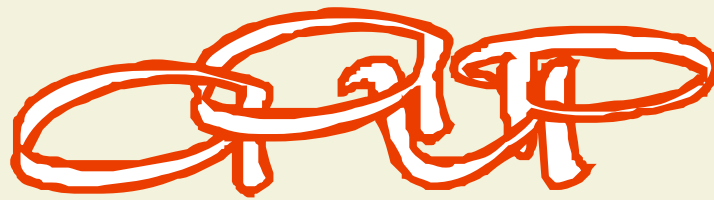




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T H I N K T A N K

**CREATING CAPTIVATING
TEACHING STRATEGIES
FOR VULNERABLE LEARNERS**



1 / FORMATIVE COURSE OBJECTIVES

- To promote education and cognitive development of older adult women in the Valencian Autonomous Region.
- To improve social skills and encourage their interpersonal relationships.
- To reduce exclusion and integrate these older adult women socially and culturally.
- To promote intergenerational collaboration.
- To develop formative strategies or leisure and cultural activities which are stimulating, customized or ready-made for specific groups.



2 / LEARNER PROFILE

Older adult women living in the Valencian Region (belonging to one or more of the following groups):

- Housekeepers and family carers, mainly the so-called 'slave grandmothers.'
- People without education or basic studies that are not ready to develop other activities outside the home environment and the workplace.
- Foreign residents who do not speak Spanish and suffer more isolation.



3 / CONTEXT: SOCIAL / ECONOMIC / EMOTIONAL

It is about a large group of older adult women who do not feel able to become involved in cultural and educational activities, because of self-esteem problems and insecurity in their abilities or ignorance of these training possibilities and the benefits that they can bring. Many of them do not own enough financial resources, have little training and are not sufficiently connected with social groups.

Frequently, these women have some relatives to look after all day long, mainly their grandchildren, parents and dependants, which favours their isolation as they only have a loose contact with other members of their social environment.



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3 / CONTEXT: SOCIAL / ECONOMIC / EMOTIONAL (continued)

In the first case, we are talking about the so-called 'slave grandmothers' who, due to the current economic situation together with other social and cultural circumstances, have been forced to assume this role.

In addition to the problem mentioned above, a large number of them live the final part of their lives in forced solitude, once they stop acting as caregivers, they isolate themselves and do not receive the necessary support, taking refuge in TV (programmes with poor cultural contents) as the only means of communication-information.



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4 / DEVELOPMENT: PLACE / TIME

Possible places to develop these activities are:

- social centres
- neighbourhood associations and
- public institutions dedicated to adult permanent education.

The schedule will have to adapt to the recipients and the proponents of the initiative.



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5 / OBSTACLES: POSSIBLE DIFFICULTIES

Although there is a large supply of educational and cultural activities, great difficulties exist to become involved and this is due to several issues, namely: self-esteem problems and insecurity of women who distrust their own learning and socializing skills because they are not aware of these activities and the benefits which can derive from them; because information is not delivered through conventional channels (websites, press, communiqués, social centers) given their limited access to reading or ICTs and other cultural and formative media as well as the limited amount of time available outside the family/work environment as carers.



5 / OBSTACLES: POSSIBLE DIFFICULTIES (continued)

Although equality and cultural services exist within municipalities, as well as a wide range of associations and community centres, and other options, like the UPUA, dedicated to these objectives, the level of integration and participation of this group is still very low, and its sociocultural exclusion and isolation continue with serious sequels for their psychological health.

The main aims to achieve are:

- To approach them and show them the opportunities and resources available.
- To help them overcome their fears and uncertainties.
- To facilitate learning processes and culture access in a simple, funny and attractive way.



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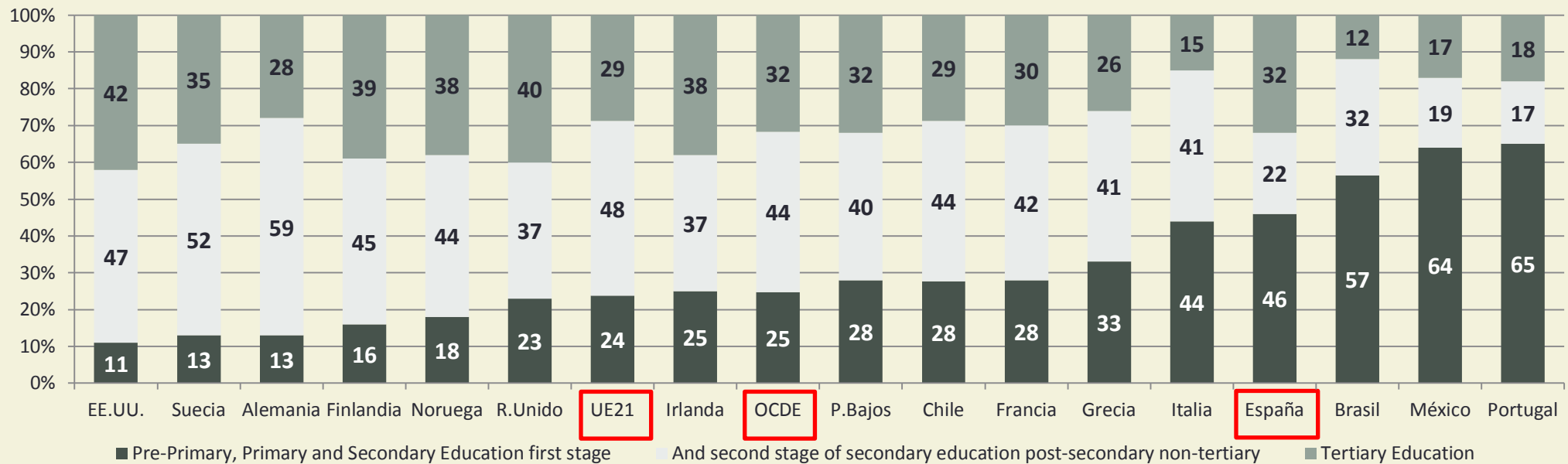
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ILLUSTRATIONS

Despite the advances in the last decade, Spain still occupies the highest positions in rankings of population that has not reached a level of education beyond the first stage of secondary education (46% of the adult population) –this is in sharp contrast with the average of the UE21 (24%) and the OECD (25%).

Adult formation level (25-64 years) (2011)



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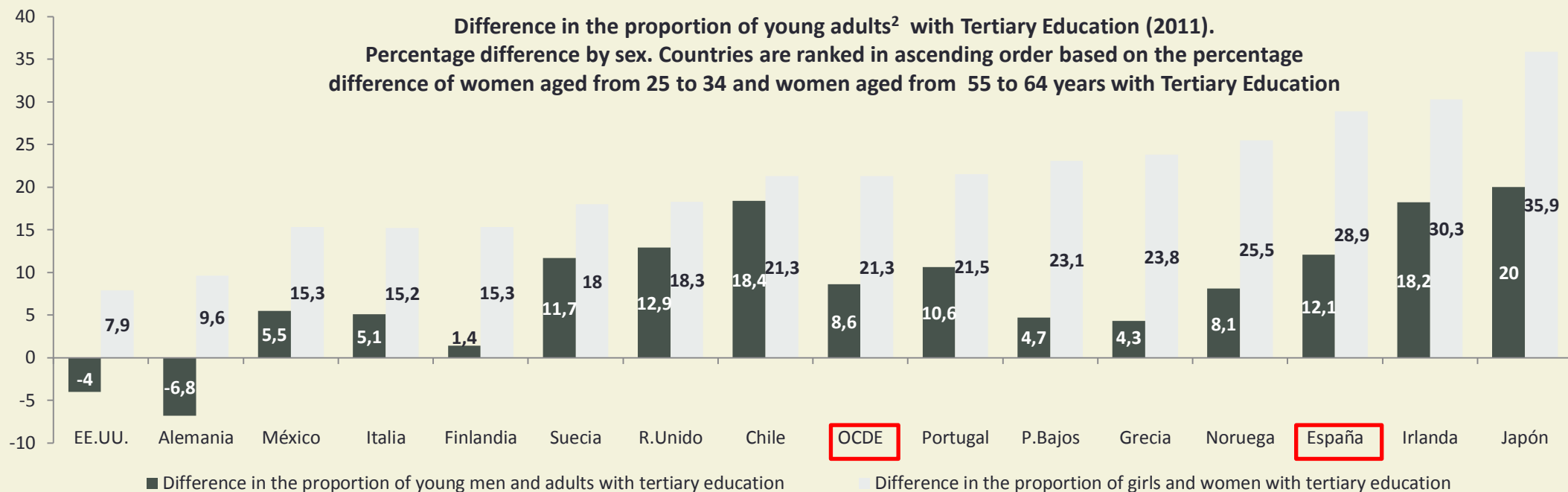
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ILLUSTRATIONS

The difference between the proportion of young people aged from 25 to 34 with tertiary education and adults between 55 and 64, with the same educational level is 29 percentage points for women and lower for men (12 points); the differences are more visible than in the OECD average.



² The classification between young adult with tertiary education in the OECD has been made under this age range: young from 25 to 34 years old and adults aged from 55 to 64.



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ILLUSTRATIONS

Women in Spain are exposed not only to a higher unemployment rate but also to more discrimination in their salary. Several academic studies have documented and analysed the salary discrimination based on sex in the Spanish labour market.

In this respect, Simon (2006) notes that the differential in the salary between men and women is significantly influenced by the segregation of women in low-level occupations (such as caregivers and domestic services and cleaning) and companies that pay relatively much lower salaries when a significant salary gap exists in favour of men, thus causing a marginalization and impoverishment of the female population. (De la Rica, 2003 and Hernández, 1995).



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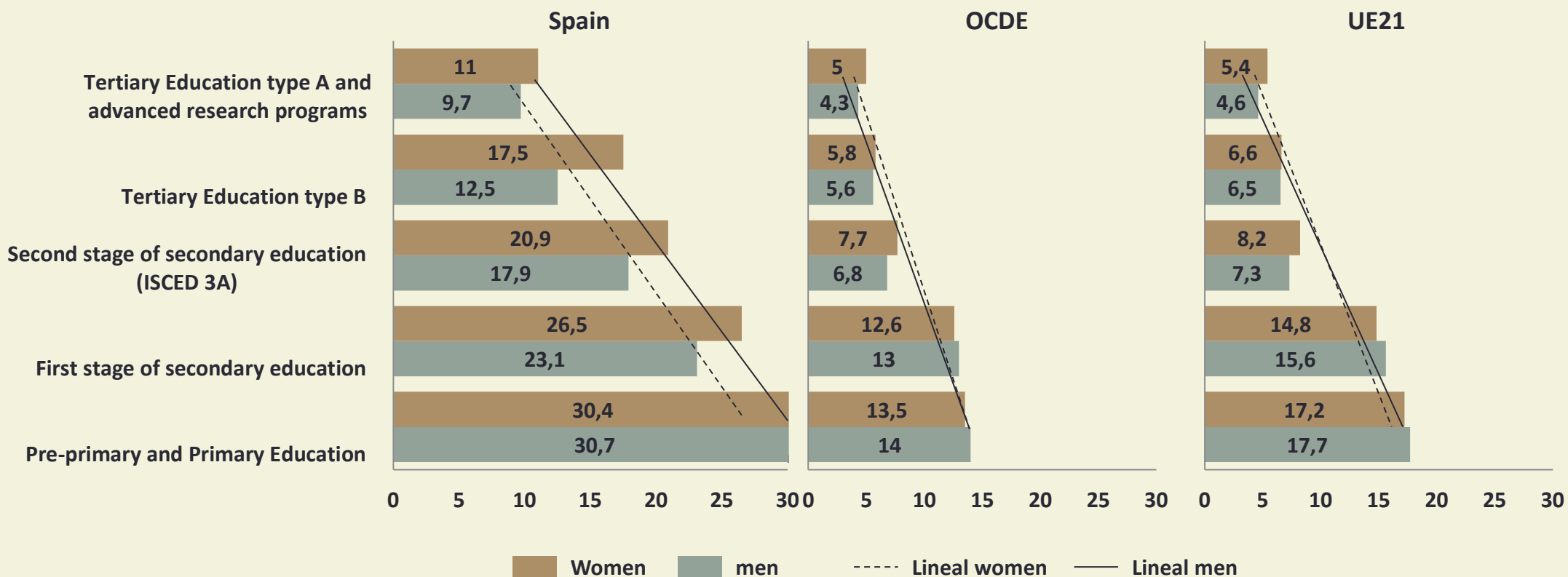
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ILLUSTRATIONS

Unemployment rates and level of education sorted by sex (2011)

Percentage of unemployed from 25 to 64 years among the working population of the same age, by level of education and sex.



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ILLUSTRATIONS

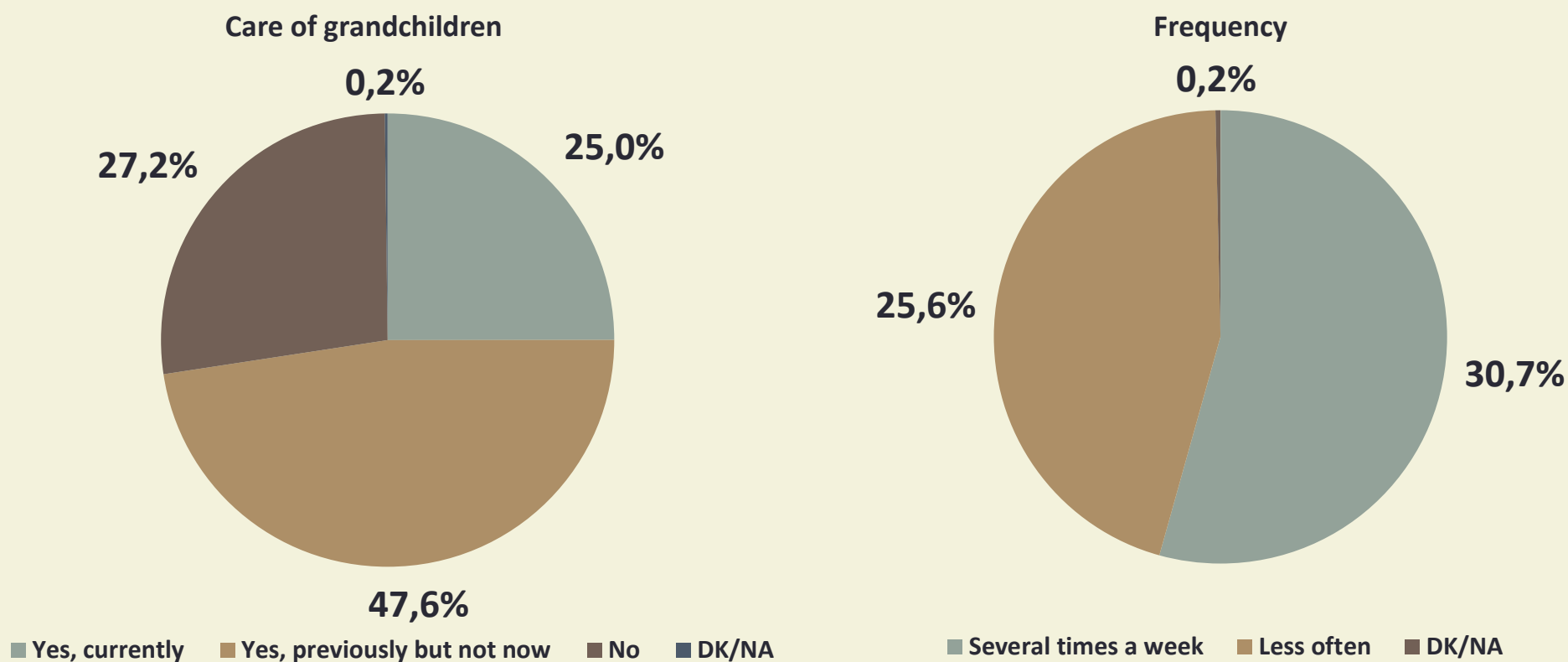
Another evidence for this process of exclusion and sociocultural isolation of women is given by the differences in ICT use, according to PIAAC. International Programme on the Assessment of competence among the adult population 2013. The Spanish report says that gender differences result from analysing ICT use.

The PIAAC program confronts the influence exerted by information technologies and communication with regard to the formation level and reading comprehension skills of men and women. The previous figure contains a representation of the percentages by ICT use frequency levels (low, medium and high) for men and women. It is verified that 41% of men regularly used (high level) ICTs, compared with 36% of women in all OECD countries. In Spain, the difference between men and women is 5 points too, although with slightly lower percentages. Countries usually have higher percentages at the “high level” of use for men than for women, the Netherlands being an outstanding case in this respect.



ILLUSTRATIONS

Elderly people according to care of grandchildren, frequency, 2006



Source: IMSERSO-CIS: Survey about the conditions of life of elderly people, 2006



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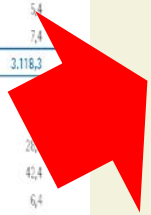


ILLUSTRATIONS

Population of 65 and more years according to achieved level, 2007

Población de 65 y más años por nivel de formación alcanzado, sexo y grupo de edad, 2007

Unidades: Miles de personas y porcentajes verticales	De 65 a 69 años	De 70 y más años	De 65 y más años*
Ambos sexos	1.832,1	5.471,4	7.303,5
Analfabetos	4,7	8,7	7,7
Educación primaria	66,1	76,1	73,6
Estudios primarios incompletos	23,6	33,7	31,1
Estudios primarios completos**	40,6	42,5	40,5
Primera etapa de educación secundaria	10,0	4,5	5,8
Segunda etapa de educación secundaria**	8,3	4,4	5,4
Educación Superior	10,8	6,2	7,4
Varones	849,9	2.268,4	3.118,3
Analfabetos	2,9	5,1	
Educación primaria	62,1	74,5	
Estudios primarios incompletos	20,9	31,8	
Estudios primarios completos**	41,3	42,8	
Primera etapa de educación secundaria	10,5	4,9	
Segunda etapa de educación secundaria**	9,1	5,4	
Educación Superior	15,3	9,9	
Mujeres	982,2	3.203,0	4.185,2
Analfabetos	6,2	11,3	10,1
Educación primaria	69,6	77,2	75,4
Estudios primarios incompletos	25,9	35,0	32,9
Estudios primarios completos**	43,8	42,2	42,6
Primera etapa de educación secundaria	9,6	4,2	5,4
Segunda etapa de educación secundaria**	7,5	3,7	4,6
Educación Superior	7,0	3,6	4,4



Units: Thousands of people and vertical percentages	From 65 to 69 years	70 and above	65 and above
Women	982.2	3203.0	4185.2
Illiterate	6.2	11.3	10.1
Primary education	69.6	77.2	75.4
Incomplete primary education	25.9	35.0	32.9
Complete primary education*	43.8	42.2	42.6
The first stage of secondary education	9.6	4.2	5.4
The second stage of secondary education**	7.5	3.7	4.6
Higher education	7.0	3.6	4.4

* It includes Education and job placement that does not require the first stage of secondary education

** It includes Education and job placement that requires the first stage of secondary education

Source: INE: INEBASE. Encuesta de Población Activa, 2007

* Incluye Formación e inserción laboral que no precisa título de primera etapa de secundaria
 ** Incluye Formación e inserción laboral que precisa título de primera etapa de secundaria
 Fuente: INE: INEBASE. Encuesta de Población Activa, 2007.



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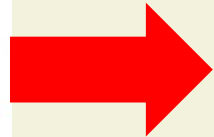


ILLUSTRATIONS

Frequency of grandchildren care among the population older than 65

Frecuencia de cuidado de alguno de los nietos de la población mayor de 65 años, por sexo y grupos de edad. Once países europeos, 2004

Países		Varones				Mujeres				
		Total	65-74 años	75-84 años	85 y más años	Total	65-74 años	75-84 años	85 y más años	
		Alemania Diario: 4,0 4,5 3,1 0,0 Semanal: 8,7 10,5 4,7 0,0 Menos frecuente: 12,3 13,4 9,8 6,3 No cuidan: 41,1 34,3 56,5 47,3	Austria Diario: 2,9 3,9 0,9 0,0 Semanal: 7,1 9,8 1,8 0,0 Menos frecuente: 12,1 14,5 7,2 7,1 No cuidan: 42,9 37,3 56,8 35,7	Belgica Diario: 4,5 6,3 1,9 0,0 Semanal: 12,0 15,9 6,0 3,1 Menos frecuente: 14,4 18,3 9,0 0,0 No cuidan: 44,0 34,2 57,9 75,0	Dinamarca Diario: 0,9 1,6 0,0 0,0 Semanal: 7,9 11,4 3,6 0,0 Menos frecuente: 20,8 30,8 8,2 0,0 No cuidan: 45,4 29,6 67,3 77,3	España Diario: 8,5 10,5 6,2 1,7 Semanal: 5,0 6,1 3,6 1,7 Menos frecuente: 5,7 7,4 3,6 0,0 No cuidan: 37,2 30,3 47,1 53,4	Francia Diario: 3,2 4,6 1,4 0,0 Semanal: 5,1 6,3 3,3 3,6 Menos frecuente: 19,0 23,9 10,7 0,0 No cuidan: 39,0 30,3 50,9 67,9	Grecia Diario: 9,9 12,0 6,9 2,5 Semanal: 7,0 8,7 5,0 0,0 Menos frecuente: 7,3 8,1 6,9 0,0 No cuidan: 41,0 31,0 52,5 85,0	Italia Diario: 8,5 9,8 5,9 4,0 Semanal: 4,9 5,8 3,2 0,0 Menos frecuente: 3,5 4,0 2,7 0,0 No cuidan: 35,6 29,2 50,0 57,0	Países Bajos Diario: 2,9 2,6 1,0 0,0 Semanal: 14,0 18,6 7,0 0,0 Menos frecuente: 22,0 28,0 13,1 3,7 No cuidan: 35,7 24,1 54,3 63,0



Country		Women			
		Total	From 65 to 74 Years	From 75 to 84 years	85 and above
Belgium	Daily	4.8	6.7	2.3	0.0
	Weekly	10.6	16.6	2.6	0.0
	Less frequent	12.3	15.8	8.3	0.0
	Never	47.5	37.9	59.5	69.6
Spain	Daily	9.3	15.0	3.2	2.0
	Weekly	5.5	7.7	4.1	0.0
	Less frequent	7.4	10.5	4.4	2.0
	Never	40.5	32.8	46.7	57.0
Italy	Daily	10.7	14.4	5.2	0.0
	Weekly	5.1	7.1	1.9	0.0
	Less frequent	5.6	7.3	3.3	0.0
	Never	39.9	34.5	50.7	44.4
Denmark	Daily	0.5	1.0	0.0	0.0
	Weekly	6.6	12.1	1.9	0.0
	Less frequent	18.9	34.2	5.7	0.0
	Never	49.1	30.7	65.6	70.6

Source: SHARE Survey of Health, Ageing and Retirement in Europe, 2004



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A CLASSIC IMAGE THAT HAS NOT CHANGED SO MUCH



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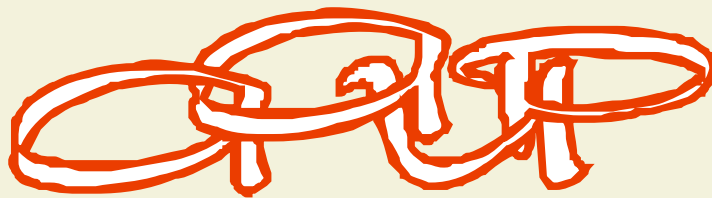
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THANKS

for your

ATTENTION

