Deliverable 3.2:

CONTEXT ANALYSIS

Part 2: Facilitators

Coordinated by D-O-T

Based on interviews to facilitators carried out in each country by ICTD Bulgaria (BG), Technical University of Dortmund (DE), Fundación Esplai (ES), ARCI (IT), PCYF (PL), Reflective Learning (UK+IT)
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Preface

In coherence with the project objectives, this cross-country context analysis is aimed to provide systemised information from the field (at local level) to facilitate a further realistic implementation of the pilot phase where the intergenerational exchange will take place. Knowing better the particularities of each national context (pilot area), the partnership will be able to design, plan and carry on the different training activities described in the Intergenerational Learning Circle duly adapted and contextualized to each country, thus incrementing guarantees of success.

The context analysis is presented in four parts. Part 1 is devoted to those Intermediaries who were identified as potential field actors by the project partners - the organizations that are active in the provision of social services to disadvantaged people, particularly to youngsters or elders, i.e. Local Stakeholder Organisations (LSO) which manifested an interest to participate in the Pilot activities and to further exploit the results of this project. Part 2 presents the needs and opinions of the professionals or volunteers who are in direct contact with those target groups, the so-called Facilitators who group a range of socio-digital profiles. Parts 3 and 4 reflect the voices of the final beneficiaries of the planned activity (i.e. the elderly and the youth), captured through a survey, which is analysed comparatively across participating countries.

To carry out this research, D-O-T designed interview questionnaires and online surveys for the data collection of all the key actors identified, as well as the templates to gather and report this information in each country. The six partners involved in pilot activities interviewed the LSOs and their Facilitators following the pre-established plot, then uploading the individual interviews as well as their national reporting templates to the project’s collaboration platform (http://platform.e-scouts.eu). The overall quality was duly verified by L’apis.

As a first “taste” of the first two parts of the cross-country analysis, their preliminary results were presented and discussed during a partnership meeting celebrated in Dortmund, July 2011. This document already incorporates the feedback provided by project partners there, enriching its findings and conclusions.
1. Facilitator’s profile

The key role of Facilitators

Facilitators participating in this project will play the most relevant role since they are involved in all the different stages of the training cycle and they act as a link and mediators of the whole process. Yet in the kick off meeting, the whole partnership became aware of the key position of this actor of the project.

They start being trained and prepared (module 1) to be able to become teachers/facilitators for the youth (module 2) and the elderly (module 4), and on top of that, they will monitor and follow up both groups when developing their training activity (youth to elderly module 3) and the mentoring (module 5).¹

Indeed, doing a good selection of the Facilitators’ team (2 Facilitators per country) is an important step to be done by the partners, and this document is expected to facilitate that selection. But the main purpose of this analysis is to investigate and gather information about the Facilitators profile, their strong and weak points, and their needs and interests. By taking care of their training/experience gaps and satisfying their motivations, the partnership expects to reduce the risk of drop out as much as possible while maintaining them engaged and collaborating along the project’s evolution.

Facilitators by country

At the beginning of the questionnaires, administrated to a selection of professionals in each country (from 2 to 5), personal information was required even maintaining anonymity.

The total number of Facilitators interviewed is 19, which doesn’t mean that all of them will be selected to join the project (the target number is 2 by country, 12 in total)

By country, there were interviewed:

Bulgaria (BG): 3 Facilitators

Italy (IT): 4 Facilitators

Germany (DE): 2 Facilitators

Poland (PL): 3 Facilitators

Spain (ES): 2 Facilitators

¹ To know more about the training cycle, please check the Deliverable 3.4 – Strategic and Operative plan.
United Kingdom + Italy (Reflexive Learning is based in UK but operates in both countries): 5 Facilitators

**Age and sex**

Professionals involved in jobs where ICT is one of the basic skills or a transversal competence are usually youth compared to other professions. Indeed, the average age of the interviewees is **32 years**. The figures from the table below provide evidence of this:

<table>
<thead>
<tr>
<th>Country</th>
<th>Single ages - Average age of Facilitators</th>
</tr>
</thead>
<tbody>
<tr>
<td>BG</td>
<td>34, 34, 21 - 30 years</td>
</tr>
<tr>
<td>IT</td>
<td>32, 22, 28, 37 – 30 years</td>
</tr>
<tr>
<td>DE</td>
<td>41, 33 – 37 years</td>
</tr>
<tr>
<td>PL</td>
<td>28, 31, 29 – 29 years</td>
</tr>
<tr>
<td>ES</td>
<td>25, 27 – 26 years</td>
</tr>
<tr>
<td>UK-IT (RL)</td>
<td>52, 40, 32, 37, 32 – 39 years</td>
</tr>
</tbody>
</table>

Regarding gender considerations, these are relevant in social activities in general, and sometimes a delicate issue especially for certain ages. Having both males and females represented in a similar proportion enrich the facilitation and educative models of intervention. But in the group of interviewed professionals, there is a **high predominance of women (more than 70%)**. This proportion, unluckily, is quite usual in social sector activities.

In order to reduce this disproportion, partners are encouraged to look for a gender balance when making the final selection of Facilitators (ideally, one male and one female by country).

**Professional experience relevant for the project**

Understanding in advance the professional background of potential eScouts Facilitators allows planning training activities to address their detected learning gaps, appropriately shaping the practical approach/content of the different modules (especially module 1).

Here in the graphic below, there is a comparison between the years Facilitators have been working in the sector and the years they have been working for their current employing organization.
Average figures for Facilitators working at the organization = 4 years

Average figures for Facilitators working in the eInclusion sector = 7 years

Despite the deviation introduced by Facilitators identified as UK-IT1 and UK-IT2, in general the Facilitators sample count on a wide experience in the sector (more than 7 years), especially considering their relatively young age (32 years old). In addition, and as it is seen later in the analysis, most of them have University studies, which make us supposing that they have been studying until an advanced age, so their professional life may have started comparatively late.

Moreover, the average of years working at the same organization shown in the graphic is quite high as well, concretely taking in consideration the high mobility in the sector, an issue that many social organizations usually need to deal with.

These considerations lead us to the presumption that eScouts will count with well-formed and socially-engaged facilitators. In all countries except Poland there is at least one well experienced Facilitator. This envisages a good starting point but it is important to highlight that close monitoring to the Polish facilitation team could be needed.

**Legal relationship within the organization**

The legal relationship within the organization is mostly as employee (94%) which facilitates the engagement and continuity of the Facilitators within the eScouts project’s life and the future sustainability of its outcomes in beneficiary organisations.

**Years worked with YOUTH and ELDERLY**

As professionals of the social field, all the Facilitators are expected to be aware of the importance of knowing the particularities of each age group, their typical behaviours
and dynamics. So that, the years that each professional have been working with each target group are shown in the graphic below:

Averages:

Years that Facilitators have been working with Youth: 4,6

Years that Facilitators have been working with Elderly: 2,7

This means **a gap of almost 2 years of experience between target groups**. Moreover, **almost half the facilitators have never worked with Elderly (42%)**. This lack of experience working with the Elderly should be taken in consideration when preparing the content for the Module 1, the training for the Facilitators.

Going through countries, it is observed that **Italian and German facilitators have low/zero experience working with groups of elderly** –this is pointed out as a risky issue to pay attention to, especially for the training and for the monitoring during the pilot.

**Polish facilitators count with low experience working with any of both groups, which might require devoted support.**

Some others in other countries have no experience as well but at least a member of the national team has, which could help to assure close advising during the process.

Additionally, working on a voluntary basis (which is many times the case of inexperienced collaborators) was pointed out as a risky situation by Bulgarian partner.
2. Facilitator’s engagement

Only knowing Facilitators’ interests the partnership can maintain them engaged enough to carry the whole activity of the learning circle. Accordingly to comments extracted from the national reports, the main aspects of the project that got more interest from the Facilitators are:

- **Intergenerational exchange**: Intergenerational encounter (IT) To bring youth and elderly into contact (DE), Cooperation youth – adults (PL) - Closing the circle (the adults feedback afterwards) and the intergenerational space (ES) - the ‘intergenerational’ issue (UK and IT-RL)

- **ICT as a tool**: The use of new technologies to start a new path (IT) - ICT training (PL)

- **eInclusion focused**: The challenge for our society to be “eInclusive” (IT)

- **Trans-national/cultural collaboration**: International cooperation (PL) – Sharing the experience with people from other countries (ES) – to be in a new partnership (DE)

- **Joy**: Happy with the initiative (BG)

- Making the Conecta Joven project grow in their territories and in Europe, as they have seen the results and effects in their communities (ES)

- The opportunity to have access to new methodologies and experiences (UK and IT-RL)

*From Facilitators perspective, the most delicate steps of the project (together with some solutions they suggest) are:*

- **Travel across country** (facilitators and participants) and **timeline** (BG)

- The cultural and technological divide between elderly and young people. To overcome this challenge we need a common project that could interest both groups, to lead them to work together in a friendly and cooperative way. (IT)

- The coordination of youth and elderly work due to different daily rhythms and schedules of those groups. – Suggested solution: meeting sessions should be frequent but not too long – max. 2 hours (PL)

- **Problems in fitting the projects into different activities** within LSO regular work – Suggested solution: discussion with LSO management about the project and signing official letter of cooperation, e.g. between Mediateka and PCYF (PL)

- **Training course and own organization support.** Suggested solution: need to negotiate and plan each steps and overall scheduling with them. (UK and IT-RL)
- The difficulty to have access (and retention) to the two target groups, especially the elderly. Suggested solutions: possibility to activate a wide network for their recruitment (UK and IT-RL); find how to motivate the youth (DE)

- The need of more and concrete information about the project process and about their concrete role (ES)

**Support from the LSO vs. support requested by Facilitators**

To anticipate some difficulties and find a solution at its earliest moment, Facilitators were asked for the resources they think the organization could offer/provide, and the needs they could have along the project. See the table below:

<table>
<thead>
<tr>
<th>Country</th>
<th>Available resources</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>BG</td>
<td>- NS/NC</td>
<td>- Funds for travel</td>
</tr>
<tr>
<td>IT</td>
<td>- Tech support + experience</td>
<td>- Economic + technical support</td>
</tr>
<tr>
<td>DE</td>
<td>- All resources needed for the project can be provided.</td>
<td>- They count on the organization support</td>
</tr>
<tr>
<td>PL</td>
<td>- Equipment, rooms</td>
<td>- Training rooms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Promotional materials*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Lending equipment</td>
</tr>
<tr>
<td>ES</td>
<td>- Support in general – Exception: money</td>
<td>- Economic support</td>
</tr>
<tr>
<td>UK – IT (RL)</td>
<td>- Contractual agreement</td>
<td>- Economic and time allocation</td>
</tr>
</tbody>
</table>

(*) ARCl, as the partner responsible for the Dissemination activity, is in charge of creating a detailed flyer (general + localized information) to be delivered in order to gather participants for the project.

**Facilitators expectations regarding eScouts project**

Expectations that fall out of the project idea and its possibilities can create misunderstanding and loose of motivation, which would directly affect the project’s success. The most frequently mentioned expectations are summarized below:

- **Professional experience** [personal & professional development in different social contexts – ES, Professional development – UK-IT (RL)]

- **Intergenerational learning facilitation** [improve skills as facilitators on intergenerational encounter – IT, involvement on intergenerational training schemes – PL]

Other expectations include:
- Acquire basis for research and publication – UK-IT (RL)
- Networking - UK-IT (RL)
- Broadening of own projects (Conecta Joven – ES, Mediateka – PL)
- Favouring social interaction – IT

**Facilitators already identified to participate / availability**

All partners have already identified a sufficient number of potential candidates to become eScouts facilitators in each country. In some cases comments regarding their involvement and needs were provided:

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>Facilitator/s</th>
<th>Comments*</th>
</tr>
</thead>
<tbody>
<tr>
<td>BG</td>
<td>2</td>
<td>No comments</td>
</tr>
<tr>
<td>IT</td>
<td>2</td>
<td>No comments</td>
</tr>
<tr>
<td>DE</td>
<td>2</td>
<td>- The two surveyed seems to be really motivated</td>
</tr>
<tr>
<td>PL</td>
<td>2</td>
<td>- From Aug11 – June12 (if get paid).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Good understanding of the general idea.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- High motivation</td>
</tr>
<tr>
<td>ES</td>
<td>2</td>
<td>- High motivation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Good background/experience (Conecta Joven project or “CJ”)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Need more information – concrete picture</td>
</tr>
<tr>
<td>UK – IT (RL)</td>
<td>3</td>
<td>- They depend on the organization’s availability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- High motivation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- They need a clearer picture of the project</td>
</tr>
</tbody>
</table>

(*) Green, yellow and red colours indicate positive, neutral and negative aspects respectively

The facilitators who would attend the initial training are now easily identifiable and could be confirmed really soon. To do so, a document to “formalize” the engagement within the project will be draft and circulated by Fundación Esplai among the partners.
3. Skills and background

As it was mentioned before, the purpose of this analysis is to investigate the Facilitators profile and educational background with a view to extract relevant information for the partners for a tailored design of Facilitators training workshop (module 1) and adequate further monitoring and follow up.

Facilitators’ level of education

As it is shown in the graphic below, the level of studies of the interviewed Facilitators is on average high (13 out of 19 have University studies, which represents more than 65% of the total). Some of them obtained vocational diplomas, while others attended non formal education (this would be the case of the Germans).

![Bar chart showing level of education](image)

It is important to highlight that a training curriculum that addresses directly training needs and competences required to become a Facilitator does not formally exist in any of the participating countries, since this implies teaching an extensive range of domains (technical, pedagogical, social, organizational, etc) and on the other hand there is no such a professional qualification in the domain of recognized yet in the participating countries. For this reason, the interviewed professionals have usually got studies which partially cover some of the fields touched by the Facilitators role but not

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2 In another ongoing project called VET4e-I (Leonardo da Vinci) a deeper research regarding “eFacilitator for social inclusion” vocational training and recognition in Europe was carried out. According to it, Fundación Esplai’s (non formal) training curriculum for eFacilitators is the closer example to what such a comprehensive training offer for Facilitators should be. For more information see [www.efacilitator.eu](http://www.efacilitator.eu)
all of them, complementing their skills and knowledge with non formal training and/or working experience in the field.

**Facilitators level of ICT competences**

In this project ICT is the main vehicle, the main tool chosen to become the link between the two generations - the elderly and the youth. In other words, ICT is supposed to enable and stimulate the interest to exchange life experiences and advice of different kinds through Internet. For the Facilitators it is important to handle ICT with enough confidence as to be able to lead the groups along the different stages of the training cycle.

The overall level of ICT of the interviewed Facilitators (over 73%) is **intermediate**, which seems to be adequate enough for their needs as intergenerational learning developers, either to transmit content or to promote online participation in the different training steps.

Nonetheless, some of the partners should pay special attention to this potential gap in order to make their Facilitators feel comfortable when preparing and conducting the Youth and Elderly training sessions. In particular, In particular, it is recommended to RL (UK-IT) and ARCI (IT) to help their selected facilitators improving their technical knowledge before Module 1 workshop is delivered next October in Barcelona, for example making them accessing to and going through introductory material and resources, and to the facilitator’s trainers to be ready to solve ICT-related questions and doubts during the workshop.
**Complementary information regarding Facilitators’ education**

Since there is no formal education to become a Facilitator, it is especially relevant to investigate other studies and courses they could have attended, as important elements to take into account in the selection of those participating from the Pilot.

In this sense, more than the **70% of the Facilitators interviewed have social background**, which could mean good target groups facilitation, adequate communication skills, easy understanding of educational and inclusive approaches promoted by the project. On the contrary, this could also imply the need to pay a special attention to their technical knowledge and skills (as mentioned before when analyzing their ICT level).

Even if almost all of them informed having received additional training, it is important to highlight those **specific skills** of some of the Facilitators that can contribute to the whole group improvement/enrichment. These identified skills are:

- Mentoring training (IT)
- Moodle (ES & IT)
- Education/animation for leisure time (ES)

**About methodologies**

Almost all of the interviewed Facilitators have been involved in jobs demanding knowledge of methodological approaches to deal with group activities, as it is shown in the table below:

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>Methodological knowledge mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>BG</td>
<td>Good knowledge of learning methodologies</td>
</tr>
<tr>
<td>DE</td>
<td>Good knowledge of learning methodologies but not from a formal reflection.</td>
</tr>
<tr>
<td>IT</td>
<td>Good knowledge of learning methodologies</td>
</tr>
<tr>
<td>PL</td>
<td>Good knowledge of learning methodologies but not the ones that will be applied in this project.</td>
</tr>
<tr>
<td>ES</td>
<td>Deep knowledge of CSL and other learning methodologies. Not in PAAR.</td>
</tr>
</tbody>
</table>
| UK-IT (RL) | 2 out of 5 have a good knowledge of different learning methodologies.  
3 out of 5 are considered beginners. |

**Previous facilitation/training experience**

- Facilitators with **Facilitation experience: 100%**
- Facilitators with **Training experience: almost 85%** of the facilitators have played a training role in previous professional activities (one from IT and the two from DE are the unique exceptions).
These figures are really important for assuring a succeeding pilot phase. Facilitator’s background makes presuppose an adequate and useful understanding of the project’s methodology and criteria in view of the implementation phase.

**Leadership**

In this project a facilitator is understood as a group leader, a moderator rather than a teacher on formal education, somebody who creates trust among youth and elderly, coaches them when necessary and get them motivated enough as to successfully follow the planned sessions.

According to the different national reports, the most significant skills such a leader should have are:

- **Communication skills**: friendly atmosphere generation, active listening, social skills to facilitate the interaction, English speaking [IT, DE, UK-IT (RL), ES, PL]
- **Objective oriented**/directed; capacity of driving the group to concrete goals, focused on results [IT, PL]
- **Problem-solving skills**: group facilitation/moderation [IT, ES]
- **Others**:
  - Commitment [BG]
  - Professionalism [BG]
  - Trustworthy / trust builder [BG, DE]
  - Creativity [ES]

Additionally, flexibility and adaptation skills were not directly identified in the interviews but will be indispensable due to the kind of activity facilitators will carry on.

**Community engagement**

Being in contact with other entities and having collaborated in other projects that imply community development would provide a wider vision and approach of the target groups necessities and real interests. This is why it is considered important to know professionals’ engagement in local community development.

| COUNTRY | Knowledge of the local area (collaboration within other entities, projects...)
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BG</td>
<td>Facilitators have been involved in projects in collaboration with other entities</td>
</tr>
<tr>
<td>DE</td>
<td>No reflected</td>
</tr>
<tr>
<td>IT</td>
<td>Facilitators have been involved in projects in collaboration with other entities</td>
</tr>
<tr>
<td>PL</td>
<td>There are organizations working with youth and elderly already identified and motivated to get involved and participate.</td>
</tr>
<tr>
<td>ES</td>
<td>Due to <em>Conecta Joven</em> project the Facilitators have a deep knowledge of the involved LSOs belonging to different sectors (public administration, NGOs, associations), which are potential participants for the eScouts project</td>
</tr>
</tbody>
</table>
UK-IT (RL) | Medium to high knowledge of local organizations:  
UK: better managing issues related to methodology and target groups  
IT: better knowledge of the local context

Overall speaking, many of the Facilitators have been involved in different kinds of initiatives, meaning that they are familiar with the organizations that operate in the area and their different working styles.

4. Additional issues

A number of other critical aspects were specifically reported by partners:

- Strict and adjusted timeline can be difficult to manage (BG)
- Some potential risks are envisaged in relation to: (IT)
  1. Inadequate elderly facilitation, due to lack of experience
  2. Difficulties to maintain the youth motivated and engaged during the last phase of the learning cycle (elderly mentoring the youth)
- Specific information is demanded by Facilitators regarding: (PL)
  o The training in BCN
  o Content of the training for Youth/Elderly
  o Youth/elderly cooperation
- To support the less experienced Facilitators, an expert would monitor them (probably travelling to understand the local particularities for a tailored advise) (UK -IT RL)

5. Summarising the facilitator’s profile

For an easy visualisation, a Facilitator’s typical profile can be drafted on the basis of the average characteristics of this sample. However, this is not meant to be a model to be imitated and replicated in each country; all the contrary, a diversity of backgrounds, ages and experiences among the group of Facilitators is encouraged as it will surely enrich the experimentation foreseen in the project.
Facilitator’s standard profile

- 32 years old
- Woman (mostly)

- Years working in the sector > 7
- Years working at the organization > 4

- Experience with youth > 4
- Experience with elderly > 2

42% have no experience with elderly at all (mainly in DE, IT)
Others have low experience with both groups (PL)

94% of them have a fixed contract as employee

- Main interest to join eScouts: intergenerational exchange

- Main difficulty envisaged: cultural & technological divides between both target groups

- Principal need/requirement (to be solved): economical support

  (Even when almost all of them are employees)

- Educational background:
  - University (>65%)
  - Intermediate ICT level (73%)
  - Social background (70%)

- Professional experience:
  - As facilitators: 100%
  - As teachers: 85%

- Most valued skills as leaders:
  + Communication
  + Objective oriented
  + Problem solving skills