WP5: Elderly Blended

Deliverable 5.3: Elderly Curriculum & Pilot Reporting
Intergenerational Learning circle for community service

escouts aimed at developing an exchange of innovative intergenerational learning experiences between senior adults [over 55 years old] and youth [between 16 and 25 years old] volunteers.

The first part of the project was focused on the development of digital competences of the elderly who were trained by the youngsters. Secondly, the elders guided the youngsters in their access to the labour market and the challenges of adult life, completing a circle of learning, exchange and conviviality. All these processes were guided by facilitators and elderly mentors.

Participant countries in the escouts pilot training were: Bulgaria, Germany, Italy, Spain, Poland and the UK.

The escouts training process

The designed learning process consisted of five modules:

Module 1: Facilitators training.
Module 2: Facilitators to Youth training.
Module 3: Youth trainers to senior adults training.
Module 4: Facilitators to senior adults training.
Module 5: Mentors to Youth training.

This report focuses on the pilot activities related to modules 4 and 5. More specifically;

- Main findings
- Results
- Success stories
- Lessons learned

Pilot Elderly Blended Training

The pilot phase is composed of five modules, two of which are included in the Elderly blended training:

Module 4 “Facilitators to senior adults training”: 2 facilitators [by partner] training 4 elderly [per partner] to become mentors of youth in social and work skills.
**Module 5** “Mentors to Youth training”: 4 elderly mentors [per partner] working with 14 youth [per partner].

Reflective Learning (UK) was responsible for the Elderly Blended Learning Path. It has designed, developed and implemented the following:

1. Tools, guidelines and virtual advising.
2. An elderly curriculum for Modules 4 and 5, describing a common framework (The ‘map’... see below) and competences description.
3. An activity planning proposal.

Taking into consideration local national calendars (holidays, special days ...) and the specific circumstances of each partner, it was decided at the Dortmund meeting not to establish a restrictive calendar for delivering the training. Instead, it was agreed that where appropriate ad possible, training would begin in November 2011, finishing in April-May 2012 at the latest. This is shown below:

- Module 2 (Facilitators to youth training): From 15 Nov to 15 Feb 2012.
- Module 3 (Youth to seniors training): After M2, before M4.
- Module 4 (Facilitators to seniors training): After M3, before M5.
- Module 5 (Seniors to youth training): Before April 2012.

**The elderly curriculum**

Reflective Learning (UK) developed an elderly curriculum in the form of a ‘map’ of appropriate social and work skills for the youth participating in this project. This was derived from an analysis of the literatures associated with youth social skills and employability. From this analysis it was clear that both the workplace and the youth-as-learners were changing.

For example the importance placed on creativity is being matched by a need for youth (as future employees) to be far more adept at collaboration. There are increasing numbers of jobs that are “interaction intensive”. Occupations such as insurance, banking and health care, for example rely on interactions between people and involve judgment, insight, and collaboration. This trend is being replicated in many parts of the world. Wages for these types of jobs have risen faster than the economy as a whole, suggesting that those who are prepared for an interaction oriented economy will have a competitive advantage. The fact that these interactions increasingly occur on a global scale also puts a premium on cross-cultural knowledge and understanding, such as multilingualism and upholding the values of tolerance, understanding, and respect.
It was clear from the analysis that every young person entering the job market in the 21st century should have the capacity for at least the following:

- Problem solving and decision making
- Creative and critical thinking
- Collaboration, communication, and negotiation
- Intellectual curiosity and the ability to find, select, structure, and evaluate information

And the motivation to be:
- An independent self-starter who is responsible, persevering, self-regulating, reflective, self-evaluating, and self-correcting
- A lifelong learner who is flexible and able to adapt to change

The elderly curriculum ‘map’ (shown below) was a response to these new trends. It was offered to all facilitators and mentors of modules 4 & 5 as a guide to planning in the different partner nations. Through discussion, negotiation and agreement, elderly mentors and youth were asked to choose those parts of the ‘map’ they found particularly useful and interesting. This then became the basis for detailed mentor session-by-session planning.

The elderly curriculum ‘map’ below shows the interconnection of social and work skills relevant to youth. In training sessions with ALL facilitators (e.g. Worcester, January 2012) the following explanation of the curriculum ‘map’ was shared.

- **The youth-as-learner is at the centre**: This approach catered to the multiple learning styles of the youth.
- **The elderly mentor draws from a repertoire of skills shown on the map**: The mentor negotiates what is relevant with the youth.
- **The communication/mentoring of a skill or theme can be multi-disciplinary and/or topic based**: In this way the implementation of the ‘map’ helped youth to learn how to draw on multiple disciplines and recognize the interdependence of various systems. This way of working is also particularly conducive to working in teams/group, and hence provides another example of the link between 21st century skills and the pedagogy used to impart them.
- **Authenticity**: The curriculum ‘map’ helped mentors to deliver learning that was authentic and so appealing to the existing passions and interests of youth. It was stressed that it was important to integrate real-life experiences of the mentors into each session.
The elderly curriculum ‘map’ communicated the importance of **FOUR GROUPS OF SOCIAL and WORK SKILLS**. They are as follows and shown with 10 examples;

**Ways of Thinking**
1. Creativity and innovation
2. Critical thinking, problem solving, decision making
3. Learning to learn

**Ways of Working**
4. Communication
5. Collaboration (teamwork)

**Tools for Working**
6. Information literacy
7. Finding and using knowledge

**Living in the World**
8. Mutual understanding
9. Acting with integrity
10. Personal & social responsibility
THE MAP

BEING employable
1.0 Being SELF-REFLECTIVE
   1.1 Being yourself
   1.2 Being self-motivated
   1.3 Strength-oriented
   1.4 Being appreciative

2.0 Having a POSITIVE ATTITUDE
   2.1 Being optimistic
   2.2 Being resilient
   2.3 Being curious
   2.4 Being creative

3.0 Finding and Using KNOWLEDGE
   3.1 Being open-minded
   3.2 Being learning

4.0 Getting the JOB DONE
   4.1 Having courage
   4.2 Coping with pressure
   4.3 Acting with integrity

CONNECTING with others
5.0 Developing POSITIVE RELATIONSHIPS
   5.1 Being empathetic
   5.2 Team working
   5.3 Team learning

6.0 COMMUNICATING effectively
   6.1 Mutual understanding
   6.2 Negotiation
   6.3 Influencing

YOUTH choice point
Elderly facilitation

SESSION 1
Building positive relationships.

SESSION 2
Co-construction of sections 3-7.

SESSIONS 3-7
Developing your strengths.

SESSION 6
Reflecting on what has been learned.

FACILITATORS and ELDERLY MENTORS
This is a map of possible topics to discuss with your YOUTH, as you mentor them, to try to improve their social and work (employability) skills.
### SUB-THEME 1  BEING SELF-REFLECTIVE

| 1.1  | Being yourself: | Youth knowing what’s important to them and what their values are. |
| 1.2  | Being self-motivated: | Knowing what’s expected of them in the workplace and being able to work independently. |
| 1.3  | Strength-oriented: | Knowing their strengths and how to use them as much as they can. |

### SUB-THEME 2  HAVING A POSITIVE ATTITUDE

| 2.1  | Being optimistic: | Youth being hopeful and optimistic and showing this. |
| 2.2  | Being resilient: | Youth being able to bounce back when things go wrong and from disappointment – e.g. Fail to get a job. |
| 2.3  | Being appreciative: | Youth valuing and respecting the gifts, talents and work of others in the workplace. |

### SUB-THEME 3  FINDING and USING KNOWLEDGE

| 3.1  | Being curious: | Youth showing a genuine interest in people and work tasks and wanting to discover things. |
| 3.2  | Being creative: | Youth thinking of new and different ways to do things and use their knowledge, skills and competencies. |
| 3.3  | Being open-minded: | Youth being able to acknowledge and understand points of view that are different from their own. |

### SUB-THEME 4  GETTING THE JOB DONE

| 4.1  | Having courage: | Youth being able to meet social and work challenges positively and taking opportunities when they arise. |
| 4.2  | Coping with pressure: | Finishing what they begin and not giving up. |
| 4.3  | Acting with integrity: | Youth doing what they say they will do, acting fairly and with kindness towards others. |

### SUB-THEME 5  DEVELOPING POSITIVE RELATIONSHIPS

| 5.1  | Being empathetic : | Youth understanding how other people feel and think. |
| 5.2  | Team working : | Youth able to behave well with others in a work team, supporting others and learning to trust each other. |
| 5.3  | Team learning: | Youth able to listen to and learn from others in the work team. |

### SUB-THEME 6  COMMUNICATING EFFECTIVELY

| 6.1  | Mutual understanding: | Youth making themselves understood and understanding others. This is not the same as agreeing! |
| 6.2  | Negotiation: | Youth being able to reach an understanding on a course of action or achieve a satisfactory outcome for all involved. |
| 6.3  | Influencing: | Youth being able to gain support, inspire others, create new relationships or influence others to do something different. |
Generic Modules 4 and 5

The Generic version of Modules 4 and 5 (the elderly curriculum) that illustrate their aims, tools and activities for the elderly mentoring younger people can be found at:

http://platform.escouts.eu/course/view.php?id=15

Facilitator’s Training> Section 1: Resources for General Training> Learning Programme Design

Module 4: Page 1

<table>
<thead>
<tr>
<th>Module No. 4</th>
<th>Title: Facilitator-to-Elderly (Mentor) Training</th>
<th>Delivery Date &amp; Place: Before end of April 2012</th>
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<tbody>
<tr>
<td>Duration (in hours): 20hrs with mentors</td>
<td>Actors Involved (Trainers/Mentors/Learners): Facilitators + Elderly mentors</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Learning Content</th>
<th>Learning Methods</th>
<th>Requirements</th>
<th>Evaluation and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge (theoretical and/or practical)</td>
<td>1. To know the aims of the escouts project 2. To know the project plan (who does what &amp; when) 3. To know the appropriate Mobilus Model qualities for effective youth mentoring 4. To know how youth have different learning styles and preferences 5. To know how to mentor ethically 6. To know how to use E.M.A.R.T to monitor their own effectiveness</td>
<td>1. The nature of aims and how to achieve them 2. The nature of a project plan and how it guides action 3. The nature of intergenerational dialogue, how to initiate, develop and sustain it 4. Sensoric and information processes, learning preferences 5. Clinical action not just efficient action 6. Self-reflection, peer-reflection and action</td>
<td>1. Small group discussion on a topic/issue of relevance and interest 2. Documentary analysis 3. The application of mobilus principles to practice 4. Creating meaningful sessional activities 5. Giving and responding to feedback</td>
<td>1. Consumables, paper, pens, markers, etc. 2. Multimedia chains, tablets, etc. 3. IT: appropriate computers, printers, projector, screen etc. 4. Setting: appropriate access for elderly and anyone with mobility issues, enough space for interaction</td>
</tr>
</tbody>
</table>
Module 5: Page 1

An example of a Contextualised Learning Programme Design (Module 4) for RL-UK is shown below:
It is also available on the Moodle Platform along with all the other partner countries’ LPD’s:

http://platform.escouts.eu/course/view.php?id=15

Facilitator’s Training>

Section 1: Resources for General Training>

Learn. Progr. Design: Contextualization per countries>

Learning Program Design_template_vModules_to_Contextualize per partner File Learning Program Design - National Versions:

- **Learn. Progr. Design: Contextualization per countries**

From the document 'Learning program design' described before, the facilitators must adjust this description, at national level in each country using the document called “Learning Program Design template vModules to Contextualize per partner”.

- Learning Program Design_template_vModules_to_Contextualize per partner File
- Learning Program Design - National Versions as listed below.
- Module 2 - LPD - PCYF File
- Module 3 - LPD - PO File
- Module 4 - LPD - PCYF File
- PCYF LPD WP 4 Assignment
- PCYF LPD WP 4 File
- PCYF LPD WP 5 File
- Module 2 - LPD - ARCI File
- Module 3 - LPD - ARCI File
- Module 4 - LPD - ARCI File
- Module 5 - LPD - ARCI File
- Module 2 - LPD - FE BALIA File
- Module 3 - LPD FE BALIA File
- Module 4 - LPD FE BALIA File
- Module 5 - LPD FE BALIA File
- Module 2 - LPD - FE LA RUECA File
- Module 3 - LPD - FE LA RUECA File
- Module 4 - LPD FE - LA RUECA File
- Module 5 - LPD - FE LA RUECA File
- Module 2 RL-UK - LPD Folder
- Module 3 - LPD - RL-UK File
- Module 4 - LPD - RL-UK File
- Module 5 - LPD - RL-UK File
- Module 2 - GER - Facilitators to Youth.docx File
- Module 3 - GER - Youth to Elderly File
- Module 4 - GER - Facilitator to Elderly File
- Module 5 - GER - Elderly to Youth File
- Module 2 GER File
- Module 3 Ger File
- Module 4 Ger File
- Module 5 Ger File
- Module 2: RL-IT File
- Module 3: RL-IT File
- Module 4: RL-IT File
- Module 5: RL-IT File
To ensure the local usability and feasibility of the LPD designed, we asked each partner to translate, adapt and contextualize these LPD to the reality and language of their country.

The elderly curriculum therefore comprised a general learning program design plus five contextualized ones, one per partner.

Page 1 of the Contextualised Learning Programme Design (Module 5) for RL-UK is shown below:
The detailed Elderly-to-Youth training (Module 5) curriculum can be found on the Moodle Platform:

http://platform.escouts.eu/course/view.php?id=15

> Facilitator's training

> Section 3: Resources for SENIOR ADULTS TRAINING

> Modules 4/5: Toolkit for Facilitators and Mentors when working with youth

- Modules 4/5: Toolkit for Facilitators and mentors when working with youth File
- Modules 4/5: Toolkit for Facilitators and Mentors when working with youth (PDF) File

This detailed curriculum offering involves over 100 activities designed for elderly mentors, to select from, in order to develop the social and work skills of the youth they were working with.

In addition all facilitators were given some training materials which helped them to ‘work with the elderly’ and which were supportive of module 4. A summary of these are shown below.
WORKING WITH THE ELDERLY

**Eurostat Regional Population Projections**

In 2010, 17.4% of the population across the European Union was 65 years of age or over. By 2030 that figure will rise to 23.6%.

Population ageing is not a trend that everyone welcomes. Ageing can be a journey described in negatives: ‘the demographic time bomb’; ‘non-productive population’; ‘anti-ageing medicines’; ‘dependent on others’; ‘feeling worthless’ and so on.

The eScouts project recognises and makes use of the capital (social, knowledge, skills etc) of older adults.

**Over to you - 1**

Think about the region in which you live. From your own experience, what do you think the age profile of the region is?

**Over to you - 2**

In your mind, what is an elderly person? What is the best example that you know of where the elderly are seen in a very positive way?

**Over to you - 3**

Who do you know who challenges age stereotyping? In what way do they do that?

Ageing is a process through which we all pass. It has a beginning and an end but its length cannot be predicted. The ways in which we age and the experiences we have during the process, vary widely.

We all know people who help make us challenge stereotypes of ageing. The older person who celebrates her advancing years by taking up skydiving; young entrepreneurs making money from businesses that others take a lifetime to develop.
Ageing has been divided broadly into ‘biological ageing’ which describes our physical state as it ages, and ‘social ageing’, which is society’s expectations of how people should/might act as they grow older.

Ageing can be described as a series of transitions, experiences, chapters or life stages. For example some of these might be - starting school, moving house, moving abroad, getting married, health issues, debt, entering care, retirement, redundancy, changing jobs, becoming a grandparent and so on.

Learning and ageing go on together. There is:

**Learning to know** - becoming inspired, discovering and exploring, developing a passion for learning, acquiring knowledge and understanding of ourselves, our immediate world and beyond

**Learning to do** - gaining skills, confidence, competence and practical abilities

**Learning to live together** - learning tolerance, mutual understanding and interdependence, sharing the experience of learning with family and friends

**Learning to be** - developing ourselves, our mental and physical capacity, well-being and autonomy, and our ability to take control of our lives and influence the world around us.

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**Over to you - 4**

How justifiable is it to have expectations of, and about, the ageing process?

**Over to you - 5**

What have been the major transitions in your life? To what extent have you been successful in passing through the transitions in your life? What factors have been key to your success?

**Over to you - 6**

Think of an elderly person whose life has been changed by ‘learning’. You may know them personally or professionally. Why did they take up learning? In what ways did learning change them? What are they doing now that they didn’t do before?
Some Main Findings (Elderly) ... from partner countries

**Partner 1:**

“We highly value the Activities pack offered by Reflective Learning -UK.

It has been a challenge to carry out modules 4 and 5 with Senior adult people, because in Spain we have never worked with them, but now that we have done it, we are proud of the result. Their involvement and motivation was really high, and everyone’s ability to absorb new knowledge has been very positive.”

**Partner 4:**

“One of the main findings was that at the beginning all participants were sceptics. But then when the training goes to an end they became more and more confident of what they were doing and started to implement more of the skills they had acquired. Elderly started feeling younger and remember their time back in school and how their teachers taught them.”
Partner 5 (UK & Italy):

From the Italian site:

“Two social community centers have asked me to activate, given the success of the experience and the requests received, an internal course of computer science for their members.

“The relationship created during the path between youth and mentors got significant and went beyond the obligation: the young are organizing a summer dinner to say goodbye and to spend some quality time with the mentors.”

“It has created a very positive climate and relationships within groups and between groups.”

“It has created a real space for discussion and exchange between different generations thanks to the activation of resources in the territory and making it an active actor in this positive experience. In 10 social centres, the Cooperative Labyrinth, some teachers, volunteers, the City and the Province of Pesaro and Urbino participated in this project, either directly or indirectly.”
From the UK site:

And from the UK site we received this as the main findings from youth being mentored by the elderly in social and work skills.

The sessions have been relevant to future skills needed. The sessions have also been enjoyable and stimulating. Ben and Tom have provided us with a comfortable working environment where we can express ourselves.

Fun, everyone gets involved.

Innovative
Interesting
Creative

Good for confidence building, putting you under pressure, also interview skills which have been really useful to me.

I feel as though the sessions have helped me build confidence in interview situations, it has also helped me with writing an application letter and how much teamwork and communication helps in the workplace.

Be yourself, be positive, be energetic, be curious, and don’t hold back in interviews.

I believe that the sessions were very useful and informative about aspects of work/life you believe you know, but when studied you learn how much you don’t know.

Fantastic eye opener. Positive and productive.

I have learnt that I need to showcase my strengths in greater detail and put more emphasis on my strengths rather than my weaknesses.

I have enjoyed every session and hope that there will be more of these sessions in the future.
“The interaction between youth and elderly people has been successful and has gone on improving through all the process. They added contents and meaning to the definition of intergenerational exchange.”

1. Elderly people found the experience interesting and useful in some different ways:
   a. To improve their ICT skills
   b. To get in touch with young people
   c. To get in touch with people of their age with common interests
   d. To be socially included

2. Young people were generally satisfied by this experience, though some of the participants have been more involved than others. Generally speaking, they found the experience interesting and useful in some different ways:
   a. To build a group with people of their same age and to work together sharing tasks and duties
   b. To improve their capacity of communicating and to transmit their abilities, in particular to elderly people
   c. To meet elderly people in a cooperative framework, getting in touch with their experiences and their point of view.

3. All the participants made the request to have more training sessions or a project prosecution that allowed them to develop and enrich the abilities they acquired.

Improvements (main findings and suggestions) were discussed in an open session. The following list is a summary of the points the participants considered important:

- Clearer definition of target groups (youth: from “gap year”, volunteers to young person’s at risk)
- Reflect upon the right incentives for different target groups
  - Certificates have not worked for young people in trouble
  - Alternatives: social events like barbecue, climbing, to reward perseverance
- Young people learned the most while teaching
- Do we need M5?
- Can the youth cycle be made more flexible to allow open discourse?
Participants experienced 3 keys to success:
  - Working on real life problems
  - Appreciative, empathic attitude from the beginning
  - Community orientation

These main findings were also discussed in detail during the project coordination meeting in Rome, 2012.

Partner 8:

WP 5 Evaluation outcomes – questions asked to seniors during evaluation meeting

Evaluation meeting outcomes:
1. Were young people able to easily formulate their mid-term life aim?
The age of young people was quite diverse. Some of them were students of the secondary schools and some of them were students of universities. Overall the youth participating in the project didn’t have major difficulties in setting their life aims. Most of aims were educational and professional.

2. What were strong and weak sites of young people?
Young people are open and communicative. Most of them are focused on learning and their personality is not yet fully shaped. Not all participants were able to identify easily their week and strong sites. Girls were more self aware of their personality features than boys.

3. What are the differences between young people participating in the project and between seniors when they were young?
Young people now have more possibilities to develop in educational and professional sphere. Seniors during communist times didn’t have so many possibilities to educate and develop their personality. Young people generally think that they deserve far more than they have in terms of money and educational development.
Some examples of success stories ... from partner countries

**Partner 1:**

At the beginning of this project we knew we wanted to give value to the position of ‘senior adult’, this is why we were participating in this project. So far, in Spain, we have only developed training with youth, empowering them. And now, we wanted to empower also Senior adults people.

At the start of Modules 4 and 5 respectively, we had to convey a lot of security to the Senior adults since the greatest fear that existed in them was the fact of speaking in front of a group of young people.

During the training process we have realized that, once we have overcome those fears, senior adults can not wait to share and explain many things. We were surprised to see that, apart from its working life, their life experience is also a reference to young people.

**Partner 4:**

The main one is one of the youngster stopping smoking, after the training of module 5. She was positively influenced by the mentoring of elderly woman and the negative effect smoking can have in her life. So not only experience in training was transferred but experience from real life.
Success stories from the Italian site:

The mentors manifested since the beginning, the fear of not being able to play this important role.

This is for several reasons:

- None of them had never done an activity as a mentor;
- They didn't know what to expect from a group of young girls, in particular they thought to be not able to capture their attention and interest;
- They could not imagine what kind of topics dealing with intergenerational exchange.

Even the facilitators had some concerns:

Initially we concentrated on an exchange, based on concrete skills or occupational skills.

But modernity has led to an acceleration of social change in all fields and areas. This point has dramatically changed the role that has the experience of previous generations. It is no longer true that those who lived before us have already lived the experiences that we do now. The experience is no longer an open window on the future, at least it is not so straightforward, especially for what concerns the knowledge and practical skills.

The task was complicated. In fact, in preparing the training module, you could not concentrate on practical skills and work, both for the reasons described above and because we did not yet know the composition of the groups.

So it was necessary to create a path in which the life experience of mentors could be analyzed to trace up to the "lessons of life", that are valid (with some differences) regardless of the specific historical context because they pertain to human being.

This choice had several (good) problems: to create a climate in the classroom that can put participants in good climate, good for sharing significant experiences; to create a space for dialogue suitable for people of different generations; to be able to track in different experiences, which occurred at different times and different historical moments, the common aspects that can create an "educational plot" and capable to take away the instance "you cannot understand" and the paternalism.
The pattern of meetings, the relationships created, the experiences provided by the group and the reflections, make us think that despite the objective difficulties of a path as scouts, we were able to design and live a very rich and intense experience.

**Success story from the UK site:**

The major success story from the UK could be called, “Putting our knowledge together”. This title was suggested by one of the elderly mentors. He chose it because he felt that it best captured the essence of intergenerational learning.

What emerged as a major success story was a deeper appreciation from all those who participated in modules 4 & 5, of a significant shift in advanced economies from the need for manufacturing work skills to emphasizing information and knowledge services. All involved felt that knowledge itself is growing ever more specialized and expanding exponentially. Information and communication technology is transforming the nature of how work is conducted and the meaning of social relationships. Decentralized decision-making, information sharing, teamwork and innovation were seen to be the key in today’s enterprises.

Therefore we reflected in each session upon the fact that no longer can youth look forward to middle class success in the conduct of manual labour, or use of routine skills - work that can be accomplished by machines. Rather, whether a technician or a professional person, success lay in being able to communicate, share, and use information to solve complex problems, in being able to adapt and innovate in response to new demands and changing circumstances, in being able to marshal and expand the power of technology to create new knowledge and expand human capacity and productivity. Being creative in problem solving was talked about a lot. Learners (the youth) were changing and so too was the workplace. Modules 4 & 5 and the curriculum ‘map’ enabled all involved to understand this.

The ‘Putting our knowledge together’ story reflected how far all involved felt they were ‘engaged learners’ (the elderly AND the youth), prepared to confront the social and work challenges of tomorrow as well as those of today. This success story of module 4 & 5 is one which highlights the essence of intergenerational learning:

- It takes learning to the learner, seeing learning as an activity, not a place.
- Believes that learning is for all, (elderly and youth) and that no one should be excluded.
- Recognizes that people learn differently, and strives to meet those needs.
Module 4
Both facilitators and elderly agree that a key objective and success factor for module 4 is capacity building with regard to “empathy”. They regarded empathy as the ability to recognize what another person (here: the young people) thinks and especially feels, and how to adapt and respond to this new situation. One elderly participant said: “How could I possibly know what’s going on in the boy’s mind? I’m over 60, never had children, I really needed some guidance there.” The more elderly people believed to be empathic, the more empowered they felt and the more confident they were when implementing module 5.

Not very surprisingly, the elderly regard those learning situations of module 4 the most empowering which created “test situations” in which the facilitators played the role of the young and therefore tried to create challenging situations to test the adaptivity and empathy of the elderly. Such an open (maybe guided, or pre-structured) discussion obviously resulted in the best outcomes.

The facilitators said that, with regard to concrete situations, they made use of their own experiences in “made-up job interviews”, which is a standard instrument in vocational orientation and guidance in Germany. The “made-up job interview” served as a role model for a “made-up mentoring dialogue”. These situations took place at the end of the module, just before the final reflections on “what have we learned / achieved”.

This example might especially help to further enrich the module or the guiding materials because it shows an example of a method to “create meaningful sessional activities” and to “give and respond to feedback”, as the learning programme design for module 4 says. It also directly refers to the requirement section, which asks for sufficient space for interaction and an appropriate setting.

To summarize, the “made-up mentoring dialogue” seems to be an excellent activity to test communication skills with reference to the following section of the learning programme design: “Communication skills: To be able to explain and present your ideas clearly to your co-mentor and youth. This includes the ability to adjust what you say to a given group (audience), using appropriate styles and questions, and an understanding of the importance of non-verbal cues in oral communication.”
Module 5
With regard to module 5, the opportunity and ability to “test new roles in life” is considered a very good example of young people’s empowerment in the e-scouts learning circle. Both mentors and young mentees referred to such situations when being asked for the most effective and empowering activities during module 5. “When I had gone through such a situation together with my mentor, I knew afterwards that I was capable of more things than I thought” – this is a typical answer from the young learners.

Of course, it was not possible during the module implementation to really test, for example, different vocational profiles and have an internship or something similar. This is clearly not the objective of the learning circle. But the mentors voluntarily created situations in which they asked the mentees to put themselves in the position of an apprentice, e.g. a boat-builder apprentice. They spent quite some time together for reflecting upon the skills, competences and everyday work situations in order to compare their own skills, strengths and interests with such a profile. “That was helpful”, as one of the young learners reported. “My mentor has worked for an insurance company before he retired. This is not really how I see my future. But he told me what it means to work, like, everyday, with people you like, with others you do not like. I think you have to be strong to do that. And you have to make good choices.” The mentor obviously tried to encourage the young learners to really feel the details of the profile, using the experience of their working life, by asking questions and playing the role of a supervisor, a customer, or a colleague.

This activity directly refers to the learning outcome “To know what self-reflection is and how to use it”, as described in the learning programme design for module 5. It is a combination of different learning methods: “The use of ‘stories’ told by mentors”, “Creative activities”, “Whole group role play”, and “Strengths identification”.

The activity addresses also a number of skills listed in the learning programme design, e.g. the majority of the “social skills for youth“, but also oral skills like “To be able to explain and give examples of your ideas clearly in social and work contexts”.

Partner 8:

Young people and seniors became more trustworthy towards each other after the workshops. Each of the group had figured out that they can benefit from mutual cooperation and exchange the ideas. It was important that some seniors had similar educational/professional background (psychologists, engineers). Therefore experiences and life examples shared by seniors were important to young people.
Some examples of MAIN LESSONS LEARNT that might be useful for others to know about, should they wish to do a project like this in the future ... from partner countries

**Partner 1:**

It was good to focus on mentoring in labour matters, this fact has allowed youth, while maintaining an intergenerational dialogue about the working world, have been able to acquire skills to interact with senior adults. On the other hand, given the success of these modules and lessons learned. And also considering the requests of volunteers, we want to think about the possibilities of focus mentoring, to skills that young people must acquire to live in a better way adult stage.

Finally, we realized that future training would require more time for: a) adapt better mentoring to the real needs of youth; b) better exploit the good understanding generated between youth and senior adults.

**Partner 4:**

- Need to check initial level of IT skills on elderly!
- Always have more youngster and elderly when you plan! At least +20% drop out during the training if you need specific numbers to achieve
- Plan your time carefully! Youngsters, elderly, facilitators it minimum of 2-3 months training many things can happen (death in our case!)
- Very carefully choose of the e-facilitators their role is in the whole process. They should be committed to cause (paid if possible)
- At the end there is so much happy faces and people what more and more training (Both cased elderly and youngsters)
- Big lesson is many youngsters do it for the reason of certifications/appreciation/recognition which big driven point for them!
From the Italian site:
One of the main aspects in the preparation of the project was the research and the selection of participants. It has proved necessary to make a selection that was based not exclusively on the distribution of the enrolment forms, but on a direct project presentations and discussions, differentiated according to the participants. Concerning the youth, the presentation of the project documents and the enrolment forms, were not able to create the necessary motivation to undertake such a long and challenging path. The forms could not make out what kind of "gain" could deliver a project of this type. The youth in this age group, 16-25, have a lot of commitments and a number of occasions that they can catch.

The commitment in the project is based on a “utilitarian” logic if you cannot hint at elements capable of generating motivation: the simple form of presentation of the project was not attractive for our proposal (could not provide credits, expenses ...). Due the difficulty in engaging young people, we decided to organize a series of meetings (schools, charities, individuals identified by word of mouth, youth centres ...) where you can explain that the proposal was a dynamic and interesting project where participants could experiment, really, as teachers and live a rich and pleasant sharing and comparison with the adult world.

It was very important to present a structured but open path guaranteeing them the opportunity to test themselves in a protected environment, where you can choose how and with what intensity you want to participate (some girls have managed the lesson, others have supported senior in one to one relationship ...). This type of selection approach, in which the path is explained by voice and where you can share directly with a person of flesh and bones, creates a major constraint in people than filling out a form.

For the senior selection, even if for other reasons, it was necessary to do the same type of selection.
For this group we definitely found a greater availability of time, though less than you might imagine. However, on the other hand we have encountered strong resistance caused by the fear of not finding a safe environment in which to get involved, besides the fear of "not be able" compared to other participants. This feeling was strengthened by modules that they did not understand and in which they could not fill themselves. During the different meetings, both group and individual, the over 55 started to know to know who was behind the form, being able to ask questions and be reassured, becoming aware to be the core target of the project.

Once recruited a significant group in this way, other people wanted to participate, so we recruited a larger number of people than expected and we had to reject a dozen requests. This type of selection, more long and challenging, also allowed the facilitators to know the participants before starting the training, helping us to gather valuable information and directions to customize the content and activities of the modules. This was very helpful, especially in a project such as E-Scouts where you have to build training modules with reference to general and macro categories such as youth and senior citizens: design format of comparison between two such large categories forces to make generalizations and increase the risk to build the modules and activities based on erroneous assumptions. In fact it’s difficult to offer the same module for a group of mentors so heterogeneous that includes independent professionals, homemakers, retired, business men, etc. Even for youth we have to adapt and offer a module that can include a group composed by students, workers, from sixteen to twenty-five, etc.

From the UK site:

There were four main lessons learnt.

1. That everyone involved needs to have an extended conversation, early in the life of the project about the nature and meaning of the key concepts that give life and form to the project. Of particular relevance here are the concepts of (a) intergenerational learning (b) empowerment (c) digital inclusion (d) participation (e) monitoring and evaluation (f) learning circle (g) methodological harmonisation.

2. That time is given over for a full explanation of the nature of each deliverable and that a common understanding is reached about each one and how one deliverable relates to others or is seen as a stand alone document.

3. That evaluation strategies and tools are not overly time consuming and repetitive.

4. That conversing and action planning via skype is enhanced so that it doesn’t simply become a report-back session but one that encourages creativity and forward thinking.
Partner 6:

The implementation of this kind of project had to be based on concrete activities, practical experiences to share and work to carry on together. As we experienced during the activities, practical work link together people of different ages, putting together their abilities to build something new. For example, in the module M5, the two age-groups were committed in apiculture, using this activity as a metaphor of life, trying to pass to the youth some life-skills while carrying on a concrete project, that could deeply involve them.

Partner 8:

Following factors must be considered in future for modules 4 and 5;

- Seniors, who will participate in modules should have some experience in working with young people
- Teambuilding activities are crucial. They build trust and mutual understanding between seniors and young people
- Individual contact and interaction between seniors and young people should be a key element of the activity. It is good if one senior works with the same group of young people during whole module