



Social inclusion through Meaningful ageing

Summary Education for SEE ME Model

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Summary Education for SEE ME Model

Summary of a literature review and an empirical study.

European SeeMe consortium

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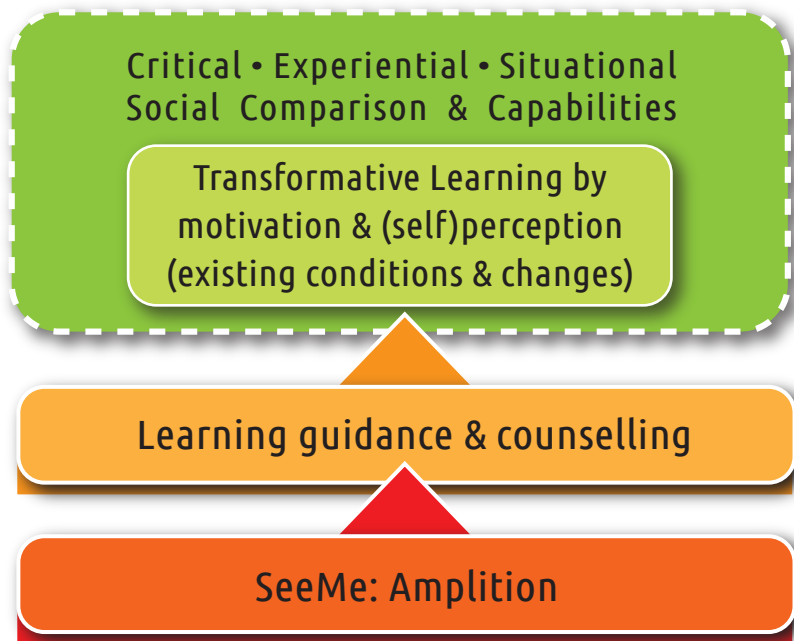
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Educational methodology

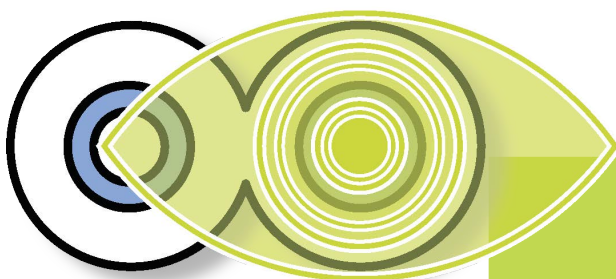
In order to train professional or volunteer caregivers and informal carers in experience a new way in caregiving a basic foundation for the training is needed.

This can be provided by the development of an education model. *Figure 1* shows *the Education Model for SEE ME*¹. Basic foundation is the process of amplition, which will be accomplished by using the educational methodology of learning guidance and counselling. This will be realised by the facilitation of a transformative learning process, which is based on critical, experiential, and situational learning using social comparison and capabilities.

1. the Education Model for SEE ME



*1] Figure 1: Basic foundation for Education Model for 'SEE ME'

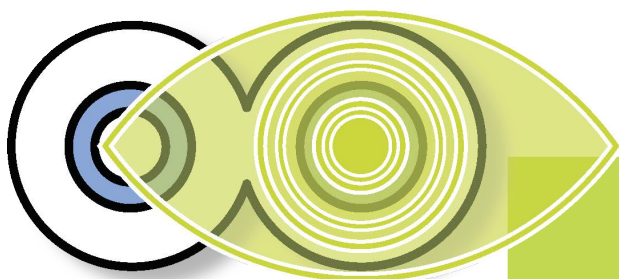


2. Foundation

The eventual goal of training the concept of “SEE ME’ among caregivers is to experience a new way of giving (complementary) care with older adults and their relatives and managers. Basic idea is that they really ‘see’ the client her- or himself and that they are aware of their competencies, possibilities, needs and wishes. In order to achieve this most of the time it is necessary to renew the professional way of caregiving. The consortium of ‘SEE ME’ would like to strive one possible goal for all the different actors in addition to the reinforcement of the positive states. Therefore, the ultimate goal of the training is based on amplification. First of all the consortium would like to optimize the way of living of the older adults. This can be achieved to increase all good things and to remove possible barriers. So positive states have to be reinforced, which refers to amplification thinking.

3. Basic educational methodology: Learning guidance and counselling

In order to achieve a process of amplification an educational methodology is needed (*see figure 1*). This is rooted in the concept of learning guidance and counselling of Klein and Reutter (2005). The ‘learning guidance and counselling concept’ of Klein and Reutter (2005) is an orientation and structure-giving design framework for enabling self-organised learning in a (new) learning/teaching culture. As a conception, it wants to give adaptation and context-specific modification impulses for different action contexts of adult education. The learning guidance and counselling conception must therefore be contextualised in organisation and target group specific concepts.



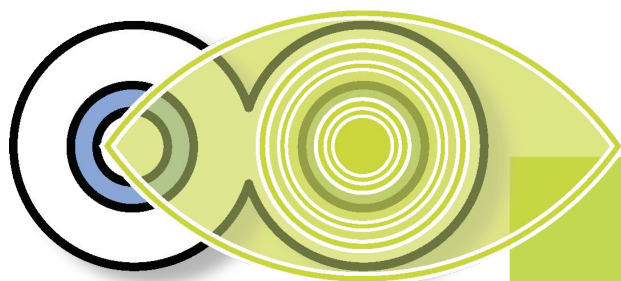
4. Way of working: Transformative Learning

Transformative Learning inspired by critical, experiential and situational learning based on social comparison and capabilities.

During the learning guidance a transformative learning process will be realised (*see figure 1*). According to Merriam and Cafarella (1999) during transformational learning one becomes aware of his or her situation by reflecting on it. Mezirow (1991) describes this process as one in which interpretations are used in order to develop new interpretations for guidance of future actions. One uses earlier experience as a kind of “framework” in order to obtain new insights, to change his or her daily activities and his or her daily practice.

During the transformative learning process three ways of learning will be explicitly used, to mention:

- Critical learning or expansive learning (by Klaus Holzkamp, 1996a, 1996b). Holzkamp developed his ‘subject-oriented’ learning approach within a critical analysis of traditional comprehensions of learning. The central question in his approach is, when and why people learn.
- Situated learning (including social, cultural and other contexts): The start for learning is always practical applicable situations. Based on these applicable situations, the specific competencies that the (volunteer) caregiver needs in order to manage better the work situation have to be identified. Hence, learning is embedded in the diverse situational contexts that arise at work.
- Experiential learning: Experiential learning refers to an active way of learning or in other words to learning by doing. One learns by reflection on the things one does. So the experiments in practice lead to new insights.



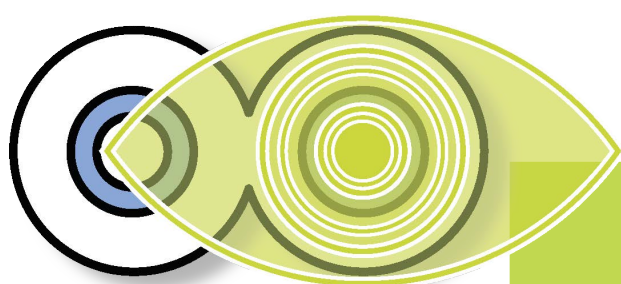
5. European stakeholder Survey

Educational Model SEE ME

In order to cross-validate the educational model of SEE ME an online survey has been conducted among 154 European caregivers and professionals in elderly care throughout Europe.

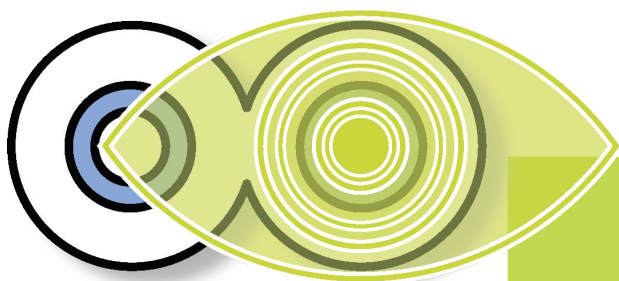
The main topic addressed in this survey focuses on *the contents and learning process of training for caregivers in elderly care*. According to the respondents it seems to be most important to practice skills (circa 17%), to develop an action plan to improve daily work (circa 16%) and to share ideas with other colleagues (circa 16%) during training for caregivers in elderly care.

This means that the improvement of daily work and the realisation of being a competent caregiver seems to be the most important element in addition to getting ideas for this daily work. Besides, according to the respondents concerning the contents of the training it seems to be important to learn about the development of new activities and new activation strategies for older people (circa 18%). Furthermore most of the respondents point out that it seems to be important to learn about new perspectives of care and on older people (circa 14% versus 12%).



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