

## I want to learn

<b>Category</b>	<b>Description of most important intervention from cluster</b>	<b>Remarks with regard to other interventions in the same cluster</b>
<b>Title of intervention</b>	I want to learn	<i>Titles of others</i> Winterfest (educational computer game)
<b>Objectives</b>	<p><b>Objectives IROHLA taxonomy</b></p> <ul style="list-style-type: none"> <li>✓ To inform and educate older adults and/or professionals</li> <li>✓ Improving skills of older adults and/ or professionals</li> <li>✓ To support behaviour change and maintenance</li> <li>✓ To strengthen contextual social support</li> <li>✓ Other: teach all people basic knowledge</li> </ul> <p><b>Short description of the objectives of the intervention</b></p> <p>The intervention is supposed to provide all people a platform to learn and to develop cognitive competencies, to learn the knowledge that should have been obtained for a school / college qualification. The program is primarily focused on people with low literacy and numeracy levels. They should get a low threshold opportunity to learn those things and participate in society as active citizens and workers.</p>	
<b>Target groups</b>	<ul style="list-style-type: none"> <li>✓ older adults (50+)</li> <li>✓ young seniors: 50-60</li> <li>✓ pensioners: 65-80</li> <li>✓ oldest group: 80+</li> <li>✓ vulnerable groups</li> <li>✓ others: general population, including older adults and vulnerable groups.</li> </ul> <p><b>Short description of the target groups</b></p> <ul style="list-style-type: none"> <li>• Might have a migrant background</li> <li>• Low income, low SES</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Low education (no high school diploma)</li> <li>• Low literacy and numeracy levels</li> </ul>	
<b>Problem analysis</b>	<p><b>Scope of the problem</b> There are still many people who cannot read or write but do not dare to tell anyone.</p> <p><b>Consequences for individual and/or society</b> Illiterate individuals become excluded or marginalised whenever reading or writing skills are required. They can even become victim of crimes and embezzlement, e.g. when they cannot read contracts that they are pressured to sign, or they do not know which commitments they have made and, for example, run up a debt.</p> <p><b>Distribution of the problem</b> Germany</p> <p><b>Perception of target groups (of the problem)</b> The target group realised the importance of their literacy deficits and carry a heavy burden, but often they are too ashamed to talk to someone and get help.</p>	
<i>Please give a short description of the modifiable determinants of older adults.</i>	<p><b>Modifiable determinants of older adults</b> Older adults are not specifically mentioned.</p> <ul style="list-style-type: none"> <li>• Skills and knowledge (reading, writing, numeracy).</li> <li>• Self-efficacy to learn reading/writing/counting and apply those things in daily life.</li> <li>• Motivation to learn and use reading/writing/numeracy in daily life.</li> </ul>	
<i>Please give a short description of the modifiable determinants of professionals.</i>	<p><b>Modifiable determinants of professionals</b></p> <ul style="list-style-type: none"> <li>• Ability to create and maintain platform.</li> <li>• Creativity to come up with new exercises and games.</li> </ul>	

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<b>Components of the intervention</b>	<p><b>Component</b>  ✓ E-learning modules</p> <p><b>Description of components</b>  Everything is based on the online portal which guides the user through the different tasks and exercises and through that fosters learning.</p>	
<b>Approach</b>	<p><b>Theoretical models used</b>  Basic models of education</p> <p><b>Didactics used</b>  Three major fields of didactics: similarities, making up of qualifications and alphabetisation/basic knowledge, blended learning.</p> <p><b>Techniques used</b></p> <ul style="list-style-type: none"> <li>• Tasks and exercises</li> <li>• Role plays</li> </ul> <p><b>Contexts</b></p> <ul style="list-style-type: none"> <li>• Mathematics</li> <li>• German</li> <li>• English</li> <li>• Reading and writing</li> <li>• Living and money</li> <li>• Organising everyday life</li> <li>• Job-related learning</li> </ul>	



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	<p><b>Stakeholders involved</b></p> <ul style="list-style-type: none"> <li>• German Government</li> <li>• DVV</li> <li>• All people using the portal</li> </ul> <p><b>Type of professionals involved</b></p> <ul style="list-style-type: none"> <li>• IT specialists, developers</li> <li>• Pedagogues</li> </ul>	
<b>Resources and qualifications</b>	<p><b>Duration of the intervention</b> Learning program online available since 2004, the learner himself/herself can decide when to do the learning modules.</p> <p><b>Financial costs for the implementing organisation</b> None</p> <p><b>Financial costs for the target groups</b> None, free of charge</p> <p><b>Required competencies of professionals</b></p> <ul style="list-style-type: none"> <li>• Ability to create and maintain platform.</li> <li>• Creativity to come up with new exercises and games.</li> </ul>	
<b>Implementation</b>	<p><b>Implementation strategy</b></p> <ul style="list-style-type: none"> <li>• A tutor can use the tutor guide to teach one or a group of persons based on this online learning platform.</li> <li>• Or a person can make a profile and start the e-learning himself.</li> </ul>	

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	<p><b>Conditions for effective implementation</b></p> <ul style="list-style-type: none"> <li>• Continuous tasks and exercises to improve the level of knowledge.</li> <li>• Working system</li> </ul> <p><b>Stakeholders involved</b></p> <ul style="list-style-type: none"> <li>• DVV</li> <li>• German government</li> <li>• People using the platform</li> </ul>	
<b>Transferability</b>	The training program is online available, at the moment only in German	
<b>Evaluation</b>	<p><b>Methods used</b></p> <ul style="list-style-type: none"> <li>• Qualitative approach</li> <li>• Process, effects evaluation</li> </ul>	
<b>Effectiveness</b>	<p><b>Main results</b></p> <ul style="list-style-type: none"> <li>• Successful application of learning concept tested by changes in well-being, learning progress and motivation.</li> <li>• Knowledge improvement and enlargement.</li> <li>• Degrees level knowledge can be and is obtained.</li> </ul>	
<i>What are the key elements/components of the intervention that must stay intact in order to have an effective intervention?</i>	<p><b>Key elements</b></p> <ul style="list-style-type: none"> <li>• The learning modules</li> <li>• The platform and its system</li> </ul>	
<b>Level of evidence</b>	<ul style="list-style-type: none"> <li>✓ Case-control studies or case-reports</li> <li>✓ Expert opinions</li> </ul>	
<b>Provider</b>	<p><i>Organisation:</i> Deutscher Volkshochschul-Verband (DVV)  <i>Post address:</i> Obere Wilhelmsstraße 32, 53225 Bonn  Lernportal ich-will-lernen.de</p>	



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<b>Sector</b>	Social sector	
<b>Country of development</b>	Germany	
<b>Relevant documents/links</b>	<a href="http://www.ich-will-lernen.de/">http://www.ich-will-lernen.de/</a>	<a href="http://www.lernspiel-winterfest.de/index.html">http://www.lernspiel-winterfest.de/index.html</a>

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