and older workers to successfully engage in and benefit from mobility work experiences.

The online handbook is designed for self-paced learning and has an interactive character. Each chapter includes a variety of engaging elements such as videos, quizzes, guided questions and self-reflection exercises. The methodology behind the handbook emphasizes the practical application of the material, intending to provide concrete guidance for potential ambassadors. These ambassadors will be equipped to promote mobility opportunities among older workers interested in mobility experiences.

In practice, the handbook can be combined with the [database for mobilities](#) that provides a variety of national and international mobility experiences for older workers and job seekers.

3.2.3 A Guide to Becoming an Olderpreneur

The "Guide to Becoming an Olderpreneur" is an [interactive online resource](#) designed for adult educators, career counsellors, and trainers. It aims to develop essential competencies to support clients aged 55 and above who are considering a career change and are interested in entrepreneurship.

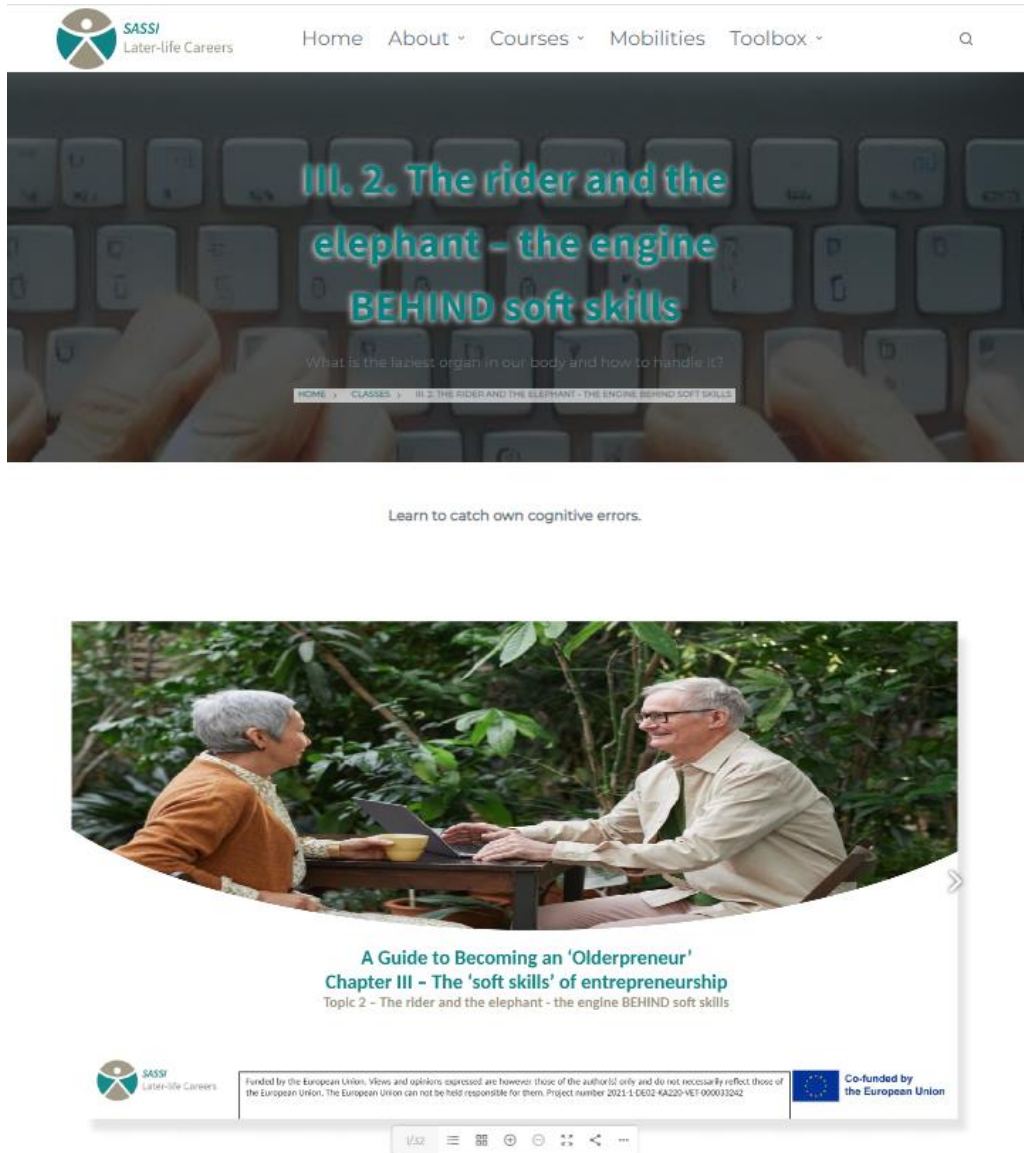


Figure 4 – Chapter 3 of Topic 2 of the A Guide to Becoming an Olderpreneur (SASSI Hub)

The guide is structured into six comprehensive chapters, each covering several essential topics. It provides a deep understanding and valuable resources on the concept of Olderpreneurship and various entrepreneurial opportunities, such as volunteering, freelance careers, mentoring, digital start-ups, and social business ventures, specifically tailored for individuals aged 55+.

Moreover, the guide offers insights into both the soft and hard skills necessary for successful olderpreneurship and emphasizes the social benefits of becoming an Olderpreneur.

The guide is [available on the SASSI HUB](#) and can be used online. Additionally, individual topics from each chapter can be downloaded as PDFs and printed, if preferred. There are two main options for using the guide:

i. **Integration into Sessions:**



The guide is designed to be engaging and user-friendly, making it simple for adult educators and career counsellors to incorporate into their sessions. Every chapter includes exercises that can be applied directly to clients, ensuring a practical learning experience.

Real-life examples and case studies are embedded within the guide to illustrate key concepts and provide inspiration.

ii. **Self-Study for Aspiring Olderpreneurs:**

Clients can also use individual topics from the chapters for self-study, allowing them to learn and explore at their own pace.

3.2.4 The SASSI Later-Life Career Toolbox

The [SASSI Later-life Careers Toolbox](#) is specifically designed to assist C-VET professionals, HR managers, and career coaches in supporting older workers who seek to make changes in their later working lives. It **provides various age-appropriate tools, methods and techniques that complement the SASSI materials** for providing effective late-career guidance and coaching.

The toolbox is [accessible through the SASSI HUB](#), easy to navigate, and available as a mobile version. It contains the following categories:

- **Glossary:** An explanation of the key concepts related to the SASSI LLC project and its methodology.
- **Competence Assessment:** Including the SASSI assessment pack offering competence assessment methods based on the LEVEL5 methodology, curated talent scan tools, psychometric diagnostics and questionnaires
- **National Resources:** Country-specific resources supporting later-life career counselling and coaching
- **Library:** Curated OER resources containing inspiring videos, films, podcasts, books and games related to the topic of Olderpreneurship, later-life career choices, meaningful working lives, self-empowerment, etc.
- **Good Practices:** Containing project-related and external case studies and videos that provide inspiring stories of individuals aged 55+
- **Employers Guide to Career Management for an Ageing Force**

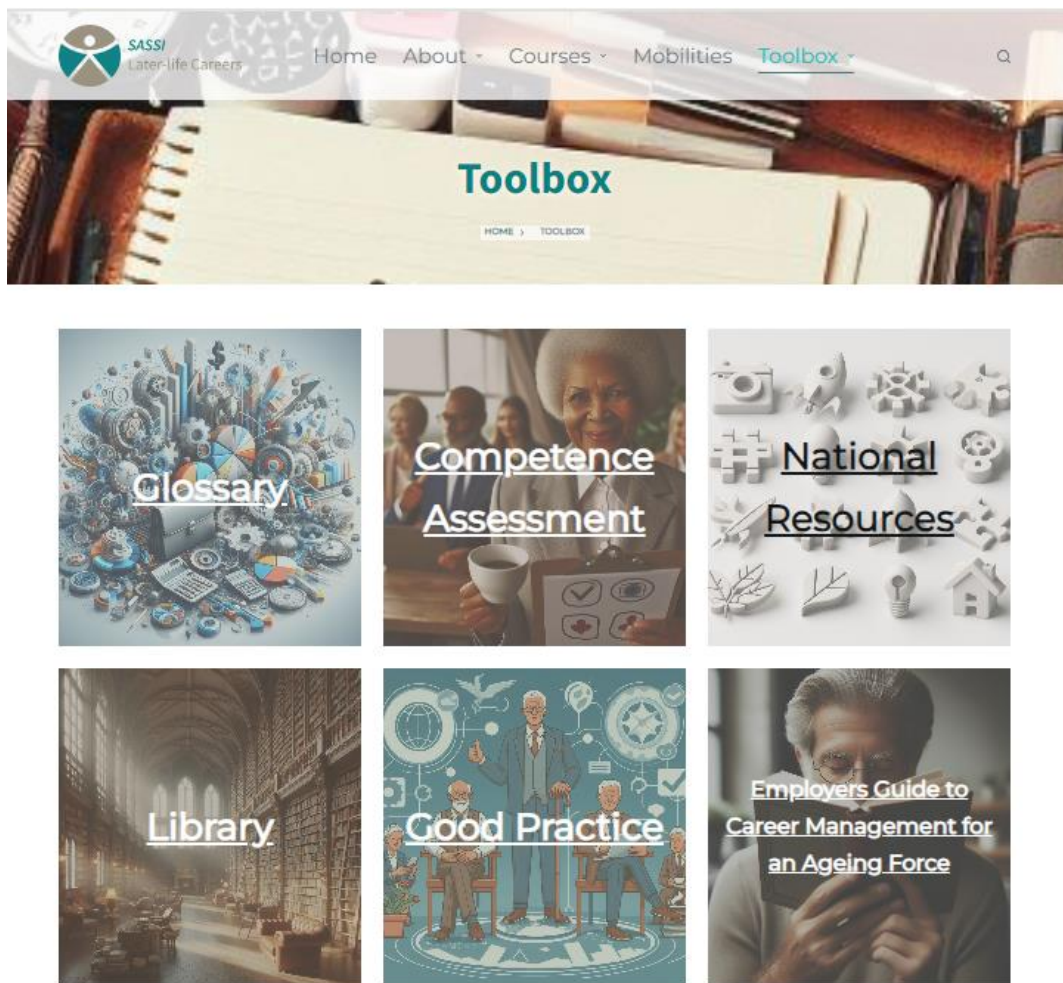


Figure 5 – SASSI LLC Toolbox (SASSI Hub)



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4 THE SASSI- LATER LIFE CAREER HUB

4.1 Introduction to the use of tools and methods

The entire [SASSI Hub](#) is a collection of online resources for the C-VET trainers.

The **Training for supporting Later-Life career choice** is meant as a self-study course for trainers. Group workshops should further support it with activities taken from the training **workbooks**.

Since trainer time is limited, and older learners are highly independent and capable of effective self-study, we have created several resources that can be used directly by the target group of older workers. These include:

- The **Glossary** (available under the [Toolbox](#))
- The **Case Studies** (also available under the Toolbox)
- **Ambassadors** for Mobility in Later-life
- Guide for becoming an **Olderpreneur**

While self-study is undeniably effective, it is not the only way of developing learner's competences. **Modules 4 and 5** of the Training for Supporting Later-life career choice contain detailed instructions on how to complement the self-study sessions with face-to-face training formats, in particular group learning activities.

4.2 How to access and navigate through the Toolbox

The SASSI Hub is Wordpress-based. It does not require creating an account, and users can freely access all content they wish.

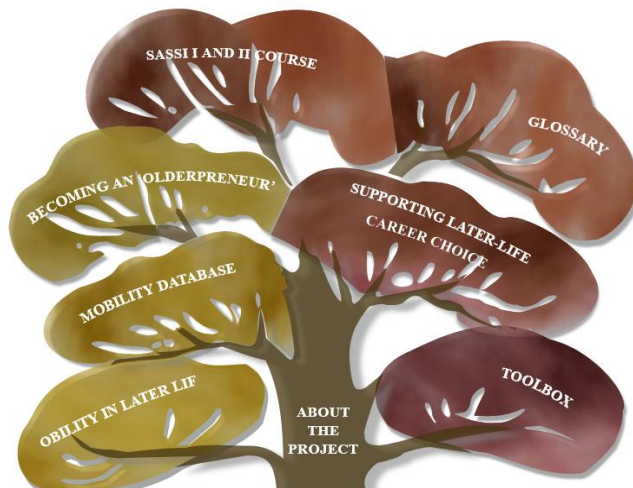
The Hub is divided into pages and subpages. Users can select the language they desire from the language menu: English, Bulgarian, German, Portuguese, and Slovak. We provide a brief overview of the main pages:

The [Home page](#) presents the SASSI Roadmap, quickly explaining the project, and leading to its main outputs.



Silver Age Silver Sage Initiative – Later-life Careers (SASSI LLC)

Practice and counselling that enables and encourages older workers to remain in or re-enter the labour market



Welcome to the SASSI Hub!

The SASSI LLC Project is about enabling Later-life (55+) career counselling for longer and more meaningful working lives. It is aimed both at C-VET Professionals (such as trainers, career counsellors, and others), and older workers seeking a revitalisation of their professional role. We have created numerous resources useful for both groups. In the **About section** you will learn more about the project, its target groups, history, and partnership, as well as updates about recent developments.

Figure 6 – SASSI Hub home page

The [About page](#) presents the SASSI LLC project, its history (the SASSI and SASSI+ projects), target groups: C-VET Professionals and older workers, partner organisations, and project updates (such as newsletters).



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Blinc

Website: <https://blinc-eu.org/>



Founded in 2005, the Blended Learning Institutions' Cooperative is a network of organisations that have previously been involved in EU-funded LIFE and e-learning projects in the health, social and environmental sectors. By 2015, blinc was made up of more than 30 organisations and individuals from 22 European countries. blinc is dedicated to enhancing the exchange between educationalist and academic researcher and offers a platform for sharing know-how and experience including evaluation, valorisation and networking. The network provides expert support in the fields of:

- training and organisational development
- networking and

Figure 7 – SASSI Hub about page

The [Courses page](#) contains 6 courses. Each course is divided into modules and units (or chapters and topics in the case of manuals). Units consist of flip books for reading and can include additional content such as links, videos, and quizzes. However, it's important to note that the SASSI Hub does not support clickable links within its flip books, requiring users to scroll down to access the links. If users choose to download the flip book as a PDF, all links will be fully functional. The courses available on the page are:

- ✓ Training for supporting Later-life career choice
- ✓ The Ambassadors for Mobility in Later-life
- ✓ The Guide for Becoming an Olderpreneur
- ✓ SASSI and SASSI 1 Courses: CPD for career advisors working with Older People; Effective CPD for older workers; Intercultural Competences

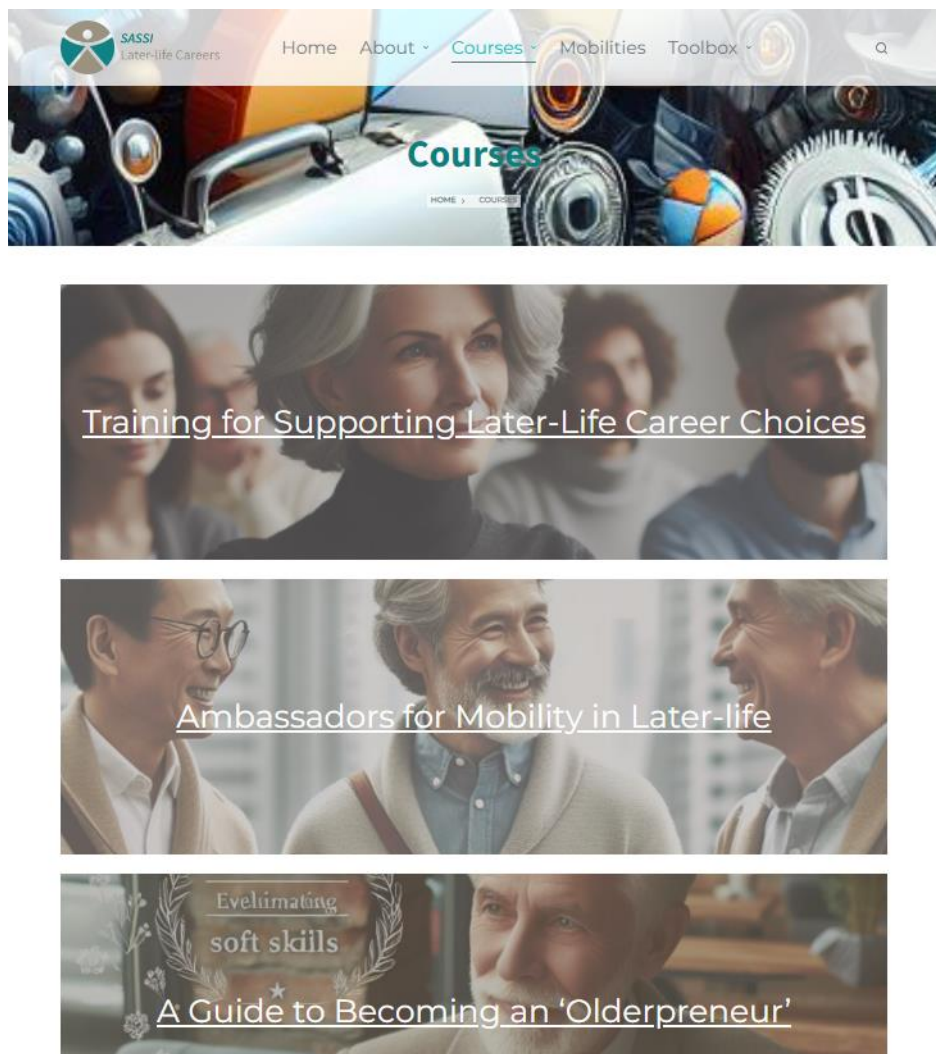


Figure 8 – SASSI Hub courses page

The [Mobility database](#) provides users with a searchable database of organisations offering mobilities across Europe, with an emphasis on the partner countries. Users can make use of the filter to narrow down the type of mobility, language required, age range, duration, etc.

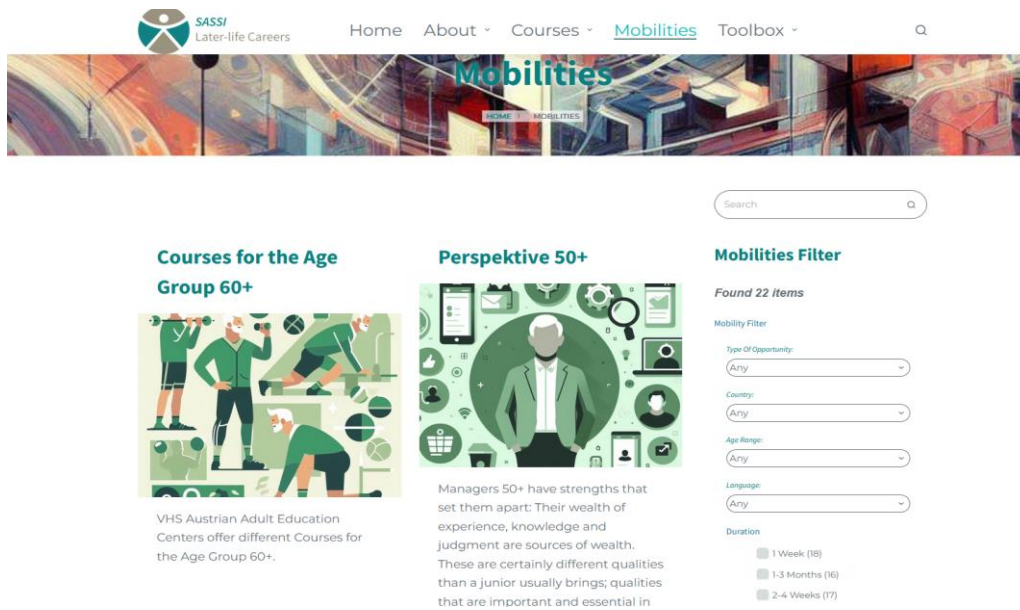


Figure 9 – SASSI Hub mobilities page

The SASSI [Toolbox](#) contains a compendium of useful resources for C-VET Trainers:

- ✓ A Glossary with explanations of key terms
- ✓ Competence Assessment tools, including the SASSI Assessment Pack, Talentscan tools, online psychometric diagnostics, and questionnaires
- ✓ A Library with inspiring books, films, podcasts and games
- ✓ Contacts of relevant national organisations
- ✓ Case Studies, both in video and text form

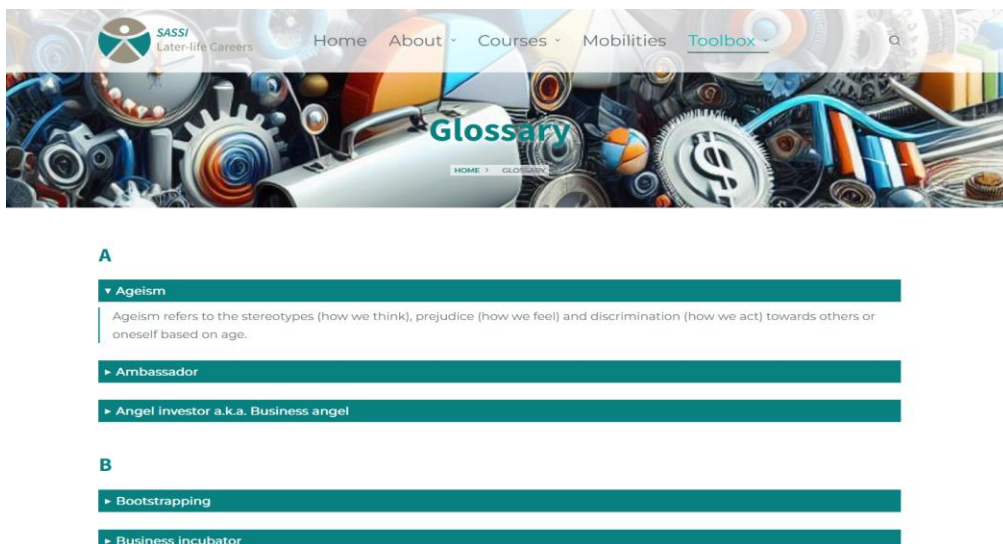


Figure 10 – SASSI Hub glossary page



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5 THE TRAINING PROGRAMME (CPD)

Aligned to the training manual is a modular, blended learning training programme for career advice professionals, trainers and coaches who work with older people in the occupational context. The training manual helps the user to understand the aims and structure of the SASSI-Later Life Career blended learning programme.

The [entire CPD programme is available on the SASSI Later Life Career Hub](#).

5.1 The Competence Framework for the CPD Programme

The **CPD Training programme aims to support the competence development of the main target group of the SASSI LLC project:** C-VET Professionals (Career counsellors and trainers). Training modules have been based upon a collection of specific competence frameworks, described in more detail in the SASSI Competence Assessment pack. The frameworks make use of the LEVEL5 Methodology to make evident the competences needed/acquired in supporting the development of later-life careers. The Assessment pack provides a repository of competences, presents these competences in terms of knowledge, skills and attitudes on a 5-level scale, and offers an assortment of assessment methods suitable for different contexts.

LEVEL5 is a validation system that has been developed and piloted in a series of European-funded projects by several partners of the SASSI LLC consortium since 2005. LEVEL5 offers an approach and instrument to assess, visualize and document competence developments. It focuses especially on personal, social and organisational competencies that form the backbone of the European framework on key competences. The framework states that “competence is the ability to apply a synthesis of knowledge, skills and attitudes in a particular situation and with a particular quality”.

The Assessment Pack is intended as a guideline for assessing competence developments related to the SASSI LLC project. It consists of 17 competence frameworks for professionals, and a further 10 for end users (olderpreneurs), each one based on the LEVEL5 methodology. Each framework describes competence developments across three dimensions: knowledge, skills, and attitudes, across five levels of proficiency – from basic perception (conscious incompetence) to complete internalization (unconscious competence). The dimensions are independent of one another – high theoretical knowledge does not automatically translate to practical skills, and a strong attitude is possible even without broad knowledge. Some proficiency in evaluating learning progress is a necessary condition for the self-assessment of both career counsellors and C-VET trainers, as well as facilitating learner assessment.

3 USING LEVEL5

3.1 Introduction to LEVEL5

LEVEL5 is a validation system that has been developed and piloted in a series of European-funded projects by several partners of the SASSI LLC consortium since 2005. LEVEL5 offers an approach and instrument to assess, visualise and document competence developments. It focuses especially on personal, social and organisational competences that form the backbone of the [European framework on key competences](#).

The framework states that a “competence is the ability to apply a synthesis of

- knowledge,
- skills and
- attitudes

in a particular situation and with a particular quality”.

In regard to the validation of learning outcomes in CPD offers and courses, SASSI LLC suggests to refer to the definition used in the key competences framework of the EU. Based on this concept, the validation should take the three dimensions (i.e. knowledge, skills and attitudes) into account, too. Consequently, the LEVEL5 system approach is based on a model to assess evidence and validate the cognitive, activity related and affective competence developments of learners in informal and non-formal learning contexts. Individual or group competences are evaluated in a process-orientated way and, if desired, visualised in a three-dimensional cube model and fully documented in a specific software system.

LEVEL5 Taxonomy			
LEVEL	KNOWLEGDE	SKILLS Capabilities	ATTITUDES Emotions/Values
5	Know where else Transfer knowledge Strategic knowledge	Transferring Developing Constructing Versatility	Incorporation Internalising Unconscious competence
4	Know when Practical / Procedural Knowledge	Discovering Acting independently (disturbed systems)	Commitment Affective self- regulation
3	Know how Theoretical knowledge	Deciding Selecting (known systems)	Appreciation Motivation
2	Know why Distant understanding	Applying Imitating Exercising	Perspective taking Curiosity
1	Know that Basic perception	Perceiving Listening	Self-orientation Neutral

Figure 11 – Assessment Pack – LEVEL 5

The competences of C-VET professionals are focused on three main areas:

1. Competences in providing age-sensitive Later-life Career Review and CPD Guidance in support of ‘Olderpreneurs’, Legacy and Encore Careers

- Developing CPD policies and practices for older learners
- Counselling and motivating older learners to engage in CPD
- Assessing older learners’ training needs, demands and motivations
- Defining and describing learning outcomes in terms of competences
- Planning and designing age-responsive training and programmes (for heterogeneous groups)
- Developing competence-oriented learning activities for older learners
- Designing age-responsive learning materials and resources

- Implementing client-focused career guidance activities with older workers
- Scenario planning for mobility experiences of older workers

2. Competences in delivering blended counseling and guidance

- Preparing blended learning solutions for older learners
- Facilitating self-paced, blended learning for older learners
- Deploying age-responsive learning methods and techniques
- Facilitating age-responsive learning processes

3. Competences for evaluating learning progress

- Designing and implementing evaluation measures
- Analysing evaluation results
- Assessing learners' competences and learning outcomes (LO)
- Rating and documenting learning outcomes with LEVEL5

If the trainers wish to assess their own competence development, they can select a suitable assessment method from the Assessment pack, and follow the procedure described. Should they choose to make use of the LEVEL5 assessment system, they can have a certificate certifying their learning progress.

5.2 Target groups of the training

The main target groups of the SASSI LLC CPD programme are:

- 1) Primary - **career counsellors, coaches/mentors, trainers and C-VET providers**, who need to update their professional competences in terms of providing later-life career counseling services and reskilling/upskilling opportunities for older clients
- 2) Secondary - **older people (50+ or even 55+) seeking a career change, including workers, 'un-retirees' (people retired but returned to work) and job seekers** at risk of social exclusion, who want to or have to remain active in the workplace. This secondary target group is practically the end-user beneficiaries, who are supposed to benefit from the training through the trainers/counsellors. The group also includes those who are looking to change their later-life careers in some way: to downscale, to find a change of pace, to follow a long-forgotten/abandoned passion, to find something they can do where they feel they can 'make a difference', to become self-employed and or entrepreneurial, or just do something different for health reasons.

Competences that they will acquire during the training

The first and direct users of the CPD training will develop new competences in:

- applying innovative approaches and tools for later-life career counseling;
- reskilling/upskilling older people (outside of formal learning contexts) for alternative employment options such as social enterprise, self-employment and digital enterprise etc.;

- deploying methods for promoting experiential learning to seniors, including options such as secondments, sabbaticals and short-term volunteering projects;
- championing the social and cultural values of working with people from different countries through short-term mobility-based work experience & volunteering;
- validating their non-formal competences through a powerful validation system called LEVEL5 that has been adapted to include the delivery of age-sensitive counseling and facilitation.

The older workers – end users of the CPD programme – will benefit, on a cascade basis, from:

- later-life and age-specific career counseling;
- support and guidance on how to become an 'olderpreneur';
- access to age-sensitive upskilling or reskilling opportunities (most likely to occur outside formal learning contexts and in a group setting);
- knowing about innovative learning experiences including the chance to participate in a short-term mobility experience.

Learning Outcomes of the CPD Training Programme

By the end of the training, trainers and counsellors are expected to be able to understand key issues associated with managing later-life careers and to know how to implement the tools and techniques developed by the SASSI LLC project. More concretely, the C-VET professionals are expected to learn (more) about:

- The demographic changes and related labour market development as well as the economic potential and benefits of keeping older workers;
- The concept of age, ageism and related stereotypes, career transition and learning at an older age;
- The implications of changing career paths in old age and relevant age-specific tools for making a career review and career change;
- The benefits of working and learning abroad, and how relevant mobility options can be promoted to old workers;
- The concept of "olderpreneurship" and how to encourage this path among older people;
- Competence theory in general and the LEVEL5 competence assessment and validation methodology in particular.

On the other hand, older people/jobseekers/un-retirees are expected to be able to implement the tools and techniques applied to them by the counsellors/trainers/coaches as well as use independently the extensive amount of learning and information resources developed and shared by the SASSI LLC project via the SASSI Online Hub.

5.3 Duration, structure and design of the training

As previously mentioned in [Section 4](#), the CPD programme is a modular, blended-learning training programme meant to be used by C- VET professionals in a self-study manner. The programme consists of 6 thematic modules, including **approximately 30 hours of online**

self-learning, each of which is broken down into several units (3 to 5). The blended-learning training is a mixture of workshops, a self-study phase with individual, reflective, practical activities, and a self-assessment stage. The main pillars of the training are characterised by:

- **A Face-to-face feature** – it can be a training course, individual session or a group workshop. Moreover, each module comes with a Workbook of group activities linked to each unit. Detailed instructions are provided, so the suggested activities can be directly used with learners or developed further/transformed into other exercises. Most of them can be easily adapted to an online learning environment, if necessary. An example of in-person training is presented next, in [Section 6](#).
- **Self-paced, individual learning** – done through informative PowerPoint presentations, workbooks, web links to further reading and references, videos, audio podcasts, self-reflection exercises and tools for self-checks and self-assessments. Some of the exercises suggest further collaborative learning with peer groups, friends, or work colleagues.

Learning modules of the CPD training programme

MODULE	UNITS
Module 1 Aging Workers and the Labour Market	UNIT 1 Demographic change and labour market UNIT 2 The economic potential of older workers UNIT 3 Needs and Preferences of older workers
Module 2 Age-specific Career Counseling	UNIT 1 The concept of age UNIT 2 Ageism and stereotypes UNIT 3 Career transition at an older age UNIT 4 Learning in old age
Module 3 Managing Later- Life Careers	UNIT 1 Making a career review UNIT 2 Changing career paths UNIT 3 Developing a personal story
Module 4 Ambassadors for Mobility in Later- Life	UNIT 1 The benefits of working and studying abroad UNIT 2 Types of Mobilities UNIT 3 The Role and Competences of an Ambassador UNIT 4 Mobility in Practice UNIT 5 Finding the Mobility
Module 5 Becoming an Olderpreneur	UNIT 1 Olderpreneurship: Embracing Growth, Innovation, and Legacy in Later Life UNIT 2 A Stairway from Soft to Hard: The Skills of an Olderpreneur UNIT 3 Unlocking Opportunities: From Volunteering to Digital Business
Module 6 Competence Assessment	UNIT 1 Competences and Competence Theory UNIT 2 Level5 Competence Assessment UNIT 3 Self-reflection and the link to the Mindset

Table 1 – CPD Training Programme contents

For more details on the learning content and training activities **check the CPD training curriculum**, provided as an [annex to this Manual](#).

5.4 Methods/Tools used in the training

The training relies on a participatory and interactive approach, which is a combination of theoretical inputs and experiential learning adapted to the principles of adult learning. Using this kind of approach ensures that all training participants have a safe environment for work, motivation and active participation, and transparency during the training process. Various techniques and methods are used in the suggested activities: informative, clear and not too text-heavy presentations, different kinds of simulations – role plays, work on case studies, group discussions, work in pairs, self-reflection and other individual exercises. The training design provides an environment for mutual communication between trainers and participants and allows for a rich exchange of experiences.



SASSI

Later-life Careers

6 IMPLEMENTATION OF A TRAINING PROGRAMME (A CASE EXAMPLE)

The “**Training Course for Supporting Later Life Career Choices**” was designed for adult educators, career counsellors, HR managers, trainers, tutors, and other professionals working with older workers (55+) or olderpreneurs. It is a complete and innovative training program in a Blended Learning format, comprising an online and self-study component, along with face-to-face training, to use the SASSI resources, methods, and approaches to improve their competences in later-life career guidance and thus help older adults find meaningful and fulfilling work.

This Training Programme can take two learning approaches: on the one hand, it will serve as personal learning and continuous professional development, where the participant will develop their own “Learning Project” and implement it in their professional context (including the activities, topics, and content covered in the training); on the other hand, it offers tools and guidance for them to transfer the knowledge and implement, as trainers themselves, the joint-course with their peers who seek proficiency in age-sensitive counseling and later-life career guidance, thus serving as guides and support for the implementation of the Learning Projects developed by the trainees.

Thus, the short-term training is the crucial face-to-face element of the SASSI LLC Blended Learning programme for Supporting Later-Life Career Choices. **The programme for the face-to-face component of the training course that we will present in this chapter is just a suggestion of how the content, modules, and activities can be delivered to the targets.**

6.1 The full Training Programme

The entire training programme, activities, and content are based on the [learning Modules](#) and [Workbooks](#) developed within the project. After the self-study component, through the SASSI Hub (where all the materials mentioned above are available), the C-VET professionals will then have access to the Training for Supporting Later Life Career Choices.

1. Two transnational webinars as preparatory measures to the joint training:

Webinar 1 will be open to all interested in the theme, aiming to introduce the project, what is expected to be achieved and why, outline the anticipated learning outcomes and demonstrate the process for registration and selection;

Webinar 2 will be the second event, now targeting those who have been selected to attend the joint training event. The general objectives will provide greater insight into the project, its context/rationale and anticipated learning outcomes, and present some pre-course preparation tasks.

2. The Joint Training Course for Supporting Later Life Career Choices

- to gain practical insights on SASSI Later-life Careers methodology, experience the learning modules and learn how to apply the career counseling processes with older people who want to or have to keep on working;
- examine ways of tackling age discrimination towards older workers – ageism – in the workplace

The proposal for this “short course” is a short training program with a duration of 3 days (approximately 24 hours of training), where all the learning Modules will be covered in a more practical and hands-on approach, namely:

 **Module 1 | Ageing Workers and the Labour Market**

 **Module 2 | Age-Specific Career Counselling**

 **Module 3 | Managing Later-Life Careers**

 **Module 4 | Ambassadors for Mobility in Later-life**

 **Module 5 | Becoming an Olderpreneur**

 **Module 6 | Competence Assessment**

Below is a proposed division of content and work over the 3 days of training.

DAY I

Session 0 | Ice-breaking and Introduction

A welcome session for the participants is recommended, as not all adult educators, career counsellors, HR managers, trainers, tutors, or other professionals working with older workers (55+) or olderpreneurs may know each other. Based on the participants' profiles, the facilitator/trainer can implement an icebreaker activity to motivate and capture the trainees' attention for the rest of the day.

Session 1 | Age-Specific Career Counselling

A brief introduction to the topic, the location of the developed contents and respective activities, and a bridge to the real world are crucial to present to the C-VET and other professionals.

Resources:

- Age-Specific Career Counselling Workbook 2 – [available here](#)
- Age-Specific Career Counselling presentation – [available here](#)

This topic aims to equip professionals with the necessary skills to effectively support individuals aged 55 and above in their later stages of career, highlighting the multifaceted nature of age and the heterogeneity of older people, recognizing the wide range of experiences and circumstances that shape the group of 55+.

It is expected that after this, learners will be equipped with the tools to address ageism and negative perceptions, empowering their clients to overcome obstacles and gain self-confidence thanks to their age.

Thus, what is the primary and most important step to be able to understand the choices and needs of an olderpreneur and be able to guide and support them on their journey?

By "WALKING IN THEIR SHOES"

For that, the **"PERSONA" activity** is suggested to be a great rationale resumer, proposing to professionals thinking about the following questions:

- What could an older worker/job seeker be like?
- What challenges may they face (i.e. new skills, learning capability, etc)?
- What strengths and value could they have?
- What challenges may older workers face (i.e. age discrimination, own stereotypes, etc)?
- How and why do older adults change their career pathways?

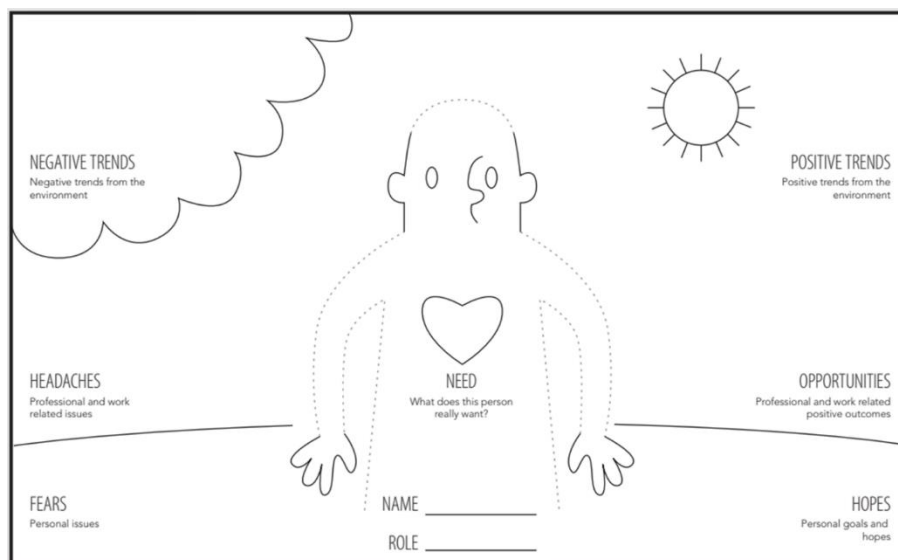


Figure 12 – An example of a PERSONA activity template

The activity could be run in groups, pairs or individually, depending on the size or needs of the group. At the end, professionals will be invited to present their PERSONAS to the whole group, reflecting on the main characteristics, challenges and main values of an older worker/olderpreneur nowadays.

Session 2 | Managing Later-Life Careers

A brief introduction to the topic, the location of the developed contents and respective activities, and a bridge to the real world are crucial to present to the C-VET and other professionals.

Resources:

- Managing Later-Life Careers Workbook 3 – [available here](#)
- Managing Later-Life Careers presentation – [available here](#)

This topic aims to provide professionals with the tools and resources to assist older individuals in navigating their later-life career journeys. The main idea of this topic in the training is to work with professionals to examine the specific needs and motivations of people aged 55+ for working longer, explore a practical strategy and framework for undertaking a later-life Career Review, and inspire older workers/olderpreneurs to use their personal narrative when developing a career plan.

In the first place, “Managing Later-Life Career” could be started by introducing the concept of “Career Review” in later life to professionals. You can start setting the context of later-life careers – why is working in later life a big issue today, what later-life careers may look like and what are the benefits. This could be addressed with a simple panel discussion in the big group, sharing some ideas and real-world cases of their own clients and experiences.

Then, a career review also, and primarily, involves reflecting on our current life areas, considering how they are (or are not) balanced, and thus understanding which areas require more attention and investment. By identifying the more "lacking" areas and what is needed to improve them, it becomes possible to focus on the essentials, become aware of our own strengths and gaps, and direct all potential toward the career review.

But how? With the help of the "WHEEL OF LIFE"!

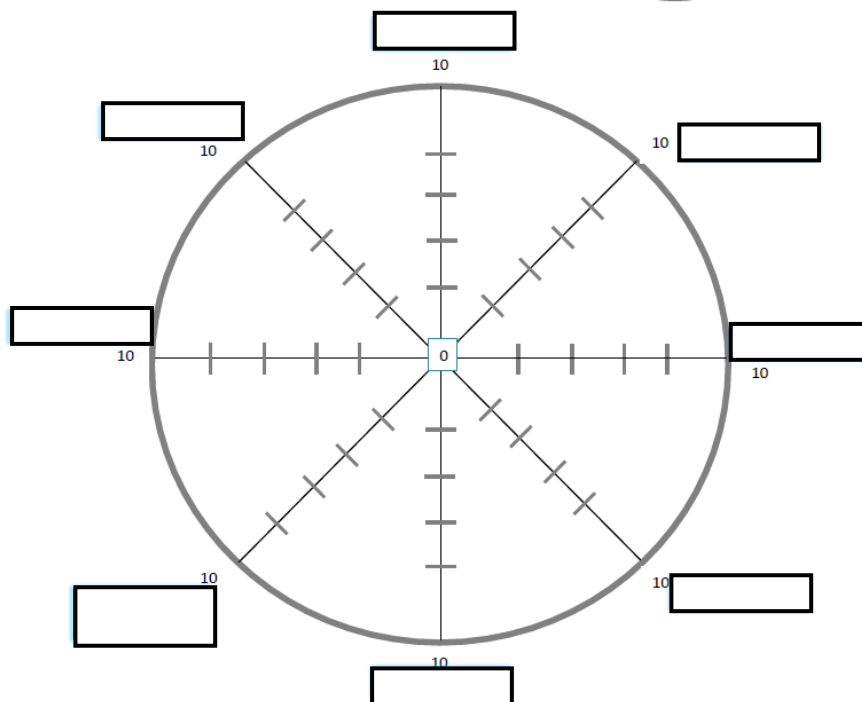
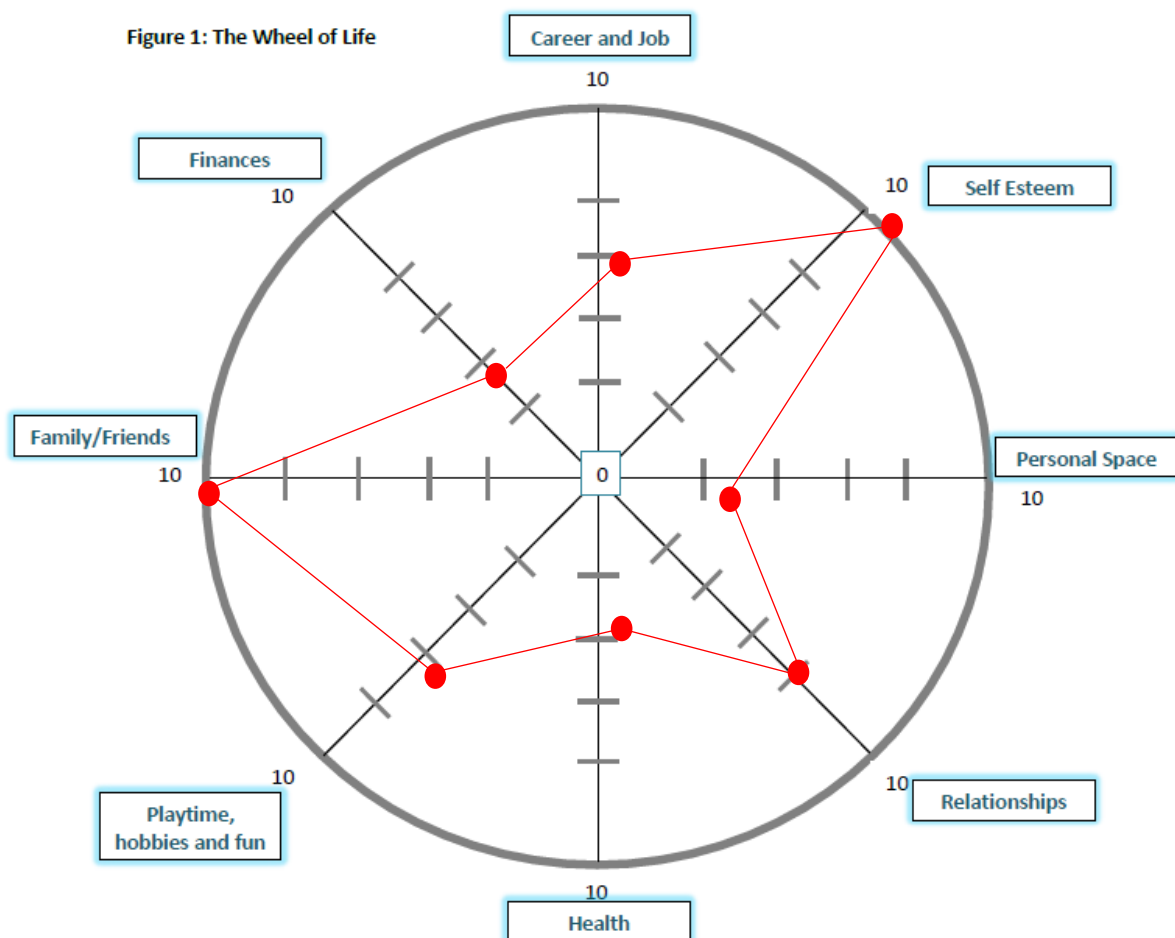


Figure 13 - An example of a Wheel of Life activity template

The **“Wheel of Life”** is a simple activity that will allow participants to reflect on their level of satisfaction with the main areas of their lives, following the process described below:

1. Identify the 10 most important life areas/areas with the most impact at the present moment and write them in each of the squares of the Wheel
2. Each axis on the Wheel corresponds to a life area. On each axis, identify the level of satisfaction with that respective life area, on a scale from 0 (center of the Wheel) to 10 (outer edge of the Wheel) – you can mark this with a “dot,” a “cross,” etc.
3. After marking all the areas, connect all the “points” across all the axes (see example below).



4. Reflect on the reasons behind the areas with lower satisfaction and consider what needs to change in your personal/professional life to improve these areas:
 - What do I have to do to become more satisfied, what do I need to change?
 - What can I do myself to make these changes?
 - Do I need to develop or improve any of my skills?
 - What can I ask others to do to help me?
 - How will I know when things have improved - what will I feel, see or hear that is different

This activity will have much more potential if done individually. In the end, professionals will be invited to present their Wheel of Life to the whole group, reflecting and being able to understand and put themselves in the shoes of older workers when it comes to career review. By the end of this activity, they will have a greater awareness of the necessary balance between the most important life areas for each client, keeping in mind, of course, that these areas may vary between clients.

For the career guidance and review process to occur in the best possible way, with a positive impact on older workers, each adult educator, career counsellor, HR manager, trainer, tutor, and other professional working with older workers must be aware of the areas where their client feels most satisfied and those that need to be worked on.

And this is where, as a professional, one of the most important outcomes of this training lies: being able to guide each client's career review with knowledge, empathy, and effectiveness, based on the acquired knowledge, the client's needs and realities, and their desired destination.

*And what is the easiest way to express all of our experience, identify positive areas, and reflect on the less satisfying ones...? **Through Storytelling!***

Storytelling is a skill and a tool for a personal development plan, which every person needs to start and take the first step when willing to make a (career) change in (later) life. After clarifying the benefits of later-life career review and learning how to make one with older people and identifying the areas in the life of high-level commitment; you should start exploring why it is so important to be the heroes in our own stories, so you can guide your clients through the next step – developing a structured Later-Life Career plan and sticking to it.

Thus, a new activity is proposed to combine the topic of Career Review with Storytelling through the **Life Tree**.



Figure 14 – Life Tree activitie

Crown= Growth

*What do I want to change/
work on?*

What are my goals/visions?

Worms = Barriers

What hinders me?

Fruits = Results

What do I want to collect later?

What do I want to pass on?

Trunk= Current Situation

Where am I today?

What is my current situation?

Roots = Strength

What am I good at?

What are my strengths?

Where lies my power?

Individually, each participant of the short course should engage in a simple professional/occupational introspection, reflecting on some of the questions presented in the image above. Through this introspection and based on what each participant perceived in the "Wheel of Life" activity, they will be able to conduct a clean and fruitful career/occupational review.

At the end of this personal introspection, participants are invited to tell their career story—where they have been, how they arrived at the present moment, where they aspire to be, and what path they need to take to achieve their goals. This will allow them to develop, from their own experience, what is important to guide and help their clients accomplish in late-career counseling and guidance.

Session 3 | Day Closure

At the end of each training day, it is important to do a small recap of the contents addressed, the main conclusions, and the feelings of the participants.

DAY II

Session 0 | Ice-breaking and Introduction

A welcome session for the participants is recommended, as not all adult educators, career counsellors, HR managers, trainers, tutors, or other professionals working with older workers (55+) or olderpreneurs may know each other. Based on the participants' profiles, the facilitator/trainer can implement an icebreaker activity to motivate and capture the trainees' attention for the rest of the day.

Session 1 | Olderpreneurship and the power of self-reflection

A brief introduction to the topic, the location of the developed contents and respective activities, and a bridge to the real world are crucial to present to the C-VET and other professionals.

Resources:

- Becoming an Olderpreneur Workbook 5 – [available here](#)
- Becoming an Olderpreneur presentation – [available here](#)
- **A Guide to Becoming an Olderpreneur** – [available here](#)

This session should start with a brief introduction to Olderpreneurship, bridging it with the results of the activities from the first day of training and introducing....

*the importance of **SELF-REFLECTION AND THE POWER OF IMAGINATION***

Imagination is not just something useful in art classes. There is a growing body of literature that links our ability to imagine and visualize potential future scenarios with our ability to unpack trends, identify key factors, and ultimately – bring changes about. **Visualization** affects not only the cognitive level but the effective one as well. Participating in visualization activities can have a measurable effect on the levels of dedication you have to a project.

Thus, a **visualization activity** is proposed by bridging it with a career review and potential future career developments. With this, participants will make use of the visualization methodology to help better explore the potential impact of future actions and strengthen the motivation to take active steps for career development.

Step 1

Imagine a scenario 5 years into the future. You worked on the career plans you laid carefully before you. Some of them you managed to achieve, others – less so. Where do you find yourself professionally?

- What kind of position are you in?
- In what kind of company?
- What does the company do?
- Who are its clients?
- What are its main products and services?
- Who are its competitors?

Step 2

See your company from the point of view of others:

- How do your clients see your company? What do they like about it? Why do they choose to buy its products?
- How do your competitors see the company? Why is it a threat to them?
- How do your colleagues see the company? Why are they motivated to work there?

Step 3

Consider how you got where you find yourself:

- What steps did you take?
- Which of your qualities helped you the most?
- What did you find most challenging?
- Where would you be if you didn't undertake that journey?

Group discussion - The impact of visualization

After personal introspection, a group discussion may be important to reflect on the impact of visualization on the definition and perception of the future. For this, we suggest some questions:

- After participating in the visualization activity, have you reached a greater degree of clarity about your prospects of creating future impact?
- Do you feel more inclined to start a new venture, or would you prefer the security of your current job?
- How can you inspire others to start a journey of entrepreneurship?

Session 2 | Hard Skills in Olderpreneurship

A brief introduction to the topic, the location of the developed contents and respective activities, and a bridge to the real world are crucial to present to the C-VET and other professionals.

Resources:

- Becoming an Olderpreneur Workbook 5 – [available here](#)
- "From ideas to practice: hard business skills" presentation – [available here](#)
- **A Guide to Becoming an Olderpreneur** – [available here](#)

After using visualization to think about our future path/career, it becomes essential to define how we are going to put our business idea into practice, and how we are going to build it!

As we need unified conventions and principles to graph and describe the **layout of a house** (for example) we need a tool to describe the business model of a given organisation. The most common approach of this type was the **business plan, annual reports, the management reports** where too much text was used to describe a business

model. Thus, these tools were proven to be **inappropriate means** for describing a business model simply and practically.

So, what is indeed the definition of a business model? A simple way to put it could be:
“The business model describes how the business makes money!”

Thus, the **Business Model Canva** was born!

The **Business Model Canvas (BMC)** “describes the rationale of how an organisation creates, delivers and captures value”. It consists of a template of 9 essential building blocks which, provided that are working together, answer the fundamental questions any business model must solve.

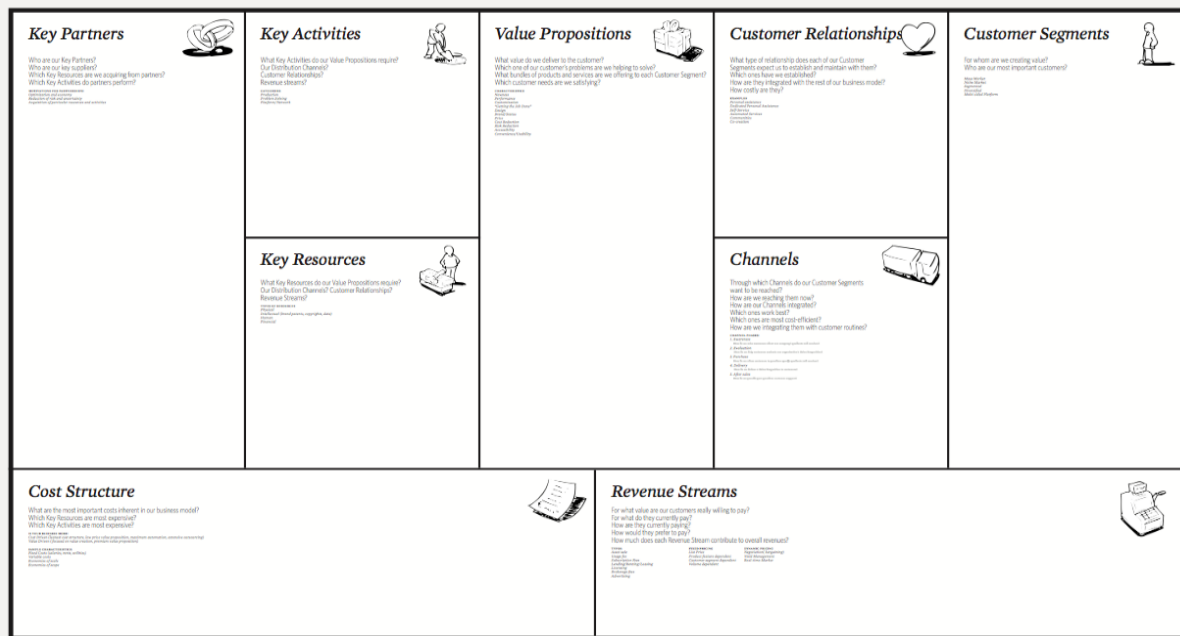


Figure 15 – Business Model Canva template

To introduce this methodology, you can start with the **Silly Cow Exercise!** Give some instructions to your trainees:

Step 1

(Individually) Can you write down or think of **3 business models with ‘the cow playing the main role’**? These could be any crazy, funny or serious business models, which include the cow. Focus on the **key elements** your business models have. Starting from the **cow’s characteristics**, think of possible business models - **how exactly you intend to make money from the cow.**

Give them 5 minutes to think about this and invite them to present their ideas to the rest of the group and write them down on post-its.

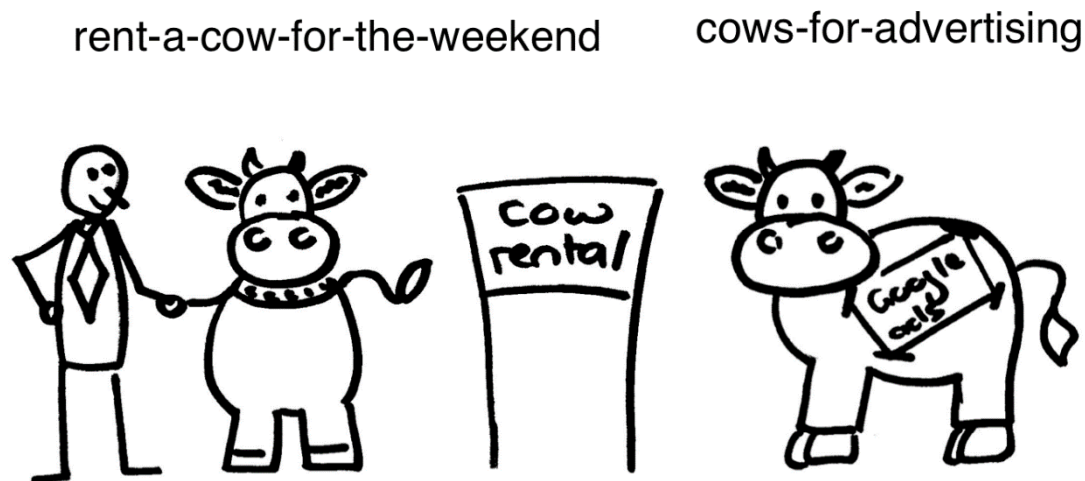


Figure 16 – Examples of business models with a cow

Step 2

As a continuation of the “Silly Cow Exercise”, you as a facilitator make a bridge to the theory by asking the participants **what is their definition of a business model**. It can be a short definition or just pointing out some business model elements.

Write their ideas on a flipchart, whiteboard, post-its, etc.

Step 3

The starting point of this workshop on BMC should be a shared understanding of what a business model is. You as facilitator as well as the participants need a business model concept that everybody understands: one that facilitates description and discussion. They need to start from the same point and talk about the same thing. The challenge is that the concept must be simple, relevant, and intuitively understandable, while not oversimplifying the complexities of how enterprises function.

To introduce and create a common understanding of what a Business Model Canvas is, invite your participants to watch two short videos:

Video 1 - <https://youtu.be/wwShFsSFb-Y>

Video 2 - <https://youtu.be/wlKP-BaC0jA>

After this brief introduction to the methodology, it is time to give the floor to the participants and make them **build their own Business Model Canvas** (**NOTE: you can use the “From ideas to practice: hard business skills” presentation, and the [Module 5 Workbook \(My Business Idea activity\)](#) as a basis for this activity**).

For this, we suggest that the participants divide into small groups to allow for discussion and different perspectives. We propose 40 minutes for this activity.

As a facilitator, you should carefully explain the activity:

1. Distribute a blank Business Model Canvas template to each group (see [Figure 15](#))
2. Explain to the participants that the criteria for a well-designed business model are mainly two:
 - i. the consistency of the business model building blocks – as a separate as well as a whole model;
 - ii. the distinction and separate market approach of the different customer segments (e.g. different value propositions, channels, etc. for the different customer segments)
3. They can start filling in all the segments based on their business ideas. Some food for thought:
 - What value proposition would you offer to which customer segments?
 - How do you reach and win your target customers?
 - How do you build customer relationships?
 - What are the revenue streams of this model?
4. After all the groups have finished, each one will have to present their BMC to the other participants. After everyone has presented, ask some questions for debriefing:
 - How did you find the other groups' canvas? Were the business blocks well integrated and logical?
 - How did you feel during the exercise? How was the small group work experience for you?
 - How do you find the BMC as a business assessment tool? Do you find it relevant to your own potential business ideas?
 - What was your "aha moment" during the exercise?
 - What would you take home from this workshop experience?

Session 3 | Various ways of becoming entrepreneurial

A brief introduction to the topic, the location of the developed contents and respective activities, and a bridge to the real world are crucial to present to the C-VET and other professionals.

Resources:

- The various ways of becoming entrepreneurial presentation – [available here](#)
- Unlocking Opportunities: From Volunteering to Digital Business presentation – [available here](#)

A simple manner to end the second day of training is to address and explore some ways in which an older worker can become an entrepreneur. For that, we propose you guide the participants through the SASSI Hub, namely in the course "[A Guide to Become an Olderpreneur – The Various Ways of becoming entrepreneurial](#)".

Thus, participants will be exploring entrepreneurial opportunities such as:

- Volunteering
- Freelancing

- Social Business
- Consulting/ Mentoring
- Digital Business

Below we suggest a set of different activities that you as a facilitator can implement with the participants, to make them think about the different opportunities of entrepreneurship in later life. **NOTE: since you will be the one who knows your audience group, their needs and interests, you should choose one or two activities to implement, not all of them.**

Volunteering

Individual activity

There might be different barriers in the head of an older worker that make them hesitate when thinking of volunteering.

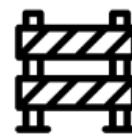
1. Invite the participants to look at the three types of barriers below:



Emotional barriers



Structural barriers



Practical barriers

2. Give them 3 different-colored post-its and ask them to write their barriers in each of them – Emotional, Structural and Practical barriers
3. Invite them to share their thoughts within the group:
 - What prevents you the most?
 - What are your concerns?
4. In a group, try to find different ways of overcoming the barriers that were identified by each of the participants

Freelancing

Individual activity

1. Present the following example to the participants:

A chef has been working in different restaurants throughout her life and collected a lot of experience in the field of cooking. Now at the age of 58, she wants to try out a different work and lifestyle and opts for freelancing.

2. After this, on a flipchart or whiteboard, write the following question: **What kind of possibilities does she have when turning her cooking skills into a freelance job?**
3. Ask participants to think of a minimum of five different ways how the chef can turn her cooking expertise into freelancing services. Invite them to go to the whiteboard and write their thoughts together. Do a brief recap at the end.

Social Business

Individual activity

1. Invite participants to think about the following questions:

Have you detected unmet social problems in your community? Are you seeking a deeper meaning in your future job? Do you want to take over social responsibility, tackle social problems and encourage others to follow you? Do you feel a certain moral obligation to make a difference in this world?

2. Ask them to make a list of the most frustrating problems that affect them and their community/ village/ etc
3. Now, ask them to go through the list again and feel at which problem they get most emotional
4. In a paper, participants should indicate some ways to improve or solve those social problems, and what “practices” they could adopt to contribute to this
5. Discuss in a big group

Digital Business

Individual activity

To create and work on a digital business, it is crucial to have digital skills. Some participants of the training may have, but others not, and is important to address this issue during the training.

A simple activity but with a lot of impact on the participants is to **test their digital skills**. For that, we propose you invite the participants to go through the Europass website and take the test “[Text Your Digital Skills](#)”.

Session 3 | Day Closure

At the end of each training day, it is important to do a small recap of the contents addressed, the main conclusions, and the feelings of the participants.

DAY III

Session 0 | Ice-breaking and Introduction

A welcome session for the participants is recommended, as not all adult educators, career counsellors, HR managers, trainers, tutors, or other professionals working with older workers (55+) or olderpreneurs may know each other. Based on the participants' profiles, the facilitator/trainer can implement an icebreaker activity to motivate and capture the trainees' attention for the rest of the day.

Session 1 | Mobilities

A brief introduction to the topic, the location of the developed contents and respective activities, and a bridge to the real world are crucial to present to the C-VET and other professionals.

Resources:

- Ambassadors for Mobility in Later-Life Workbook 4 – [available here](#)
- Types of mobilities presentation – [available here](#)
- **Ambassadors for Mobility in Later-Life** - [available here](#)

Mobilities can serve as a tool of professional development, a place to gain new competences. Mobilities are a place where new contacts are made, thus one's professional network is grown. Mobilities are where people from different backgrounds meet, ideas are exchanged, and innovation is born.

Knowing the positive impact of learning mobility for personal development, social inclusion and civic participation, turning learning mobility from an exception into a rule at all levels of education and career and for all ages should be our collective aim. This means overcoming financial and societal but very often also personal barriers.

A good way to understand the benefits and impact of mobility on each person is to actually think about their...

Personal Mobility's Experiences!

We propose an **activity** to invite participants to reflect on their own **history of mobilities** and the impact they had on their professional development.

Step 1

Introduce the topic of mobilities and some examples to serve as a basis for the participants to think about.

Then, divide them into short groups (i.e. 3 or 4 people) and give each group a handout map (**it could be a Europe map, World map, or other, taking into account the profile of your group**).



Figure 17 – Example of a handout world map

Step 2

Individually, each one has to think about all the places they visited in a non-tourist way (i.e. professional, learning, volunteering, etc.). From all places, the participants have to select the three ones they consider most meaningful for them and point them out on the map.

Step 3

For each of the three choices, participants need to reflect, individually, on the following questions:

- Why did this journey matter to 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?

Step 4

Within the small groups, participants will share their mobility experiences and the impact and importance that each of them has for them, listening to others' experiences as well. Then, with inputs from all participants, each group should write down on the handout all the ways mobilities have impacted the participants.

Step 5

Share the conclusions with the whole group, and try to ask the following questions to the participants:

- Do you see the role of mobilities in your professional life differently now?

- Have you heard something that surprised you?
- Do you feel better prepared to convince others of these benefits?

This activity in itself will serve as a motto to introduce the...

... DIFFERENT TYPES OF MOBILITY...

.... available to olderworkers and from which they can benefit.

After entering the topic of mobilities from a personal point of view and reflecting on their own history and the impact mobilities had on their professional and personal development, participants are now invited to think of the pros and cons the different types of mobilities can have for older workers.

It is important to address the relevance of a mobility experience in professional development and the importance of choosing the right mobility concerning personal objectives and ambitions. **But how to choose?** There are certain limiting factors, such as:

- Available time
- Language proficiency
- Financial resources

Once those limitations are taken into account, it becomes a matter of aligning the mobility type to the aims of the participant: it is about knowledge acquisition, practicing certain skills, re-discovering one's self-confidence, establishing contacts, or something else. It could be the case that there is more than one suitable mobility type.

This could be done through a **World café activity**.

Step 1

Divide the room into 3 stations, each of them regarding the 3 types of mobilities. Set the training room as a *café* with 3 separate tables. Put one flipchart on each table. Write the 3 topics for discussion: **1. Short-term workplace mobilities, 2. Long-term workplace mobilities and 3. Volunteering.**

Step 2

Start with presenting several different types of mobilities, building upon what was already discussed in the previous activity, and giving concrete examples where applicable. **NOTE: you can use the ["Types of Mobilities" PPT presentations](#) from the course "Ambassadors for Mobility in Later-Life".**

Step 3

Split the group into 3 smaller groups and guide each group to each table. Explain to participants that they need to discuss among each other and write on the flipchart the pros and cons that the respective type of mobility have for older workers. 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.

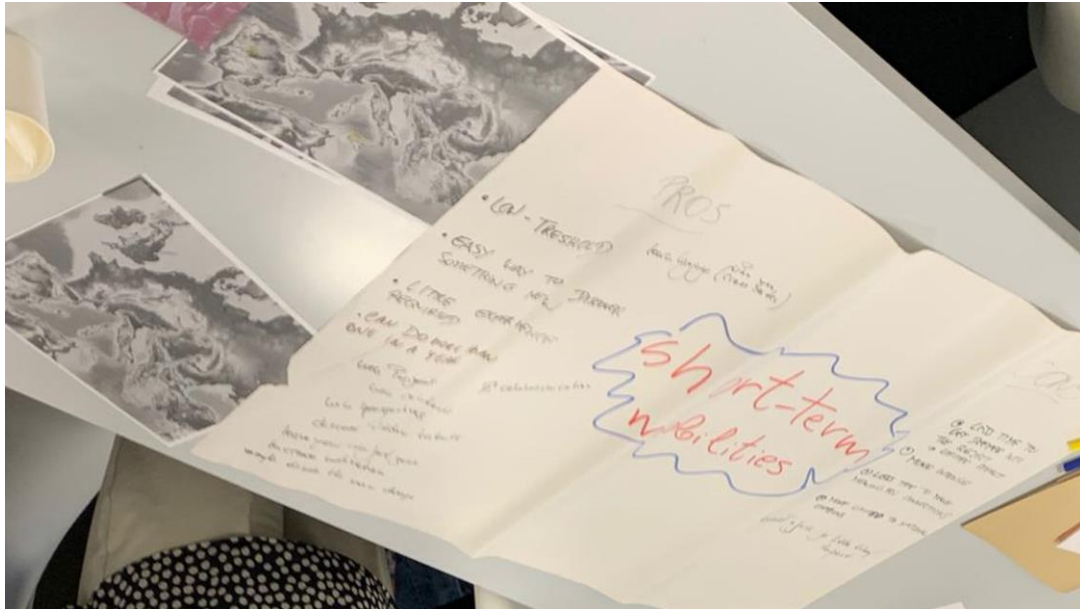


Figure 18 – Example of a flipchart filled in for “Short-term mobilities” in a World Café activity

Step 4

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 to think about the following questions:

- Do you know any older workers who engaged in any type of mobility?
- Which of those mobility types do you think apply to your country?
- Do you know of any companies offering workplace mobilities for their employees?
- Do you find any of those activities suitable/attractive for any of your clients? Why not?
- Do you have any clients/friends interested in such a learning opportunity? Would you be willing to promote it?

Session 2 | Learning Project

After all the topics addressed during the 3-day training, it is time to invite participants to develop their own **Learning Project** based on the conclusions, ambitions and professional objectives reflected during the training. For that purpose, please check [Section 7](#) of this Manual.

A template should be provided to all the participants – find the template in [Annexes](#) – so they can produce them before they go. The template will help participants to design their learning project based on the knowledge and skills they acquired in the 3-day training. Depending on their background and profession, they can implement the learning project

with C-VET professionals, HR Managers, or directly with older workers and learners. **NOTE: as a facilitator, you should support and guide the participants in the filling of their own learning projects.**

Session 3 | LEVEL 5

To validate the new competencies acquired during the training and follow-up phases, participants should be introduced to LEVEL5, an instrument designed to measure personal development and non-formal learning.

LEVEL5 enables learners to self-assess their enhanced professional skills, particularly in providing guidance and career advice to older workers and job seekers.

Resources:

- Competence Assessment Workbook 6 – [available here](#)
- Competence Assessment presentations – [available here](#)
- SASSI Assessment Pack – [available here](#)

Session 4 | Day Closure

At the end of each training day, it is important to do a small recap of the contents addressed, the main conclusions, and the feelings of the participants.



SASSI

Later-life Careers

7 LEARNING PROJECT

Incorporating practical learning experiences, often referred to as "**learning projects,**" is **essential for bridging the gap between theoretical knowledge and real-world application.** This section of the manual explores the benefits of these projects, which learners can undertake after completing their training to reflect on and apply their newly acquired skills. It addresses the challenges involved in implementing learning projects and guides designing them effectively to ensure successful skill transfer.

TEMPLATE FOR THE PRODUCTION OF THE SASSI- LATER LIFE CAREERS LEARNING PROJECT REPORT

On completion of your Learning Project, you have been asked to write up the experience as a Learning Project Report. To produce this report, and to provide a consistent approach across all the projects, please produce your report using this Learning Project Report template.

The reporting structure is designed to help you review and reflect on your experience of 'piloting' the concepts and techniques you learned about on the **SASSI-Later Life Career C1** course, what worked, what didn't and what needs to be improved. We are also interested to know whether or not you feel that you will continue using some or all of the things you learnt about in your normal working life.

Learning Project Title		
Pilot Start Date		Pilot End Date
Partner Organisation		
Name of the author		
Purpose, Objectives and Scope		
Target Group/s you piloted with		

1. Where did you start from and what did you want to achieve through this Learning Project?
2. What happened? How did you approach your learning project?
3. What did work well - how and why?

Figure 19 – Template for the production of a Learning Project Report

7.1 Why is there a need for a learning project

- i. **Enhanced Retention:** Applying theory in practical scenarios helps learners retain information better as they experience the concepts in action
- ii. **Real-World Application:** Learners understand how theoretical knowledge translates into practical skills, making the learning more relevant and meaningful
- iii. **Skill Development:** Practical projects help in developing not just theoretical understanding but also essential soft skills such as problem-solving, critical thinking, and decision-making
- iv. **Immediate Feedback:** Learners receive immediate feedback on their performance, which helps in correcting mistakes and reinforcing correct practices
- v. **Confidence Building:** Completing practical tasks builds learners' confidence in their abilities to apply knowledge in real-world situations

- vi. **Engagement and Motivation:** Practical projects increase learner engagement and motivation as they see the tangible results of their efforts

7.2 How to design a learning project

- i. **Clear Objectives:** Define clear, measurable objectives for what the learning project should achieve in terms of skill application and development
- ii. **Relevance to Learners:** Ensure the project is relevant to the learners' roles and real-world scenarios they are likely to encounter
- iii. **Step-by-Step Guidance:** Provide a structured approach with step-by-step instructions to guide learners through the project
- iv. **Resources and Support:** Make necessary resources available and offer support throughout the project to address challenges and questions
- v. **Collaborative Opportunities:** Include elements that require collaboration to help learners practice teamwork and communication skills
- vi. **Reflection and Feedback:** Incorporate opportunities for reflection and provide detailed feedback to help learners understand their strengths and areas for improvement
- vii. **Iterative Learning:** Design the project to allow for iterative learning, where learners can practice, receive feedback, and improve their skills in cycles

7.3 Learning Project Implementation Challenges

- i. **Abstract Nature of Projects:** Learning projects, especially those focused on soft skills, can be abstract and harder to measure compared to technical skills.
- ii. **Context Sensitivity:** The effectiveness of learning projects often depends on context, which can vary widely, making consistent application and evaluation challenging.
- iii. **Personal Involvement:** Successful implementation of learning projects requires significant personal involvement and self-awareness from learners, which can be difficult to cultivate in a structured environment.
- iv. **Resistance to Change:** Learners may resist changing their established behaviors and habits, which is crucial for the successful adoption of new skills through learning projects.
- v. **Feedback Complexity:** Providing constructive feedback on learning projects, particularly those involving soft skills, is more complex due to the subjective nature of these skills and their reliance on interpersonal interactions.

7.4 Lessons learned based on the piloting

The suggested methodology was tested with both target groups within the SASSI LLC project. A total of **18 learning projects** were implemented over 10 months (between September 2023 and June 2024) and a total of **127 people** took part in the pilot phase of the project – **28 C-VET professionals** (adult educators, trainers, counsellors) and **99 older people aged 50+** (workers and job seekers).

The piloting and learning projects implementation showed that supporting older job seekers is crucial for helping them leverage their extensive experiences, regain confidence,

and broaden their perspectives on work and career opportunities. By offering **concrete tools and targeted support**, older individuals can better navigate career changes and pursue new opportunities, contributing significantly to society.

To fully harness the potential of older workers, a **dual mindset shift** is necessary. Society must become more inclusive and respectful of the expertise older workers bring, while older individuals need to embrace change, recognize their strengths, and confidently apply them in professional settings. Social impact initiatives, such as uniting older workers and broader society in supporting vulnerable groups, can effectively accelerate this process of attitude change.

Older participants emphasized the importance of **continuous adaptation and resilience** in the later stages of their careers. Staying updated with market trends and developing relevant digital skills were identified as key strategies for maintaining career relevance. **Networking and the exchange of experiences** were also highlighted as essential tools for exploring new career opportunities and preparing for a fulfilling retirement.

The pilot training revealed that **legislative knowledge**, such as understanding trade license regulations, obligations towards state entities, taxable income, and tax return procedures, **is vital for** older workers considering **entrepreneurship or self-employment**. These insights empower individuals to navigate the bureaucratic aspects of career transitions with greater confidence.

Providing clients ample **time for self-reflection is essential** for career counseling. When individuals become aware of their needs, desires, and values, they are better equipped to advocate for themselves professionally. Positive reframing techniques, despite initial skepticism, proved effective in fostering a courageous mindset for change.

Changing the life perspective of older adults on their own role in society and what they can do can be challenging. While many participants were inspired and found the training content interesting, their views on its practicality and applicability varied. However, ongoing efforts to address ageism and age discrimination offer hope for creating a more supportive environment for older workers.

Participants also highlighted a significant **lack of support and recognition in the workforce**. The **undervaluation of their skills** often leads to feelings of marginalization. Tailored initiatives are crucial to provide older workers opportunities to update their skills, explore new career paths, and regain professional confidence.

Discussing retirement in an **approachable manner** emerged as another critical need. Participants initially found retirement planning daunting due to a lack of accessible resources. By fostering open discussions and emphasizing proactive planning, older workers can gain a clearer understanding of their post-career options.

The training also expanded the range of coaching questions available for career counseling, incorporating discussions on interests and hobbies that could become income sources. Volunteering was identified as a valuable avenue for older individuals to gain new contacts and potential work opportunities, either through reduced working hours or invoiced professional services.

Overall, these pilot trainings underscored the **transformative impact of targeted support and inclusive dialogue** for older workers. By enhancing career prospects and fostering a positive outlook on retirement, such initiatives contribute to a more inclusive and dynamic workforce.

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ANNEXES

i. CPD Curriculum

Module 1 Ageing workers and the labour market

Units	Learning outcomes	Time per unit	Content of the Unit (Learning Activities)	Mode (Video, PPT, self-paced activity)
UNIT 1 Demographic change and labour market	Have more knowledge of demographic developments in Europe and impacts on the labour market Understand the connections between the aging workforce and labour market	45min	Demographic change and dynamics in the labour market Changes in the work environment Policies at national and European levels	PPT, self-paced reading Self-reflection exercise
UNIT 2 The economic potential of older workers	Understand how older workers bring economic potential to businesses Have the basic knowledge of how to make the best use of this potential	60min	Productivity of older workers Are older workers expensive? Impact of age diversity on productivity Advantages of older employees	PPT, self-paced reading Self-reflection exercise
UNIT 3 Needs and preferences of older workers	Understand how working patterns change with increasing age of workers Know more about the key preferences related to working patterns of older workers Understand more about the relationship between working experience and the probability of becoming self-employed at an older age	45min	Different aspects of longer working lives Preferences of older workers Most important job-related factors for older workers Older employees and self-employed persons	PPT, self-paced reading Self-reflection exercise

Module 2 Age-specific career counseling

Units	Learning outcomes	Time per unit	Content of the (Learning Activities)	Module	Mode (Video, PPT, self-paced activity)
UNIT 1 The concept of age	<p>Knowledge of the multidimensional concept of age and its implications</p> <p>Understanding the heterogeneity of older people</p> <p>Understanding the process of aging and its differences</p>	45 min	<p>Introduction</p> <p>How to define aging?</p> <p>Age as a multi-dimensional concept</p> <p>The diversity of older workers</p>		<p>PPT, self-paced reading</p> <p>Self-reflection exercise</p>
UNIT 2 Ageism and stereotypes	<p>Knowing about ageism, common prejudices and how to encounter negative stereotypes</p> <p>Ability to help older people develop strategies against ageism and their own stereotypes of themselves</p> <p>Ability to value and acknowledge the experiences and know-how of older people</p>	90 min	<p>Introduction</p> <p>Ageism: age discrimination</p> <p>Stereotypes</p> <p>Challenging stereotypes</p> <p>Strength of older workers</p>		<p>PPT, self-paced reading</p> <p>Self-reflection exercise</p> <p>Video</p>
UNIT 3 Career transition at an older age	<p>Understanding how and why older adults change their career pathways</p> <p>Knowledge of the nature of older workers' late-career decision-making</p> <p>Knowledge of alternative career development models</p>	60 min	<p>Introduction</p> <p>Career stages</p> <p>Why do older workers change careers?</p> <p>Four levels of career change?</p> <p>Later-life careers</p> <p>Benefits of career transition at an older age</p>		<p>PPT, self-paced reading</p> <p>Self-reflection exercise</p> <p>Video</p> <p>Case studies</p>
UNIT 4 Learning in old age	<p>Understanding the basic processes of learning</p> <p>Understanding the neuroplasticity of the brain in learning</p> <p>Understanding the cognitive effects of aging</p>	45 min	<p>Introduction</p> <p>What is learning?</p> <p>Neuroscientific findings for learning</p> <p>Neuroplasticity of the brain</p>		<p>PPT, self-paced reading</p> <p>Self-reflection exercise</p> <p>Quiz</p> <p>Video</p>



	<p>Differentiating between fluid and crystallized intelligence</p> <p>Knowing the learning strategies for 55+ individuals</p>		<p>The impact of age on cognition</p> <p>Cognitive decline process in aging</p> <p>Cognitive assets of 55+ individuals</p> <p>Fluid vs. crystallized intelligence</p> <p>Benefits of learning at an older age</p>	
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Module 3 Managing later life careers

Units	Learning outcomes	Time per unit	Content of the Module (Learning Activities)	Mode (Video, PPT, self-paced activity)
UNIT 1 Making a career review	Know why Later-Life Careers (LLC) is a necessity in the reality today Understand the concept of a career review Be able to help older people enhance their self-reflection in career context using appropriate methods Know different age-sensitive methods and tools for making a career review	120 min	Introduction: the reality of Later-Life careers What are the benefits of Later-Life careers? Later-Life Career Review: some questions to reflect on Career Review – purpose and benefits LLC career review – methods & tools The Career Review conversation Career mapping Self-assessment activity	PPT, self-paced reading Reflection Self-assessment exercise
UNIT 2 Changing career paths	Know about different career development opportunities in later life Learn various tools for helping older people reflect on (new) career directions Be able to identify and discuss transferable skills of older workers Know how to guide and encourage older clients to find a suitable career path	90 min	Introduction: working on without retirement Possible career paths for older people – what’s out there? Self-employment – becoming “olderpreneurs” Encore/Legacy careers as “second act” career paths The trendy path of unretirement Later-life mobilities as vessels for career change Towards an encore career – the “legacy formula” approach	PPT, self-paced reading Self-reflection exercise Audio podcast
UNIT 3 Developing a personal story	Learn about the importance of storytelling as a tool	60 min	Storytelling as a skill Storytelling as a tool for identifying a later-life career path	PPT, self-paced reading Self-reflection exercise

	<p>Know a storytelling technique for identifying an authentic career path</p> <p>Be inspired to support older workers in developing an individual structured career plan</p>		The Hero's Journey method (Joseph Campbell)	
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Module 4 Ambassadors for Mobility in later-life

Units	Learning outcomes	Time per unit	Content of the Module (Learning Activities)	Mode (Video, PPT, self-paced activity)
UNIT 1 The benefits of working and studying abroad	<p>Be able to foster motivation in your learners to become Ambassadors for Mobility in later life</p> <p>Be able to convey the benefits of working and studying abroad</p> <p>Put mobilities into perspective in the context of career development</p> <p>Understand networking both as a possibility for know-how exchange and access to new markets</p> <p>See the innovative potential of mobilities</p> <p>Consider communication strategies for mobilities</p>	70 min	<p>Introduction</p> <p>Motivating your learners</p> <p>The benefits of mobilities</p> <p>Mobilities and learning</p> <p>Mobilities and networking</p> <p>Mobilities and innovation</p> <p>Reflection</p>	<p>PPT, self-paced reading</p> <p>Self-reflection exercise</p>
UNIT 2 Types of Mobilities	<p>Understand the importance of aligning learning goals to mobility types</p> <p>Be motivated to advise older workers on the appropriate mobility types for them</p> <p>Get familiar with the different types of short and long-term mobilities, as well as volunteering</p> <p>Reflect on these mobilities in the context of older workers</p>	70 min	<p>Introduction</p> <p>Guiding the prospective Ambassador</p> <p>Short-Term mobilities</p> <p>Long-term mobilities</p> <p>Volunteering</p> <p>Reflection</p>	<p>PPT, self-paced reading</p> <p>Self-reflection exercise</p>

	Weigh Pros and Cons in the context of older workers			
UNIT 3 The Role and Competences of an Ambassador	<p>Understand the importance of teaching by example</p> <p>Know the characteristics of an Ambassador for later-life mobility</p> <p>Understand the reasons for adopting the role of an Ambassador</p> <p>Know how to promote the benefits and help overcome the barriers for mobility in later life</p> <p>Be able to assess the current situation and needs of an older worker</p> <p>Know how to support the development of an action plan and access its progress</p> <p>Understand the added value of storytelling</p> <p>Gain insight into the evolution of cultural misunderstanding and conflicts</p>	70 min	<p>Introduction</p> <p>Who are the Ambassadors for Mobility?</p> <p>Promoting the benefits of mobility</p> <p>Overcoming barriers</p> <p>Planning and implementing mobility</p> <p>The Ambassador as a storyteller</p> <p>The importance of intercultural competences</p> <p>Reflection</p>	<p>PPT, self-paced reading</p> <p>Self-reflection exercise</p>
UNIT 4 Mobility Practice in	<p>Be able to assist the selection an appropriate mobility based on the needs of older employees</p> <p>Know how to search for information regarding legal requirements of a mobility</p> <p>Be able to help others define personal areas of improvement</p> <p>Be able to promote the benefits of monitoring and evidencing an 'olderpreneur' competence development</p>	55 min.	<p>Introduction</p> <p>Select an appropriate mobility</p> <p>Legal requirements of a mobility</p> <p>Define areas of improvement</p> <p>Monitor and evidence competence development</p>	<p>PPT, self-paced reading</p> <p>Self-reflection exercise</p>
UNIT 5 Finding the Mobility	<p>Be able to identify the role of an Ambassador in</p> <p>Understand Mobility Opportunities and Options</p> <p>Be familiar with different sources of funding</p>	55 min.	<p>Introduction</p> <p>The Role of Ambassadors</p> <p>Exploring Mobility Possibilities</p>	<p>PPT, self-paced reading</p> <p>Self-reflection exercise</p>

	<p>Understand how the SASSI Mobility Database works and be able to seek and find mobilities independently</p> <p>Be able to design a comprehensive and robust Communication Strategy for mobilities aligned with the targets' needs</p>		<p>Sources of Funding</p> <p>The SASSI Mobility Database</p> <p>Guiding the Journey</p> <p>Self-reflection questions</p>	
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Module 5 Becoming an Olderpreneur

Units	Learning outcomes	Time allocated per activity	Content of the Module (Learning Activities)	Mode (Video, PPT, self-paced activity)
<p>UNIT 1</p> <p>Olderpreneurship: Embracing Growth, Innovation, and Legacy in Later Life</p>	<p>Understand the concept of olderpreneurship and its significance in contemporary career development.</p> <p>Identify the advantages of olderpreneurs, including wisdom, experience, resilience, and mature decision-making.</p> <p>Differentiate between traditional entrepreneurship and olderpreneurship.</p> <p>Explore the concept of career legacy and its significance in olderpreneurship</p> <p>Think of strategies for promoting olderpreneurship among older workers</p>	70 min	<p>Content</p> <p>Introduction</p> <ol style="list-style-type: none"> 1. Olderpreneurship 2. Strategies for Success 3. Leaving a Legacy 4. Case Studies of Successful Olderpreneurs <p>Reflection</p> <p>Learning Activities</p> <p>Dream Big!</p>	<p>PPT, self-paced reading</p> <p>Self-reflection exercise</p>
<p>UNIT 2</p> <p>A Stairway from Soft to Hard: The Skills of an Olderpreneur</p>	<p>Support the development of the soft and hard skills necessary for an olderpreneurial career</p> <p>Understand the functioning of the human brain and its impact on decision-making and behavior</p>	120 min	<p>Content</p> <p>Introduction</p> <p>I. From Soft Skills...</p> <ol style="list-style-type: none"> 1. Understanding the Brain 	<p>PPT, self-paced reading</p> <p>Self-reflection exercise</p>

	<p>Recognize cognitive biases and errors in your thinking processes</p> <p>Appreciate the significance of soft skills in entrepreneurship and identify the different types of soft skills</p> <p>Apply Design Thinking methodology and Business Model Canvas to conceptualize and refine business ideas</p> <p>Explore different types of funding options available at the different stages of a business growth</p> <p>Determine the most suitable type of funding for a business based on its stage of development and financial requirements</p>		<p>2. What are soft skills and why are they so important?</p> <p>II. To Hard Skills...</p> <p>3. The Design Thinking Methodology</p> <p>4. The Business Model Canvas</p> <p>5. Funding Opportunities</p> <p>6. The legal aspects of starting a business</p> <p>Reflection</p> <p>Learning Activities</p> <p>Bias Buster Challenge</p>	
<p>UNIT 3</p> <p>Unlocking Opportunities: From Volunteering to Digital Business</p>	<p>Be able to guide an olderpreneur through different paths of career development</p> <p>Understand various avenues for entrepreneurial exploration, including volunteering, freelancing, mentoring, social entrepreneurship, and digital business.</p> <p>Acquire practical knowledge and skills necessary for initiating, managing, and sustaining entrepreneurial ventures, including networking, market analysis, strategic planning, and digital literacy.</p> <p>Know how to develop collaboration and networking skills to leverage resources, expertise, and opportunities within entrepreneurial ecosystems, fostering innovation and growth.</p>	<p>60 min</p>	<p>Content</p> <p>Introduction</p> <p>1. Understanding Volunteering</p> <p>2. Transitioning to Freelancing</p> <p>3. Considering Mentoring</p> <p>4. Exploring Social Entrepreneurship</p> <p>5. Navigating the Digital World</p> <p>6. Understanding Digital Business Models</p> <p>7. Building a Successful Digital Business</p> <p>Reflection</p> <p>Learning Activities</p> <p>Digital Discovery Sprint</p>	<p>PPT, self-paced reading</p> <p>Video visualisation</p> <p>Self-reflection exercise</p>

Module 6 Competence Assessment

Units	Learning outcomes	Time unit per	Content of the Module (Learning Activities)	Mode (Video, PPT, self-paced activity)
UNIT 1 Competences and Competence Theory	Understand the notion of "competence" Get introduced to a concrete model of all competence components	45 min	Content Introduction Competences Taxonomies Level5 Taxonomy Reflection Exercise	PPT Self-paced activity
UNIT 2 Level5 Competence Assessment	Understand the 5 levels of competence assessment Get introduced into the plan-do-check-act approach	50 min	Content Introduction Self-reflection opening activity The LEVEL5 Validation Purpose The Bloom and the Level5 Taxonomies The Plan-Do-Check procedure Planning of competence-validated learning The SASSI LLC Assessment Pack	PPT Self-paced activity
UNIT 3 Self-reflection and the link to the Mindset	Realize the benefits of a self-reflective process Understand the strong influence of your mindset on the way you learn and grow competences	60 min	Content Introduction Mindset Growth vs. Fixed Mindset Link to self: Growth or Fixed Self-reflection opening activity Overcome fear of failure Run Experiments: The celebration grid	PPT Self-paced activity

ii. 3-Day Training Course Programme (example of an agenda)

Time (CET)	Day I	Day II	Day III
9:00-10:30	Welcome Ice-breaking	Olderpreneurship Visualisation of own professional future	The benefits of mobilities for professional development My mobilities – a reflection activity
Coffee and Tea Break			
11:00-12:30	Age-specific career counseling Defining a PERSONA of an Older worker Career counseling role-play	Hard entrepreneurial skills Business canvas workshop	Types of mobilities Matching clients and mobilities role-play
Lunchbreak			
14:00-15:30	Later-life career guidance for older workers Discussion panel	Hard entrepreneurial skills Presentation of the business ideas Competition The role of soft skills in entrepreneurship	SASSI LLC Learning Project From the PERSONA to real people
Coffee and Tea Break			
15:30-17:00	Managing later life career Storytelling method for career review	Various ways of becoming entrepreneurial (on the SASSI HUB)	LEVEL5 Competence Assessment (on the SASSI HUB)
End of day	Social event/ Networking activity		

iii. Learning Project template

Name of the Trainer	
Project Title	

Context (e.g. company environment, individual counseling, etc.)	
Description (What/How/For whom)	
Target group(s)	
Description of career guidance approach applied (e.g. career review through storytelling, planning entrepreneurial pathways, career change and mobility, etc.)	
Planned Activities/ Methods with the end users	
Expected Outputs/Results/Impact	
Timeframe	
What are the age-responsive elements in your approach?	
Which competence(s) do you wish to improve or develop?	
How can you evaluate your progress (and your colleagues) at the end of the learning project?	

iv. Learning Project Report

TEMPLATE FOR THE PRODUCTION OF THE SASSI-LATER LIFE CAREERS LEARNING PROJECT REPORT

On completion of your Learning Project, you have been asked to write up the experience as a Learning Project Report. To produce this report, and to provide a consistent approach across all the projects, please produce your report using this Learning Project Report template.

The reporting structure is designed to help you review and reflect on your experience of 'piloting' the concepts and techniques you learned about on the **SASSI-Later Life Career** 3-day Training Course, what worked, what didn't and what needs to be improved. We are also interested to know whether you feel that you will continue using some or all of the things you learned about in your normal working life.

Learning Project Title			
Pilot Start Date		Pilot End Date	
Partner Organisation			
Name of the author			
Purpose, Objectives and Scope			
Target Group/s you piloted with			

1. Where did you start from and what did you want to achieve through this Learning Project?
2. What happened? How did you approach your learning project?
3. What did work well - how and why?
4. What didn't work? Why?
5. What did you learn?
6. What competences do you feel you have developed through the SASSI LLC Programme i.e. what are you able to do now that you couldn't before? How did you assess this?
7. What were the main results for your target group – what did they achieve?

8. What conclusions have you come to about supporting older workers who are looking for a career change or a job in later life?
9. How could we improve the tools & processes you tested with your target groups?
10. What was the feedback from the people you worked with? (Please include quotes and/or short case studies/success stories if possible)

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