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TALES2SHARE:

Promoting Lifelong Learning of Elderly Women Through the Upgrade of Adult Educators' Methodologies for Inclusive, Accessible and Participatory Communities

Innovative Forums Objectives, Discussion questions & Participants List

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Form for adult trainers

Note: not all questions have to be asked.

	FORM	
		Answer column
DESCRIPTION & FORMAT	Way of recruitment of the participants	Via our network of organizations working with senior learners
	Way of conduct	Online conduct, via Zoom platform
	Number of participants	5 adult educators of seniors from Bulgaria
	Moderator	Velina Dragiyska
	Date and location of the conduct	10.07.2024; 10.00 – 13.00 CET
	Profile of participants (type of trainings they deliver) Be specific	Adult educators with successful history of executed initiatives with senior citizens and digital literacy
ENGAGEMENT QUESTIONS (not mandatory)	Why did you decide to join the innovative forum?	-
	What you would like to have as take-aways from the innovative forum?	Most of the participants were motivated to share knowledge and to exchange experience.
	Do you have any expectations you would like to share before we start?	
EXPLORATION QUESTIONS	What does being "included" in society mean to you? What are the benefits and privileges that come with it?	The participants spend time to discuss diverse issues of inclusion and the barriers towards it. The following was pointed out: - Personality plays key role in the attitude towards inclusive and active participation in old age. If

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	the person has not been included prior to his retirement period, it is unlikely to be included in later age. - Multiple cognitive declines play role when it comes to the desire and willingness of seniors to be part of the community in an active way - For seniors one aspect is that they wish to be consumers of services, activities, etc, not directly to lead them. They feel included if they participate and receive attention - Health and financial statues play a key role for seniors in their opportunities for inclusion
How would you describe the feeling of being "excluded" from society? What are the disadvantages and drawbacks that come with it?	With the declines due to old age, there is a downward spiral when it comes to exclusion of societal activities. Further more, excluded people, not connected to social group, friends, family or other, face more challenges directly affecting their longevity and quality of life.
Can you describe your experience working with elderly women, particularly those from migrant backgrounds?	
What are the most common challenges you encounter when working with this group?	- Lack of trust - The importance to find usefulness of the content in very very practical way that can be incorporated in daily life - The educators often want to teach them too much which creates a barrier - Fear of failure - Fear to exit their comfort zone
What strategies have you found effective in engaging elderly women in learning activities?	- To show them how they can benefit from participating in specific way that interests them - To be genuinely interested in their desires when it comes to what they want to learn specifically. - To design the content for the specific desires of the participants (as the age group is too broad and there are many subgroups within it based on age, income

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		level, financial level and health level).
	Can you share any good practices or successful programs you have implemented or witnessed that promote the inclusion and engagement of elderly migrant or native women?	- To have dry runs/mock ups before storytelling sessions - Always to design the learning content with them, not just for them - To provide them space to find their own compensatory mechanisms for overcoming physical declines (such as hearing decline/impairment)
	How do you incorporate storytelling into your teaching practices? What are the key elements of a successful digital storytelling program for elderly women?	When seniors receive sincere interest and specific questions during storytelling, their barriers to participate decline. The usefulness for digital education is extremely important. Simple and clear goals of learning should be define. Rigidity should be taken into consideration as it often accompanies old age. Simple, practical knowledge that is understood is better than comprehensive, deep materials that they cannot embrace. They do not need to understand how the internet works (and will not), but to understand how to find what they need. We can use the power of associations to stimulate them to talks (like physical objects/materials from their active age)
	Can you name a specific example of good program for inclusion of elderly women in your country?	
EXPLORATION QUESTIONS	How can the TALES2SHARE project support you in improving your practices and methodologies?	
	What impact have you seen from your programs on the lives of elderly migrant women?	
	What knowledge and resources you need at this stage to work more effectively with senior women?	

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	If you could design a new initiative or program for elderly women, what key elements would it include?	
	Do you have any comments or recommendations?	
	What is the story you wish to tell the world?	- That nothing is permanent and we should enjoy - That we change and evolve and we can change at any age our life circumstances and take the responsibility for our choices - How important is to laugh - The transformation power of maternity
Personal notes of the moderator After the conduct of the forum		

Conclusions of the moderator/facilitator:

The innovation forum revealed key insights into the challenges and strategies in educating senior citizens, particularly elderly women from migrant backgrounds. Participants highlighted that personal history, cognitive decline, health, and financial status significantly impact seniors' ability to engage in community activities. They emphasized the importance of practical, relevant content and genuine interest in learners' needs. Effective engagement strategies include demonstrating personal benefits, customizing content, and using associations from seniors' past to stimulate interest.

Successful practices shared by participants involved co-designing learning content, conducting dry runs before storytelling sessions, and setting clear, simple educational goals. Storytelling emerged as a powerful tool, with recommendations to focus on practical, easily understood knowledge. The participants also stressed the transformative power of laughter and change at any age, advocating for programs that foster a sense of responsibility and enjoyment in life. The collective insights will help shape future activities aimed at enhancing the inclusion and engagement of elderly women, ensuring they remain active and involved in society.

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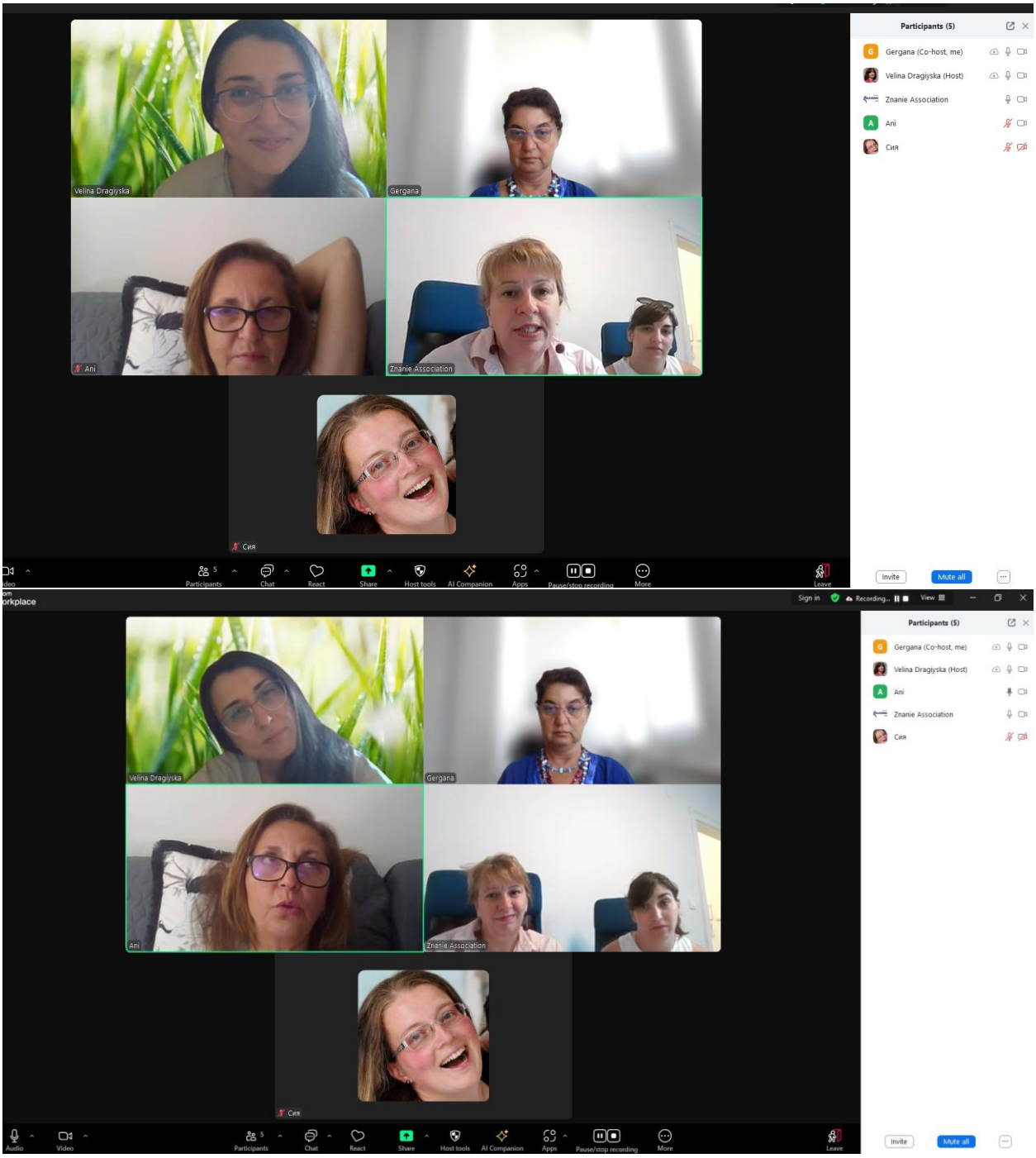

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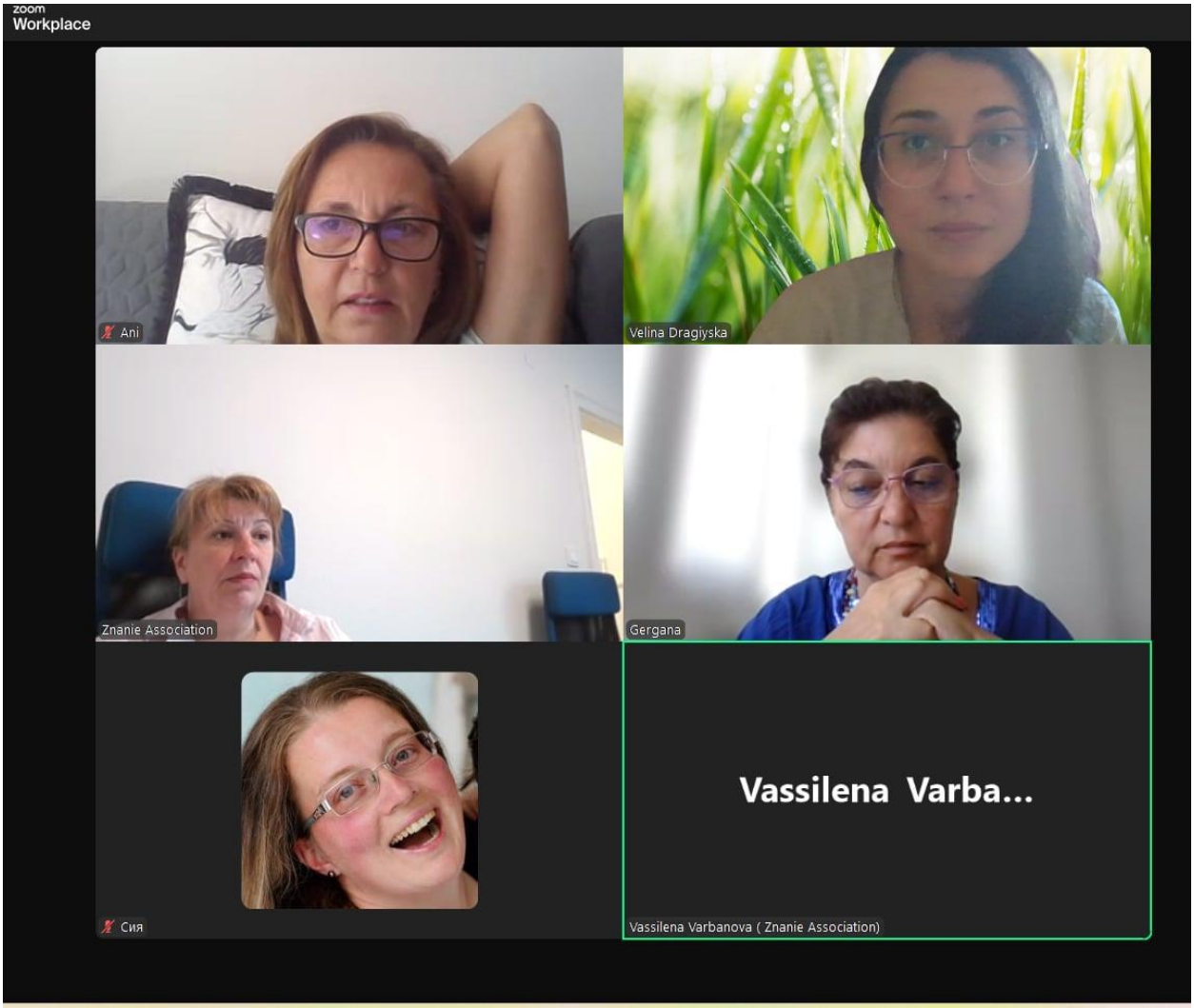

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