ESCOUTS
FINAL PUBLICATION
INTERGENERATIONAL LEARNING CIRCLE FOR COMMUNITY SERVICE
ACKNOWLEDGMENTS

eScouts has been a challenging and demanding project, which has set up the basis for further intergenerational learning initiatives. The project coordinators want to especially thank the project partners, their facilitators and volunteers, for the big effort they made to implement the project and produce valuable outcomes and results, demonstrating the human and social value that technology can play in intergenerational learning and dialogue.

eScouts partnership also expresses its gratitude to the Lifelong Learning Programme of the European Commission for the financial support of the project, and in particular to the EACEA team in charge of the Key Action 3 ICT of that programme for its sustained support along the project.
INDEX

Acknowledgments

1. eScouts: Collaborative learning and empowerment between generations 7
   1.1 Objectives 8
   1.2 Actors and Actions 9
   1.3 Project Partnership 10

2. Context Analysis 12
   2.1 eScouts in the European context 12
   2.2 Analysis of National needs and conditions 12
   2.2.1 Local Stakeholder Organizations 13
   2.2.2 The Facilitators 14
   2.2.3 The Youth and the Seniors: some comparisons 14

3. Learning approach and process 17
   3.1 A new branded Methodology for Intergenerational Learning 17
   3.2 The Intergenerational Learning Circle 19
   3.3 Recognition of competences 21

4. Local Implementation 23
   4.1 The implementation in Spain 23
   4.2 The implementation in Italy - Tuscany 26
   4.3 The implementation in Italy - Marche 27
   4.4 The implementation in UK 29
   4.5 The implementation in Bulgaria 31
   4.6 The implementation in Germany 33
   4.7 The implementation in Poland 34

5. Experts and Networks Involved – Dissemination Activities 35
6. Quality Evaluation
   6.1 The Quality Plan
   6.2 Main Results of the Intergenerational Learning Circle
   6.3 The WP4: Performance of the Youth Blended Learning Path (Modules 2 and 3)
   6.4 The WP5: Performance of the Elderly Blended Learning Path (Modules 4 and 5)
   6.5 Intergenerational Learning Outcomes

7. Lessons Learnt, Challenges and Future Prospects

8. Final remarks
   8.1 Summary of the Project value and outcomes
   8.2 Contribution at European Policy Level: towards an increased participation in the Information Society
   8.3 To conclude

Annexes
- eScouts deliverables and results
- Research papers
- References
- Webliography
The “eScouts: Intergenerational circle for community service” project is a complex, multidimensional and comprehensive initiative aiming to develop an exchange of innovative intergenerational learning experiences between people older than 55 years old and young volunteers in six European Member State (Bulgaria, Germany, Italy, Poland, Spain, the UK). The project is supported by the Lifelong Learning Programme (LLP) managed by the European Commission Education, Audiovisual and Culture Executive Agency (EACEA).

eScouts is aimed to develop an innovative intergenerational learning exchange between senior adults and youth volunteers in the context of non-formal education. It is centred on the development of the digital competences of the eldest and on the guidance to the youngest to better face their upcoming adult life challenges. eScouts intergenerational learning circle has mobilized 124 young facilitators and trainers of digital competences in a group of 355 seniors, a selected group of whom has acted, in the second half of the training circle, as mentors of the youth in their access to the labour market and the challenges of adult life, completing in this way a circle of learning, exchange and conviviality.

This is a multifaceted initiative that addresses a number of social, civic, employment, and educational interrelated issues using ICT as a catalyst for both learning and community empowering. At the same time, it promotes key-European values and lifelong learning skills: civic and social or digital competences, the capacity of learning to learn, cultural awareness and expression, or entrepreneurial skills (i.e. a sense of initiative). It is highly innovative in the way it address contemporary societal needs, given the specific problems that both youths and the seniors experience in nowadays societies, and the scarcity of educational/dialoguing activities addressed to put both of them to work together.
Through an innovative methodology developed ad hoc, eScouts takes advantage of blended learning environments and spaces like online community centres like telecentres, public libraries, social, civic or cultural centres, to equip seniors and youths with key ICT and social and civic skills for their own sake but also for that of the communities they belong to. Skills that the project conceives as part of the larger training curriculum of the “facilitator”, “eFacilitators for social inclusion”, an emerging profile Europe-wide around which the core group of the consortium already started to work on in other LLP joint projects.

In addition, eScouts provides the space, time and resources to positively confront any social stigmatization between generations, encouraging Empowerment, Social Inclusion and Participation.

1.1 OBJECTIVES

Based on an analysis of the trans-national context, the eScouts project partners have sought to develop an innovative training solution, aimed at supporting the participating European countries in the common challenge for e-Inclusion. The project thus meets a growing demand, already identified within organizations, to promote the skills and training of ICT with a social purpose in mind. The challenge was to build a comprehensive multi-target inter-generational blended learning/mentoring path to put in dialogue two social groups suffering different kinds of risk of exclusion. Indeed, the fragmentation of contemporary societies and communities too often makes it difficult to reach a satisfying intergenerational dialogue and creates separation and alienation from the history and the memory of the locations where people live and from the larger societies of belonging.

In particular, these are the objectives of eScouts:

1. Develop the digital competences of seniors and facilitate the entrance of youths to the labour market and adult life;
2. Improve other key competences for lifelong learning like digital, cultural, social or interpersonal, the ability to learning to learn, and a sense of initiative;
3. Contribute to reduce alienation, social passivity and isolation in the two identified social groups (where it exists);
4. Put forward an educational process and its related methodologies and tools, participative, reflective, bottom-up developed rather than formal and top-down;
5. Build up a new learning community (supported by a Moddle platform) among blended spaces and environments such as telecentres, schools or civic centres.
6. Design training modules for e-Facilitators of Social Inclusion, focused on development of key competences of users at risk for their empowerment in the Knowledge Society;
7. Explore the existing situation in each country regarding comparable training offer and competences recognition, as well as the needed paths to improve the situation;
8. In conclusion, develop a framework for meeting and collaboration between generations where people is empowered by recognising their differences and encouraged to build positively on top of them.

1.2 ACTORS AND ACTIONS

Being eScouts a multi-faceted project, a range of actors and actions were activated for its consecution. In particular, eScouts main actors are:

1. The Local Stakeholder Organisations, i.e. grassroots organizations taken part of the experience. This category comprises a diversity of entities providing spaces with free access to internet, like telecentres, cultural centres, welfare centres, schools, public libraries, etc. These spaces pursue a social mission while providing learning opportunities and internet access with low entry barriers for disadvantaged target groups. They are playing a key role in local societies like small villages, rural areas or deprived metropolitan areas, becoming a reference point for the development of social cohesion and community building. They are referred as blended spaces since many times they include virtual spaces for participation.

2. The e-Facilitators working in contact with the public in those organizations. They offer a range of social and digital services, including training and guidance to make a purposeful use of new technologies. E-Facilitator can be seen as a new profession of this century which aspires to multiply the digital competences of people in times of the Information Society. It combines a technical background with social and pedagogical competences, and eScouts partners defend their professionalization and formal recognition of their role. In eScouts, they learnt to become Developers of Intergenerational Learning.

3. Youth people aged 16 to 25 years old. eScouts wanted them to become ICT teachers of the digitally excluded senior adults, while developing autonomy and active citizenship.

4. Senior adults over 55. eScouts wanted them to appreciate the value of youth’s “digital capital” and to become their mentors to better face work and life challenges.

The main actions structuring the intergenerational dialogue and exchange between those actors are:

- **Training the facilitators of intergenerational learning** in each country of the consortium to be the key actors and mediators of the two groups, providing them training and assessment, and customization of the content and method to the local needs.

- **Training youth groups to become ICT teachers of the digital excluded seniors**, under the umbrella and according to the “Community Service - Learning” approach. Youth from 16 years
old joined the project, voluntarily, and from different types of organization: high schools, young organizations, volunteer organizations, etc.

- Training the seniors to become mentors for the youth (their previous teachers), providing life experience and perspective of values, adding specific focus on employability issues and using ICT to increase the impact of their voice.

### 1.3 ESCOUTS PARTNERSHIP

This project wouldn’t have been possible without the commitment and willing of a multi-stakeholders partnership composed by eight partners with different but complementary expertise, work experiences and in different areas of influence nationally and internationally. It encompasses social actors and/or private or public bodies like networks of telecentres like those managed by Fundación Esplai and ICTDB, who are member of larger European networks like Telecentre-Europe; network of cultural centres or youth centres like ARCI and PCYF, or action-research organizations with social vocation (L’A.P.I.S., RL, D-O-T) and a public university (sfs/TU-DO), all them oriented towards the social corporate responsibility, working with third sector bodies and telecentres.

eScouts partners have been involved in many European projects before, in some cases collaborating together in previous projects, which provide a good sense of team building and a deep knowledge of the working basis. They share mission and aims, focusing common actions in education and social fields, and willing to spread the benefits of the Knowledge Society and ICT across the citizenship, especially for those who are more vulnerable or excluded.

**d·o·t** is a network of professionals engaged in the development of an inclusive Knowledge Society through action research initiatives focused on ICT and Social Innovation, the Digital Divide, Lifelong Learning, Collaborative and Socially-Responsible Businesses, and International Cooperation for Development. Web page: [www.d-o-t.eu](http://www.d-o-t.eu)

**Fundación Esplai** educates children and young people during their leisure time and strengthens associations and organizations in order to reduce social exclusion and the digital divide. Its Red Conecta and Conecta Joven projects are developing digital literacy training, helping participants to gain e-skills, improve their ability to join the labor market, transform society and improve social inclusion. Web page: [www.fundacionesplai.org](http://www.fundacionesplai.org)

**ICT Development Bulgaria** is Bulgaria’s leader organization involved in the process of developing the Information Society, providing the citizens with an access to broadband internet connection, granting access to different online information resources,
and conducting ICT trainings. ICTDB focuses on various target groups’ inclusion and information, providing both basic and specialized IT literacy tools. Web page: www.ictdbg.eu

is a social co-operative settled in Rome in 1995, which provides services to various agencies of the Italian and European Third Sector, and to public and private bodies. The agency has got a strong expertise on European projects/partnerships, training activities, research, monitoring and evaluation, guidance initiatives, social enterprise feasibility studies, administration and accounting services. Web page: www.lapiscoop.eu

is a civic and independent association that promotes active citizenship at local level through leisure, training and cultural activities, social action and international solidarity. Many of ARCI’s local committees and clubs, especially in Tuscany within the PAAS network (www.old.e.toscana.it/paas/index.shtml), promote digital literacy and the use of ICTs. Web page: www.arci.it

Technische Universität Dortmund combines excellent research with active participation in the shaping of regional and organizational innovation processes, especially dedicated to profound modernization processes of work and labor towards the knowledge society considering aspects like lifelong learning, education and training, knowledge management and new technologies, work with and in networks. Web page: www.sfs-dortmund.de

is a social enterprise which aims to support all those who care for the well-being of each other, their organization and community. RL-UK uses a unique strengths-based approach to enable individuals, groups, organizations and communities to move forward positively. It builds fulfillment through individual and collective engagement in activities that promote appreciation and kindness and the actualization of human potential. Web page: www.rl-international.com

Non-profit organization aims to stimulate comprehensive development of children and youth aged between 5 and 20 years. The organization wishes to help in raising a new generation of responsible and creative people, who actively build their own lives and local community, and thus, the future of our country and of the whole world. We carry out training programs for primary and maternal school teachers which teach them new methods or working with young people. Web page: www.pcyf.org.pl
2. CONTEXT ANALYSIS

2.1 ESCOUTS IN THE EUROPEAN CONTEXT

The "eScouts" project is well within the guidelines of Riga Declaration (2006) "ICT for an inclusive society" and its further developments (i2010, the EU Ministerial eInclusion Conference in Vienna 2008, the Roadmap for Digital Inclusion: a Hub For Social Innovation in Gdansk 2011) aimed to develop eInclusion policies - term coined by the European Commission to encompass the challenge to guide people to the digital world with the use of ICT to increase social and economic participation of people, particularly of those at risk of exclusion.

eScouts also addresses the main objectives of the LLP (Lifelong Learning Programme) implemented by the European Union, with particular attention to the identification and development of innovative practices for the use of ICT, with a specific interest to groups at risk of exclusion. The overall aim is to make these groups self-reliant by providing them the opportunity to increase the knowledge base of ICT systems, thus reducing the Digital Divide. The central objective of the project is to build and implement innovative educational methodologies, which includes the teaching of ICT, implementing the long-term promotion of education and pedagogical strategies, based on an active educational process and capable of being adapted and transferred.

eScouts takes place timely to conclude its lifetime in December 2012, in coincidence with the main celebrations of the European Year on Active Ageing and Solidarity between Generations, to which it contributes through an active participation in related conferences and events.

2.2 ANALYSIS OF NATIONAL NEEDS AND CONDITIONS

In coherence with the project objectives, a cross-country context analysis was carried out to provide systemized information from the field (at local level) to facilitate a further realistic implementation of the pilot phase where the intergenerational ex-change would take place. The first part of the cross-country context analysis 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 Organizations (LSO) which manifested an interest to participate in the Pilot activities and to further exploit the results of this project. The second part explores the needs and opinions of professionals or volunteers who are in direct contact with those target groups, the so-called Facilitators who group a range of socio-digital profiles. The third part reflect the voices of the final beneficiaries of the planned activity (i.e. the seniors and the youths), captured through a survey, which is analyzed comparatively across participating countries.

2.2.1 Local stakeholder organizations

Being this an intergenerational learning project aimed to serve local communities, the variety of LSO locations was an element to take into account due to the potential influence of the environment (public administration, neighborhood, community) in the project.

Digital literacy, Social Inclusion and Volunteering are the most common services offered from the interviewed organizations. These services are completely in line with the eScouts project framework and objectives. Additionally, Health Care services are only offered by candidate LSOs in England and Germany, while leisure time activities and training are in Spain and Italy. To conclude, the organizations that were interviewed were to a certain extent homogeneous in terms of mission, services offered, target groups addressed or legal status of their staff. There was some concern about the fact that identified LSOs were in general more focused on youth than on elders, but no particular difficulties were identified regarding their potential collaboration and engagement with eScouts project. Moreover, they could provide the needed resources for the project, in some cases enriching their contribution by opening the doors for adhesion to other entities with which they usually collaborate.
2.2.2 The facilitators

A Facilitator’s typical profile (see below) was drafted on the basis of the average characteristics of the sample. However, this is not meant to be a model to be imitated and replicated in each implementation; all the contrary, a diversity of backgrounds, ages and experiences among the group of Facilitators is seen as a source for enrichment for the implementation in different contexts and countries.

<table>
<thead>
<tr>
<th>A FACILITATOR’S TYPICAL PROFILE</th>
</tr>
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<tbody>
<tr>
<td>- 32 years old (average)</td>
</tr>
<tr>
<td>- Woman (mostly)</td>
</tr>
<tr>
<td>- Experience in the sector: over 7 years</td>
</tr>
<tr>
<td>- Experience at the organization: over 4 years</td>
</tr>
<tr>
<td>- Experience with youth: over 4 years</td>
</tr>
<tr>
<td>- Experience with elderly: over 2 years</td>
</tr>
<tr>
<td>- Contract type: fixed contract as employee most of them (94%)</td>
</tr>
<tr>
<td>- Main interest to join eScouts: intergenerational exchange</td>
</tr>
<tr>
<td>- Main difficulty envisaged: cultural &amp; technological divides between both target groups</td>
</tr>
<tr>
<td>- Principal need/requirement: economical support (even when almost all of them are employees)</td>
</tr>
<tr>
<td>- Educational background:</td>
</tr>
<tr>
<td>• Formal studies: university (over 65%)</td>
</tr>
<tr>
<td>• ICT level: intermediate (73%)</td>
</tr>
<tr>
<td>• Social background (70%)</td>
</tr>
<tr>
<td>- Professional experience:</td>
</tr>
<tr>
<td>• As facilitators: 100%</td>
</tr>
<tr>
<td>• As teachers: 85%</td>
</tr>
<tr>
<td>- Most valued skills as leaders:</td>
</tr>
<tr>
<td>• Communication</td>
</tr>
<tr>
<td>• Objective-oriented</td>
</tr>
<tr>
<td>• Problem solving skills</td>
</tr>
</tbody>
</table>

2.2.3 The youth and the seniors: some comparisons

For a more informed training design and selection of participants, between May and September 2011 eScouts team carried out an online survey in Spain, Italy, United Kingdom, Germany, Poland and Bulgaria to 150 seniors and 150 youths. The sample showed an educational heterogeneity and a polarization of their Internet profiles (in terms of competences and uses) of the senior target group, which were identified as specific challenges for the design of the training that the youths would deliver to seniors. Regarding the youths, the project team learnt that youth respondents were a kind of socio-economic “elite”. At their early age (most aged between 17 and 21) they were well educated, had a good level of languages, low drop-out rates from school, high percentage of volunteering, and 94% had private computers with internet access. This was considered an opportunity for eScouts,
since the project could benefit from these "elites" to teach the elderly. However, the critical, creative, constructive and community-oriented use of ICT that eScouts intends to promote takes more place in non-formal learning settings like telecentres, youth centres or libraries than in schools or at home, the places where they normally acquire their digital competences. Another challenge to address.

**EDUCATIONAL LEVEL**

![Bar chart showing educational levels and internet skills](chart)

**INTERNET SKILLS**

![Bar chart showing internet skills](chart)
3. LEARNING APPROACH AND PROCESS

3.1 A NEW BRANDED METHODOLOGY FOR INTERGENERATIONAL LEARNING

The Intergenerational Learning in Blended Environments and Spaces (ILBES) methodology is a new approach developed ad hoc for a learning circle in which the youth supports senior people in ICT usage and, in return, seniors mentor youths in their efforts to access to the labour market and to face the challenges of the adult life. It aims to complete a cycle of learning, exchange and conviviality. The teaching and mentoring are mediated by ICT means (social web applications) and Blended Environments and Spaces.

ILBES was developed as part of eScouts and is inspired in two proven learning methodologies which are combined for the first time: the Community Service Learning (CSL) methodology implemented by Fundación Esplai in its “Conecta Joven” network in Spain, and the Participatory and Appreciative Action and Reflection (PAAR) developed by Reflective Learning in the UK. The harmonization of these two methodologies was led by D-O-T with the collaboration of these two organizations, plus the University of Dortmund and L’Apis.

Both methodologies aim to empower individuals to improve themselves and the community where they live; however, each one proceeds in a different way. While appreciating, imagining and designing are central in PAAR, CSL starts by identifying and evaluating the needs of the environment (community), to further imagine solutions and design a tailored project, which is the first action of a CSL facilitator. In PAAR, instead, solutions are expected to be collaboratively built from the strengths of the participants. In order to design a learning methodology for a learning circle between seniors and youths, the CSL approach was taken as the project layer, while PAAR means to find solutions. In this way, the logics of problem-finding and problem-solving, which sometimes can lead to a deficit-based thinking, were complemented by strengths-based thinking, allowing a balance by helping to engage in a conversation – facilitated or around ICT - about what people can do and wish to do, by identifying, using and developing their strengths, gifts and talents.

ILBES methodology, as based on certain ethical principles/practices and learning methods, as well as on (informal, comfortable) training settings that enhanced learning exchanges between the participants, has been very effective in giving value to the life and work experiences of the par-
Participants and to encourage a sharing process. It has also given proof to empower the large majority of the participants, regarding their different roles and the expected learning outcomes.

**ILBES methodology** is rooted on five principles. The first one consists on valuing the space or the environment where the communication is taking place. For example, the youth or elderly centre and the neighborhood where it is placed. The second one is the appreciation of the value that participating in eScouts can bring to society. The third and fourth refer to the extent to which youths and seniors feel themselves empowered by the participation in intergenerational activities and by the exchange with other generations. Finally, an ethical dimension guides any eScouts intervention, always looking to produce some kind of societal good.

ILBES has been developed for Blended Environments and Spaces like telecentres, public libraries, educational, cultural or welfare centres, and other public spaces where digital services are embedded. These spaces have become an important provider of free, public access to ICT, the internet and learning environments for socially-disadvantages target groups, being a reference point for new technologies, non-formal learning, people empowerment and social integration. The clientele of BES largely include seniors and elders who are digitally illiterate, and youngsters volunteering as adult trainers on the basis of their own digital competences. At the same time, the current economic downturn is pushing the job-inexperienced youngsters to look for help at these and other centres with social vocation due to the reduced employment opportunities they found.

The expected outcome of ILBES is a community service-oriented action, reflection and learning, i.e. a collaborative process of committed actions and reflective learning for personal and community development, where learning is an effect of experiencing reflectively (CSL does by learning and learns by doing, PAAR acts and reflects to turn negative into positive). In it, social innovation is supported by e-facilitation, social media and user-generated content. Group reflection (done publically, rigorously and systematically) rather than solely self-reflection is promoted, since change and improvement with regard to the starting point of each intervention should be effect of collective rather than individual actions and views.

As the local implementation demonstrated later, the basis in terms of training programmes, methods, contents and materials for the “young facilitator developer of intergenerational dialogue” and the “senior mentor developer of intergenerational dialogue” have been set by this methodology after its testing. Motivational levels and satisfaction of the key-training actors have been
kept high during the whole ILBES circle. An extraordinary impact of the ILBES has been that of generating a wish to continue the facilitation-training of the older adults through the ICT in the Youth; a longing for going ahead with the learning experience on the ICT-Internet world, as well as going ahead to meet-exchange-and-share with the younger generations.

It is planned that a module for intergenerational learning based on ILBES will become part of a certifiable curriculum for different target groups (youngsters, seniors and the facilitators promoting e-Inclusion), to be exploited by the partner organizations and new stakeholders once the project ends. The contextualization of the learning program design is a relevant aspect to assure the success of the initiative but, in order to make it scalable to further realities, guidelines and recommendations are available to facilitate the process.

3.2 THE INTERGENERATIONAL LEARNING CIRCLE

The designed learning process by Fundación Esplai and Reflective Learning consists of five modules:

- **Module 1: Facilitators training**
  The 24th and 25th October 2011 Fundación Esplai, in collaboration with Reflective Learning, was in charge of facilitators’ face to face training in Barcelona. 16-hours-workshop
  - Characteristics of the eScouts projects: Learning path, methodologies, main actors, schedule; Skills and tools to help in facilitation; Senior adults training and Youth training; Training process and Moodle platform and its uses.

- **Module 2: Facilitators to Youth training**
  - Two facilitators [by country] training fourteen young
  - Aim: to become ICT trainers of elderly adults

- **Module 3: Youth trainers to senior adults training**
  - Fourteen young volunteers [per country] training in pairs, seventy senior adults in ICT skills
  - Senior adults were divided into groups of ten people.

- **Module 4: Facilitators to senior adults training**

- **Module 5: Senior to youth mentoring**

Fundación Esplai, in collaboration with Reflective learning, and in order to achieve a common and homogeneous training process, worked together the whole eScouts Blended Learning path. As a result a really complete facilitators training was achieved, where the whole process made sense.
A strategic and operative plan was developed to provide a general framework for the implementation of the courses, indicating the learning aims and contents, the methods and materials, and the hourly load of each training session. It was intended to facilitate the contextualisation of the learning content and training activities to each territory according to their local needs and cultures, always bearing in mind the general structure of the different learning modules necessary to achieve the Intergenerational Learning Circle conceived as an open process that will be improved with the feedback of the end users.

### Module X Title:

<table>
<thead>
<tr>
<th>Delivery dates:</th>
<th>Session duration:</th>
<th>Total course hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session number</td>
<td>Aims (What the beneficiary should know/do/feel at the end of the course?)</td>
<td>What (Learning content)</td>
</tr>
</tbody>
</table>

That training strategy also included a list of deliverable ICT and personal skills for the young people involved in this project, as well as a proposed definition about mentoring (re-baptised as Developmental Mentoring in the framework of eScouts) and its contextualization to the senior groups that will play this role in the target countries. After providing a first planning of each learning step, a general schedule of the whole “development” process was developed as well (from initial research and online learning platform set-up to training design, implementation and tuning, to the release of
toolkits for further exploitation) to implement a full intergenerational learning circle where developers of intergenerational learning (i.e. facilitators), the youths and the elders (in their double role as trainers and trainees, mentors and mentees) intensively interact with a twofold common mission: exploit their untapped personal potential while serving their local communities with help of ICT.

Developmental Mentoring and the use of Web 2.0 tools were identified as the most challenging aspects to address in the training circle (Elderly-to-Youth semi-circle).

### 3.3 RECOGNITION OF COMPETENCES

The overall objective of the project eScouts is to foster the professionalization of eInclusion activities of intermediary bodies (like telecentres). The eScouts modules support eFacilitators (the people who work in telecentres and help disadvantaged persons on their way to the digital society) in developing their eInclusion competences. eScouts provides a methodological set and learning content (the modules) for facilitating intergenerational learning as a pedagogical approach to support eInclusion.

The partners in the eScouts consortium were aware that their outputs gain impact by recognition within education systems in Europe and therefore dedicated activities supporting recognition, lead by TUDO. As there is no such thing as a European recognition system, the recognition of competences is based on national or even regional processes in the partners’ countries. Recognition could be achieved by either a good visibility within the education community (social recognition) or by a formal act of recognition (formal recognition). Both projects were aiming at fostering the social and formal recognition of their outputs.

In two countries (UK and Poland) the partners opted for the recognition pathway in the higher education (HE) system (ECTS), while the other partners favored to place their national editions of the project outputs within the context of vocational training, aiming at recognition within the ECVET system. All partners started to foster the social recognition of the outputs – supported by the dissemination and sustainability activities. But the level of social recognition for the outputs is quite different in the partners’ countries.

### MAP OF RECOGNITION ACTIVITIES IN PARTNER COUNTRIES

<table>
<thead>
<tr>
<th></th>
<th>Higher education (ECTS)</th>
<th>Vocational training (ECVET)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social recognition</td>
<td>Aim: raising attention for the outputs at universities</td>
<td>Aim: raising attention for the outputs at labour market, vocational training institutions, public authorities</td>
</tr>
<tr>
<td>Formal recognition</td>
<td>Aim: integrating the outputs into university degrees</td>
<td>Aim: Integrating the outputs into existing professional profiles</td>
</tr>
</tbody>
</table>
Most procedures for formal recognition require proof of the labour market relevance of the profiles. This is one of the next challenges in the eScouts thematic context: proving the labour market relevance of the eFacilitator profile by showing interest from employers and possible employees for learning with the curriculum. A usual way to do this is by gathering feedback via surveys. The social and formal recognition is high within the regions of Catalonia (ES) and Tuscany (IT), and relatively high in Bulgaria – due to the activities of the eScouts and VET4e-I partners in those territories- while it is lower in UK, Germany and Poland. Notably the e-Facilitator professional profile has been formally recognized recently in Catalonia and is in process of recognition for the whole Spain, in great part thanks to the impulse given by the aforementioned projects.

In a final, the outcomes of the project “eScouts” will be linked to those of the other EU funded project mentioned above, called “VET4e-I”. That project developed the professional profile of the eFacilitator that is the base for the eScouts modules, which can be seen as an addendum. The eScouts partners are actively linking those projects and are trying to make the eScouts modules part of a European eFacilitator profile.
4. LOCAL IMPLEMENTATION

4.1 THE IMPLEMENTATION IN SPAIN

• Social Background
  The project “e-Scouts -Intergenerational Learning Circle for Community Service” has been implemented in Madrid, Spain by two organizations:
  • Fundación BALIA is an apolitical, non-religious and non-profit organization born in 2001 dedicated to the development of socio-educative projects addressed to groups at risk of exclusion.
  • La RUECA Asociación is a non-profit organization born in 1990 by the hand of a group of professionals close to the social and cultural field.

• Places, times and tools
  Trainings within the project e-Scouts -Intergenerational Learning Circle For Community Service were delivered between November 2011 and April 2012.
  LA RUECA- Pueblo Nuevo / Ciudad Lineal (Madrid):
  All training sessions were delivered in an ICT classroom with 15 computers and a digital display on a 20h-basis, with the exception of M5 which was delivered on a 15h-basis.
  Along the whole training implementation process in La Rueca, over 195 training hours have been delivered, with the following participation data:
  FUNDACION BALIA - Tetuán y Latina (Madrid):
  The delivered training sessions took place in classrooms of partner high-schools of the area (both, standard and ICT classrooms). All training sessions had a minimum of 20h although some of them reached 32h.

• The networking
  In Spain, the use of the eScouts’ communication tool – the platform - during the implementation process was though, quite modest among facilitators, but also really useful for them and the coordination team at some stages of the process, and especially to store and manage training materials and documents related directly to the project.
  Being able to network also gave us the chance of clarifying ideas, as well as sharing, under a
common management, different situations occurred in the participant countries. In this sense, the two f2f meetings were very helpful in the mutual understanding of participant countries’ circumstances and realities, since they can be very different at some points.

• Feelings and users comments

Module 3:

• **Feedback from senior participants:**
  • I could learn to work independently.
  • I want to improve those things I learned!
• **Suggestions for improvements and requests from seniors:**
  • Extend the time for most practical workshops with computers.
  • To improve the use of computers for mathematical calculations.
• **Feedback from young participants:**
  • The intergenerational dialogue has improved, although with some exceptions.
  • I think (the youth) have shown that not all youth people are equal. There are some youth that are a bit lazy... but as in all ages.
• **Suggestions for improvements and requests from younger’s:**
  • It would be good to place computers creating a circle in the middle of the room.
  • I would like to enjoy more hours doing this course in order to better work with my co-partner (pair).

Module 4:

• **Feedback from senior participants:**
  • Total satisfaction in learning.
  • I’ve felt very comfortable. Thanks for everything. Learn to value peers, teachers and youth.
• **Suggestions for improvements and requests from seniors:**
  • Extend the time for most practical workshops with computers.
• **Feedback from young participants:**
  • The large booklet of resources was a great asset which we could discuss and adapt.
  • I’ve been surprised. Senior adults were really motivated. They wanted to participate in everything. They were really collaborative and had a lot of illusion.
• **Suggestions for improvements and requests from younger’s:**
  • We are considering making these same intergenerational workshops, extending the theme to try.
  • To have more sharing with other partners about tool and methodologies.
Module 5:

- **Feedback from senior participants:**
  - I've really enjoyed working with young people in conflicts management and resolution
  - I have realized I have things to teach/transfer to young people

- **Feedback from young participants:**
  - I think you can always learn a lot more about the time in which they have achieved their occupational competence and lifestyle.
  - I think with more time on both sides we can give more experience, because "where we go, they are already returning"!

- **Suggestions for improvements and requests:**
  - It could be nice to have more time to share with senior adults.
  - I would like to talk about other subjects apart from employability.

- **Conclusion**

The local implementation of the project “e-Scouts - Intergenerational Learning Circle for Community Service” is not new in Spain, since we have a lot of experience in training young people to become ICT trainers of seniors. But this project has been a great opportunity for us to create a real atmosphere of intergenerational cooperation and dialogue, and we have learnt a lot along the way. For example, we have learnt the importance of the idea of networking, in order to achieve this real intergenerational experience. In this sense it is very advisable to collaborate, on the one hand with local educative centers and other socio-educative bodies and groups, given their accessibility and deep knowledge of community youth. On the other hand, it is also necessary to collaborate with seniors care homes, centers for elderly people or neighbors associations, to facilitate the promotion of this kind of activities among seniors in our communities.

In any case, this intergenerational experience with ICT as the main tool has proved, once more, the big satisfaction and gratitude that brings to participants, both young and elderly. Young ones discover the volunteering becoming an example of generosity and solidarity not only among their peers but also and especially with the seniors they work with. On the elderly side, they feel re-energized and re-activated recovering illusions, motivations and enthusiasm, with a marvelous rejuvenating effect that in many cases makes a big difference in their senior phase. Realizing that they still have a lot to offer, and especially to young people is priceless for them. And for all the above, this is also a great and satisfying experience to participant facilitators, as the key factor in this intergenerational process, making possible a real and comprehensive meeting between two different generations that too often think... have nothing to do with each other.

All of them are good examples of solidarity, social cohesion and self-development.
4.2 THE IMPLEMENTATION IN ITALY - TUSCANY

• Social Background

eScouts - Intergenerational Learning Circle For Community Service was implemented in Tuscany, in particular in the District of Pontedera and in the city of Pistoia. Tuscany is one of the regions with the highest rate of elderly people. In fact, the high number of ARCI clubs in the region have many elderly members and host activities dedicated to the elderly. In addition, in Tuscany lies one of the most important universities of the third age. Unfortunately, the world of young people is still very far from this reality and today’s times do not contribute to the rapprochement between generations. There are often ARCI clubs for young people and historical clubs that are a meeting place for the elderly. In recent years, the effort was encouraged to find activities that unite young and old people. Intergenerational activities. eScouts is perfectly in line with this objective. The clubs were selected purely on attendance for the elderly. Thanks to eScouts we managed to involve two generations seem so far away, through a common purpose have found a meeting point.

• Places, times and tools

In Italy the project was implemented in two different cities of Tuscany: Pisa and Pistoia. In the city of Pisa participants made the courses within the Centro Poliedro - Piazza Berlinguer 56025, Pontedera – and Circolo Arci Il Botteghino - Via Tosco - Romagnola 455, Pontedera. In the city of Pistoia participants made the training within the CIRCOLO ARCI BOTTEGONE - Via Fiorentina 697, Pistoia.

• Training and modules

• Module 2: Facilitators to Youth training (24 youth, 2 facilitators, 20 hours)
• Module 3: Youth trainers to Seniors adults training (22 youth, 70 seniors, 140 hours)
• Module 4: Facilitator to Senior adults training (2 facilitators, 5 seniors)
• Module 5: Senior adults to youth training (5 seniors, 10 youth)

• The networking

ARCI is an association of social promotion that operates in many fields. Today It is organized in “circoli” (clubs), local, regional and national committees and most of the activities are carried on by volunteers. In Tuscany there are 17 committees and 1300 “circoli”, with 200,000 members. Thanks to this big local network and thanks to clubs in which there are PAAS

• Feelings and users comments

Participants declared that the eScouts training method of knowledge exchange was appropriate for the target groups and that they felt that activities were carried on in an ethical way with respect to communication and activities performances. In particular, participants expressed satisfaction on
some useful activities such as: the need to stay active (active ageing), the need to get in touch with young people/elderly people, the need to be socially included

the possibility to keep up with times, the possibility to acquire new skills and competences, the need to be independent. Some seniors expressed their difficulty to approach new technologies, and reported how working in group, especially with youth, enabled them to overcome this mental obstacle to face these themes. The difficulties detected were mainly about spaces where activities took place, sometimes barely adequate to seniors mobility. They also made the request to have more training sessions or a project prosecution that allow them to develop and enrich the abilities they acquired.

• Conclusion

We can conclude that the project has gone very well in Italy. The audience responded with great interest to the activities and the implementation of the working methodology. Both young and elderly have found a means of sharing to be together. New technologies have given the possibility to find a sharing common ground between the generations. In Italy, also managed the final exchange elderly-young (mod. 5), the one that seemed the most problematic part of the project; it is found to be the most exciting, bringing young people into the heart of elderly life style working together. No more barriers and misunderstandings between generations, but an even exchange, made of new skills, greater independence and intergenerational exchange.

4.3 THE IMPLEMENTATION IN ITALY - MARCHE

• Social Background

The training activities were conducted in Pesaro, Marche Region, by two organizations: Cooperativa Sociale Labirinto and Reflective Learning Italy. The Marche Region, as well as the Tuscan one, is characterized by a high concentration of adult and elderly people who have specific needs in terms of services and activities. The Marche Region has a high presence of associations, groups and organizations able to promote the general welfare of its citizens and in particular to safeguard and support the area of education, health and social disadvantage. In this sense, Cooperativa Sociale Labirinto, founded in 1979, is one of the key node of the territory in terms of aggregation and services and it’s characterized by its commitment in the areas of education, social care and training.

• Places, times and tools

The activities were carried out at the Cooperativa Sociale Labirinto from March 2012 until May 2012. The training sessions, lasting about two hours, have been accompanied by an intense distance communication. During the training, participants were able to work with multimedia tools and equipments.
• Training and modules
  a. **Module 2**: Facilitators to Youth training (8 youth, 1 facilitators, 20 hours)
  b. **Module 3**: Youth trainers to Seniors adults training (8 youth, 39 seniors, 20 hours)
  c. **Module 4**: Facilitator to Senior adults training (1 facilitators, 5 seniors)
  d. **Module 5**: Senior adults to youth training (5 seniors, 8 youth)

• The networking
  The network activity has been a key point in the project, both internally and externally.
  Internally, the network has been central in the process of participants’ scouting. In fact, the selection was very intense and done in presence, to be able to listen and answer to the specific needs of the two groups. The initial scouting phase allowed facilitators to obtain useful information for the training process, aimed at customizing activities.

  At group level, the network between facilitators and participants has been conveyed by the creation of an online platform that has allowed, on the one hand sharing documents, facilitating the learning of seniors, assigning and evaluating tasks, on the other to help in the creation of the two groups and to maintain a relationship over time. At the external level, the project has set up an important regional network, consisting of teachers, volunteers, the City and the Province of Pesaro and the cooperative’s world that has allowed not only to promote the project, but to start a process of reflection and discussion about intergenerational topics.

• Feelings and users comments
  The project has received positive feedback from the participants and has met the needs of young and elderly. Young people have developed a greater awareness to their way of life and intergenerational dialogue and the elderly have gained confidence with regard to technology and new generations. The mood of exchange between young and senior was positive, appreciative and non-judgmental. The organization of a final event, a common dinner prepared by young people and supported by the participation of older people and the local community, was an expression of the birth of a new citizens’ intergenerational community. The gradual awareness of “the other”, trust, respect, learns together, motivation, reflection, and social activation were some of the key pillars of this important experience.

• Conclusion
  The project allowed us and the participants to explore the diversity and enrich our perspectives through the exchange and comparison. The co-construction and sharing of technical, educational and social contents has allowed young and elderly to develop skills and abilities in a strength-based approach, highly motivational. The project has enabled the creation of a real space for discussion and exchange between different generations that can be active agents in the territory thanks of their positive experience and awareness. The spirit of the project in Marche Region can
be summarized by the words of one of the two facilitator: “The project has created a beautiful mood; there is the will, between generations, to meet and know each other. What is often missing are the occasions, the space and the time to do it. Perhaps today when we talk about the need of a community, we can think about opportunities like this”.

### 4.4 THE IMPLEMENTATION IN UK

#### Social Background
The training was conducted by RL-UK in a university setting with under-graduate students following healthcare, psychology and education programmes so training to become teachers, nurses and others working in Welfare organizations.

#### Places, times and tools
RL-UK were first involved with training in Barcelona 2011: Module 1. Additional training for youth teachers of the elderly (Module 2), youth to elderly training (Module 3), facilitator training of the elderly (Module 4) and elderly mentor training of the youth (Module 5) ran from December 2011 to early April 2012.

#### Training and modules
- **Module 1**: Facilitator Training (12 facilitators from partner countries)
- **Module 2**: Facilitators to Youth training (8 youth, 2 facilitators, 20 hours)
- **Module 3**: Youth trainers to Seniors adults training (8 youth, 16 seniors, 20 hours)
- **Module 4**: Facilitator to Senior adults training (2 facilitators, 2 seniors, 20 hours)
- **Module 5**: Senior adults to youth training (2 seniors, 11 youth, 20 hours)

#### The networking
The project offered an ICT Moodle platform. This provided the potential for some meaningful communication. However even with support and encouragement this was not fully exploited. Participants appreciated the face to face training experience which was an opportunity for networking with meaning and purpose.

#### Feelings and users comments
- Contribution to a methodological harmonization process to produce intergenerational dialogue.
- Tools for facilitators and elderly mentors to enhance the social work skills for youth.
- Intergenerational dialogue was empowering because the project provided a positive context for confronting any stereotypes of the elderly and of the youth that may have been held.
• Learning how to use skills was important in order to make the experience for all who participated meaningful and relevant to everyday living.

• Conclusion
  1. Celebrating diversity and similarity
     By providing generic modules 4 & 5 we were inviting each partner to contextualise them in their own national settings. So these generic modules were the similar things. Their contextualisation brought out a rich diversity of interpretation and practice.
  2. Intergenerational dialogue was empowering
     A big lesson learned was that, at its best, intergenerational dialogue was empowering for both the elderly and youth.
  3. Learning how to use skills was important
     In modules 1 & 4 the emphasis was not simply on learning ABOUT facilitation and mentoring but learning HOW to facilitate and mentor. This required knowledge and a positive approach. But it also required the use of the practical wisdom of those involved.
  4. Co-constructing modular content was crucial
     The successful delivery of module 5 depended upon elderly mentors inviting the youth to study and discuss the generic skills map and sub-themes, negotiate and then co-construct an experience that would be both useful to youth and meaningful to them. This co-construction principle was very consistent with the eScouts notion of a ‘learning circle’.
  5. Clarifying the nature of volunteerism
     On reflection, the nature and implications of voluntarily participating in an intergenerational project such as this needs to be clearly stated at the start. In the project’s ethical code of conduct each person’s right to non-participate needs to be respected.
  6. Being appreciative
     One of the parts of the eScouts (harmonised) methodology was a distinct methodology developed by P5 and called PAAR (Participatory and Appreciative Action and Reflection). This methodology required participants to use their appreciative intelligence. In concrete terms for example in modules 4 & 5, this meant that both the elderly and the youth had to learn how to appreciate the efforts, gifts, talents and strengths of others.
  7. Using social intelligence
     Engaging in modules 4 & 5 required the use of everyone’s social intelligence. This meant that working and learning together was required. The development of a range of social skills was embedded within the skills map. Allied to this were skills like being empathetic.
  8. Learning through reflection
     At the heart of eScouts was the notion of learning. Elderly learning how to develop their digital skills. Youth learning how to develop their social and work skills. It was through a process of intergenerational LEARNING that this was accomplished. Reflection and its various practices permeated
everything. Reflection-in-action and reflection-on-action was undertaken by facilitators and mentors in order to be sure that module objectives were achieved and that the quality of the learning experiences were the best they could be.

4.5 THE IMPLEMENTATION IN BULGARIA

- **Social Background**
  Project “e-Scouts -Intergenerational Learning Circle For Community Service” was implemented in two places – capital of Bulgaria Sofia and one of the biggest cities VelikoTarnovo. Capital Sofia is with population around 1.5 million. People, VelikoTarnovo is around 150 thousand people. In VelikoTarnovo have less young people than average for the country and more elderly.

- **Places, times and tools**
  Trainings within the project “e-Scouts -Intergenerational Learning Circle For Community Service” has started in end of January 2012. The first delivered training was Module 2: Facilitators to Youth training – it included 2 facilitators and 24 young people (20 in Sofia and 4 in VelikoTarnovo). After the initial training young people started to deliver Module 3: Youth trainers to Seniors adults training – starting in December 2011. The trainings within those modules have finished by the end of February 2012. March 2012 and April 2012 were dedicated to implementation of trainings within Module 4 and 5.

  All trainings in Sofia were implemented in elderly house for retired people in the center of the city. For that purpose it was fully equipped computer room with PCs from ICTDBG where the training was conducted. In VelikoTarnovo training was implemented in central culture club and library are very often elderly people visit take book and use internet. The material for students and teachers are printed on paper for better comfort ability reading it.

- **Training and modules**
  - **Module 2:** Facilitators to Youth training (24 youth, 2 facilitators, 20 hours)
  - **Module 3:** Youth trainers to Seniors adults training (22 youth, 70 seniors, 140 hours)
  - **Module 4:** Facilitator to Senior adults training (2 facilitators, 5 seniors)
  - **Module 5:** Senior adults to youth training (5 seniors, 10 youth)

  During the implementation phase of the project over 200 hours of training were delivered.

- **The networking**
  The use of e-scouts platform during the training in Poland was modest. Platform served mostly as a:
  - Communication tool for facilitators
  - Evaluation tool for participants in final modules 4 and 5
Way to distribute training materials and store documents related directly to the project trainings

Feelings and users comments
During the local trainings two group evaluation sessions were organized. First session was organized for youth participants after module 3. It was dedicated to review of computer training for seniors, during the session 2 main questions were asked:

What could be done better in module 3?
• To check initially level of seniors computer skills and to divide them into groups
• Some seniors were not motivated enough to work continuously during the computer course

What was young people success?
• Motivation from youngsters, willing to succeed
• The atmosphere of the training was nice

Second evaluation meeting was organized for senior participants after module 5. Seniors were asked about:

Does young people were 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.

What were strong and weak sites of young people?
Young people are open and communicative- Is a big strong point. But lack of clear goal in the future is a big weakness “I want to finish the university then we will see…”

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 now can go abroad and study in every university which they like not like before. But in old times elderly ware sure after they finish university will find jobs in the country!

Conclusion
The local implementation of project “e-Scouts -Intergenerational Learning Circle For Community Service” was, at two places Sofia and VelikoTarnovo districts, first opportunity to test intergenerational cooperation between youth and seniors. Since it was a first educational program of this type we’re able to get a lot of experience in implementation of this type of activity. The main results of project activities were intergenerational integration and raise in seniors ICT skills and also big impact to seniors was start training again youngsters (mentoring).
4.6 THE IMPLEMENTATION IN GERMANY

• Social Background
    The training was conducted by the German welfare organization Arbeiterwohlfahrt (AWO) in the district Berlin South-East. AWO is one of the largest German welfare organizations (with around 160,000 employees). The local committee of AWO in Berlin South-East runs several Kindergarten, youth clubs and senior residences. It covers an area that is characterized by large migration minorities (Russian, former Yugoslavian, Turkish) and an average unemployment rate.

• Places, times and tools
    The training took place on the premises of AWO Berlin South-East. Though two senior residences were included, the main training was facilitated in a training centre that is connected to a youth club. This made it very easy for youth to participate in the training, as the youth club is a low threshold place with leisure function for youth inhabitants of this city quarter. The youth club offers activities like discotheque, sports, internet café, cultural and educational courses and a well fit training centre. It has a good contact to youth and works as a local communication and social work centre. It closes in school holiday because the staff organizes holiday trips for youth in this time. These closure times made it difficult to plan training sessions, because they had to fit into a tight time frame. The training took place from 16th-28th February, from 3rd-24th April and in May 2012.

• Training and modules
    • Module 2: Facilitators to Youth training (15 youth, 2 facilitators, 20 hours)
    • Module 3: Youth trainers to Seniors adults training (14 youth, 70 seniors, 140 hours)
    • Module 4: Facilitator to Senior adults training (2 facilitators, 5 seniors)
    • Module 5: Senior adults to youth training (5 seniors, 10 youth)

• The networking
    Though the project offered a well equipped ICT communication infrastructure and trained facilitators, the use of ICT tools for networking was low. Participants used the face to face training sessions for intense networking – predominantly within their age group. The facilitators discovered intergenerational networking, but the generational groups preferred to stay within their age group in the beginning of the training. In later sessions, better intergenerational networking was discovered, but still ICT based networking was rare. E-mail addresses and Skype accounts were exchanged.

• Feelings and users comments
    A workshop was held on the premises of AWO Berlin South East in order to collect feelings, impressions and user feedback. It produced an insight into the participants’ view on the training. The most striking insight was that all participants reported to have gained experience from the
project. Youth described their main profit as the experience to “learn to teach”, because most of the youth participants had experience as facilitators but stayed within their age group in previous training experiences. Intergenerational training was new to them. Same for the elderly: Most of them had experience from trainings before – some even had facilitated trainings themselves – but an intergenerational exchange was new to them. ICT as a training topic was appreciated both by senior and youth participants, as it seems to be a shared point of interest. Though, youth participants were much more skilled in ICT and found it easy to bring new ICT knowledge to the senior participants. They regarded it as a challenge in the didactic dimension, because they experienced that senior learners understood ICT different than youth learners. This lead to the estimation that the participation in the training improved their “learn to teach” competences.

• **Conclusion**

The training offer was well perceived and evaluated by all involved persons – youth, elderly and facilitators. All groups found different aspects of the training offer as useful for them: Youth reported that they improved their “learn to teach” competences, elderly gained ICT skills. The facilitators regarded the training as an improvement of their didactic skills and are now thinking about organizing further intergenerational trainings. But the training had a learning effect on the organization side as well. An interview with the staff of the youth club showed that AWO Berlin South East is now more interested in intergenerational work and internationalization of their offers. Additional international activities are now planned. A learning effect on the ICT dimension was claimed by the senior participants and the facilitators: The seniors reported to have improved their ICT skills and the facilitators have gained skills in the organization of blended learning sessions.

### 4.7 THE IMPLEMENTATION IN POLAND

• **Social Background**

eScouts - Intergenerational Learning Circle For Community Service was implemented in Warsaw District of Bielany. The district Bielany is situated on the left terraces of the Vistula River, in the suburban northern part of Warsaw. The district Bielany is inhabited by about 135 thousand of people. In Bielany lives 8% of Warsaw population. Around 16% of population of Bielany is at age up to 17, 62% at productive age and 22% at retirement age. It means that the district has got less working people than the town average (65, 9%) as well as less young people.

• **Places, times and tools**
Trainings within the eScouts project has started in November 2011. The first delivered training was Module 2: Facilitators to Youth training – it included 2 facilitators and 15 young people. After
the initial training young people started to deliver Module 3: Youth trainers to Seniors adults training – starting in December 2011. The trainings within those module has finished by the end of February 2012. March 2012 and April 2012 were dedicated to implementation of trainings within Module 4 and 5.

All trainings were implemented in Mediateka „Start-Meta”. Mediateka is a modern, fully computerized cultural institution for people - not just from Bielany, but all of Warsaw. Its main task is to provide knowledge in all fields of science. These materials - written on different media (books, magazines, CDs, DVDs, Blue-ray and analog) are available both on site or to take away home.

Mediateka “Start-Meta”. is not only the facility in which you can borrow books, magazines and multimedia. It is also a meeting place for cultural and scientific arena of debate.

• Training and modules
  • Module 2: Facilitators to Youth training (15 youth, 2 facilitators, 20 hours)
  • Module 3: Youth trainers to Seniors adults training (14 youth, 70 seniors, 140 hours)
  • Module 4: Facilitator to Senior adults training (2 facilitators, 5 seniors)
  • Module 5: Senior adults to youth training (5 seniors, 10 youth)

During the implementation phase of the project over 200 hours of training were delivered

• The networking
  The use of e-scouts platform during the training in Poland was modest. Platform served mostly as a:
  • communication tool for facilitators
  • evaluation tool for participants in final modules 4 and 5
  • way to distribute training materials and store documents related directly to the project trainings

• Feelings and users comments of participants
  During the local trainings two group evaluation sessions were organized. First session was organized for youth participants after module 3. It was dedicated to review of computer training for seniors, during the session 2 main questions were asked:

  *What could be done better in module 3?*
  • to check initially level of seniors computer skills and to divide them into groups
  • some seniors were not motivated enough to work continuously during the computer course

  *What was young people success?*
  • seniors had thanked us after the training – young people have received flowers, candies etc
  • the atmosphere of the training was nice

  Second evaluation meeting was organized for senior participants after module 5. Seniors were asked about:
Does young people were 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 a major difficulties in setting their life aims. Most of aims were educational and professional.

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.

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 much possibilities to educate and develop their personality. Young people generally think that they deserve for more that they have in terms of

• Conclusion

The local implementation of project “e-Scouts -Intergenerational Learning Circle For Community Service” was, at Bielany district, first opportunity to test intergenerational cooperation between youth and seniors. Since it was a first educational program of this type we’re able to get a lot of experience in implementation of this type of activity. The main results of project activities were intergenerational integration and raise in seniors ICT skills.
The project dissemination has exploited all the opportunities offered by the European Commission concerning the main issues addressed the project: Events, publications, roundtables, conferences, workshops. In addition, this year met perfectly the disseminating eScouts needs, because this was the European Year of Active Ageing and Intergenerational Solidarity. Through this common thread, European institutions were the vehicle for all organizations, national institutions, researchers, NGOs, etc., to share and debate projects, new ideas and new approaches for social inclusion and for intergenerational exchange. Moreover, by exploiting the networks, contacts, forums built by the partners involved in the project, eScouts was presented, shared and promoted through the civil society and organizations that deal with social inclusion, employability, intergenerational exchange. Furthermore, the partnership has participated in several calls for the project presentation within the major conferences and to insert eScouts in several networks as good practice. This kind of tools were necessary and useful; working with young people and new technologies, eScouts could not excluded social networks as a fundamental tool of dissemination.

During the two years of the project, there have been three dissemination events. These events had a fundamental impact at the European level and eScouts collected a huge successful. The first dissemination event was essential. In fact, the first event was hosted within one of the major European Conference on New Technologies organized by SOLIDAR. SOLIDAR is one of the most important European networks in the field of social inclusion and it is a European network of NGOs working to advance social justice in Europe and worldwide. With 56 member organizations based in 25 countries (20 of which are EU countries), member organizations are national NGOs in Europe, as well as some non-EU and EU-wide organizations, working in one or more of our fields of activity. The 1° dissemination event, as well as giving the opportunity to eScouts to become part of this important network, has enabled the project to have a great international visibility. Since that event, in fact, we were contacted by other European networks and international organizations to present, discuss and share eScouts as European good practice. In fact eScouts has been included as a best practice in many other networks like: EMIL - European Map of Intergenerational Learning, the Age Platform Europe, the European Union website dedicated to the Year of Active Ageing and Intergenerational Solidarity. In addition, eScouts was invited by EUCIS - LLL, the most important platform.

5. EXPERTS AND NETWORKS INVOLVED – DISSEMINATION ACTIVITIES
on education at the European level, at the annual conference on Education. eScouts was presented during the conference and then inserted into the portal of best practices of EUCIS - LLL.

eScouts was also presented during several European events. The countries involved in the project have organized several events and participated to national and local events. In Italy, there were two important promotional occasions: the first one was the "Management ethics: the model of stewardship". This was a seminar on stewardship practices and strategies, as a new model of ethical management of resources. The meeting, sponsored by the Department of Social Sciences of the University of Rome, La Sapienza, in collaboration with the Association Reflective Learning Italy (RL-IT), will be held on March at PortaFuturo in Rome. The second event, that was also the 2° Dissemination event, was the ARCI International Meeting on Social Inclusion and against discrimination. The meeting was attended by international actors, representatives of NGOs, local and international institutions and stakeholders concerned with social inclusion, and combating discrimination. During the meeting are been organized various workshops and laboratories in which were been presented projects, good practices that were been discussed and improved. In Spain, eScouts participated in one of the foreseen Workshops about Intergenerational Solidarity and Active Ageing, in coordination with Balia Foundation (one of the 2 entities which piloted eScouts modules in Spain). eScouts shared project’s results and the possible implementation of it in the Conecta Joven network. Another important event in Spain was during the EERA Annual Conference (European Educational Research Association and the University of Cadiz) in Cadiz. Two contributions have been made to the EERA conference by eScouts partner sfs / TU Dortmund: 1. E-Facilitators: Functional Hybrids between ICT Teaching and Community Management. Submitted to ECER Network 02: Vocational Education and Training; 2. E-Facilitator - The Rise Of A New Profession. Submitted to ECER Network 02: Vocational Education and Training. Both contributions have been accepted and the authors, eScouts partners, have been invited to present their respective paper at the conference. They have done this in cooperation with eScouts project partners. In Bulgaria, eScouts participated to the “Get Online Week 2012”. The campaign was organized by Telecentre-Europe AISBL supported by the European Commission and a number of international organizations, including Microsoft, Liberty Global, European Broadcasting Union and Telecentre.org.

“Get online week 2012” helps people to get online, find work, learn new essential ICT skills, and get more out of life. The Bulgarian partner was attended and presented eScouts.

eScouts was presented, therefore, during the most important European events in the field of digital divide, intergenerational exchange, education, ICT and e-Inclusion. Several papers were presented during these conferences like the one presented in Porto, "ESCOUTS: Intergenerational In Blended Learning Environments And Spaces (ILBES) For Social Inclusion" and in Cadiz "eFacilitators: Functional Hybrids between ICT Teaching and Community Management." The project methodology has received appreciation at the European level and so the project, in addition to being published in various sites and newsletters in the field, has been published in scientific journals such as Education and Training and Reflective Practices.
The third and final dissemination event was in Brussels, during the Media & Learning Conference. eScouts was invited to present the project at the conference and there was a stand where we have distributed many dissemination materials. The Media & Learning 2012 Conference is aimed at practitioners and policy makers who want to contribute to the development of digital and media skills in education and finding new and effective ways to embed media into the learning process. Thanks to the construction of this important network of contacts, we were able to give greater visibility to the project. In fact, eScouts was invited to participate in other important European event in the field of e-learning and active ageing. We are speaking about the largest European eLearning event ONLINE EDUCA BERLIN and the European Commission conference "One Step Up in later life: learning for active aging and intergenerational Solidarity."
6. QUALITY EVALUATION

6.1 THE QUALITY PLAN

Based on two existing methodologies - the Community Service Learning (CSL) adopted by Fundación Esplai (P1) in Spain, and the Participatory and Appreciative Action and Reflection (PAAR) conceived by Reflective Learning (P4) in UK – an innovative blended learning methodology, the ILBES – Intergenerational Learning in Blended Environments and Spaces, has been devised and tested. It has been tailored to build a comprehensive inter-generational blended learning/mentoring path to put in dialogue two social groups at risk of exclusion (the Youth and the Elderly) and to facilitate their empowerment through a satisfying intergenerational dialogue, the “enjeu” ("stake") of the project. Only the pilot testing could reveal if it is viable or not.

The ex-ante evaluation reflected on specific social problems/educational gaps identified as:

• Isolation, exclusion from the pleasure/benefits/rights and duties to participate actively in the civic life/growth (active citizenship).
• Low participation to the educational system (early school leavers, low-qualified young and adult people, lack of recognition of the competences formed, etc.).
• Exclusion from the labour market/retirement system.

Based on the five satisfactions stakeholder model and on a quality notion (“To reach established objectives with regard to stakeholders’ needs and expectations”), the Quality Model has:

1. Monitored systematically the project and each of the five learning modules that compose the intergenerational learning circle in every participating MS. Thus, entry registration forms and an exit questionnaire per module and per training actor (facilitator; trainer; mentor; learner) have been elaborated uploaded to the Moodle platform, stored in Lime survey and analyzed. The exit ques-

1) A. Touraine, “Production de la société”, Éd. du Seuil, Paris, 1973 and “La voix et le regard”, Éd. Du Seuil, 1978. According to his analysis of the society and to its definitions of social movements and social change, the “enjeu” (the stake), is the object of social fights/conflicts, and it is represented by the cultural field/values which are identified as the historicity, the way a society defines itself and its values. Thus, a society produces itself through ongoing conflicts.

2) The reflection has been followed by the initial research (http://platform.escouts.eu/course/view.php?id=5).


4) Please see the figure n. 1 at the end of this paragraph.
tionnaires have been translated in every language spoken within the consortium, filled up and then uploaded to the online platform, in some countries this has been executed by the facilitators, in some others by the training co-ordinators, and/or by the other training actors.

2. **Verified the overall quality of the project and of the training performance**, involving in all the key-learning actors (“stakeholders”) to collect their participation, satisfaction and suggestions to improve it.

3. **Facilitate a good description of the set of knowledge, skills and competences** (“the learning outcomes”) acquired by the different groups of learners and facilitators, trainers, mentors, with the view to start verifying the requirements needed to get a recognition process in the future.

4. **Analyse the main results and outcomes generated** in terms of: a) reduction of alienation, social passivity and isolation; b) Positive, enjoyable and useful “intergenerational circles” experienced; c) improved LLL competences: digital, cultural, learn to learn, social/civic, communication; d) elaborated and tested innovative, participative, reflective and bottomed-up learning method (ILBES) and annexed tools that prove to be viable and scalable Europe-wide.

The quality evaluation tools and process received inputs by all the consortium members through a highly participative process, implying a constant organizational backing from all partners and of their core training staff, with special regard to the training co-ordinators and to the facilitators. This is especially true if we consider that a comprehensive set of justification and monitoring tools have been applied (to include the Learning Program Design Form\(^5\), to adapt the contents of each module to every training context; the attendance registration forms; the final modules’ evaluation questionnaires; the authorization of images; the local trainings’ synthetically data\(^6\), etc.). Inevitably, the time dedicated to the contextualization, monitoring and storing of key-training documents has been of primary importance.

From a methodological point of view, the quality final module evaluation questionnaires:

- have been answered by the large majority of the attendees, trainers and trainees.
- have proved to be understood against any initial concern (especially about the seniors), with, for example, the large majority of the open fields (the questions where it was admitted to answer with a personal thought) that have been responded by large audiences. Of course, support to the trainees has been provided by the local training teams. The result is great, in terms of people with a low educational degree who have been empowered to express their point of view.
- There have been some problems here and there, but in most of the cases the critical issues have been positively solved thanks to the co-operation of all.
- In technical and technological terms, a relevant issue, as this project has been funded under the transversal key-action 3 / ICT, the quality evaluation process has been vehicle by the Moodle platform, as linked to the Lime survey database.


**FIG. 1 - THE NOTION OF QUALITY:** “to reach established objectives with regard to stakeholders needs and expectations”

<table>
<thead>
<tr>
<th>START</th>
<th>END</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROJECT’S START</strong></td>
<td><strong>PREPARATION OF THE TRAINING</strong></td>
</tr>
<tr>
<td><strong>TRAINING IMPLEMENTATION</strong></td>
<td><strong>OUTPUTS:</strong></td>
</tr>
<tr>
<td></td>
<td>“resources at the disposal of the project”</td>
</tr>
<tr>
<td><strong>INPUTS:</strong></td>
<td><strong>ACTIVITIES:</strong></td>
</tr>
<tr>
<td></td>
<td>“actions taken or work performed to convert inputs into outputs”</td>
</tr>
<tr>
<td></td>
<td><strong>ACHIEVEMENTS/OUTPUTS:</strong></td>
</tr>
<tr>
<td></td>
<td>“the product of a certain activity, made it possible by the grant of EC funds”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EFFECTIVENESS:</th>
<th>LEARNING OUTCOMES OF M2 M3 M4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were the training activities led adequate to reach the project objectives?</td>
<td>of both Trainers and Trainees</td>
</tr>
<tr>
<td><strong>PARTICIPATION:</strong></td>
<td><strong>INTERGENERATIONAL DIALOGUE AND LEARNING:</strong></td>
</tr>
<tr>
<td>Have the expected groups of Seniors and Youth taken part to the project?</td>
<td>Was it enjoyable / effective / useful / meaningful?</td>
</tr>
<tr>
<td>How was the team working practice?</td>
<td>Did it produce a change of attitude?</td>
</tr>
<tr>
<td><strong>SATISFACTION:</strong></td>
<td><strong>UTILITY:</strong></td>
</tr>
<tr>
<td>Was the training experience satisfactory?</td>
<td>Was the training useful for the future / for the improvement of your personal / working life?</td>
</tr>
<tr>
<td><strong>OUTPUTS:</strong></td>
<td><strong>POST-EVALUATION</strong></td>
</tr>
<tr>
<td>N. of Facilitators / Youth Trainers / Mentors / Trainees</td>
<td><strong>RESULTS:</strong></td>
</tr>
<tr>
<td>N. of modules / hours</td>
<td>“the immediate benefits obtained by direct users”</td>
</tr>
<tr>
<td>N. of learning programme design / other training materials</td>
<td><strong>OUTCOMES:</strong></td>
</tr>
<tr>
<td><strong>TRAINING IMPLEMENTATION</strong></td>
<td>“actual impacts/benefits(changes for participants during or after your programme”</td>
</tr>
<tr>
<td></td>
<td>“what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.” [EQF; 2008]</td>
</tr>
<tr>
<td><strong>INPUTS:</strong></td>
<td><strong>IMPACTS:</strong></td>
</tr>
<tr>
<td>“resources at the disposal of the project”</td>
<td>“broader and longer term changes for economy and society as a whole”</td>
</tr>
</tbody>
</table>
6.2 MAIN RESULTS OF THE INTERGENERATIONAL LEARNING CIRCLE

The Pilot Testing of the intergenerational learning circle was delivered with different timing and organization in the nine Regions and six implementation Member States (Spain, Italy-Marche and Italy-Toscan, Bulgaria, Poland, Germany and the UK). Generally, all the training modules took place according to the general project work program - within April 2012 with some delays due to specific incidents (availability of the trainees, overlap with other initiatives, etc.).

The idea behind the intergenerational learning exchange between Youth and Seniors is represented in a graphic way through the “Learning Circle Diagram”, which shows and explains to the stakeholders and the general public the spirit behind eScouts project (FIG. 3). Afterwards, the diagram helps to summarize and present the most relevant data with regards to the whole training path, composed of the training of the core-Facilitators (Module 1), the WP 4 – Youth Blended Learning Path and the WP 5 – Elderly Blended Learning Path (FIG. 3). In the end, the learning circle has mobilised some 124 young facilitators and trainers of digital competences of a group of 355 seniors aged more than 55 years, a selected group of whom has acted, in the second half of the training circle, as mentors of the youth in their access to the labour market and the challenges of adult life, completing in this way a circle of learning, exchange and conviviality.

FIG. 3- MAIN RESULTS: THE PEOPLE TRAINED

7) Sofia and Veliko Tarnovo, Bulgaria; Berlin-Brandenburg, Germany; Marche and Toscan, Italy; Warsaw (Mazowia), Poland; Comunidad de Madrid, Spain; West Midlands and South West England; the UK.
6.3 THE WP4: PERFORMANCE OF THE YOUTH BLENDED LEARNING PATH (MODULES 2 AND 3)

The performance related to the Modules 2 – Facilitators to Youth training, and 3 – Youth to Elderly training is described taking into account the most relevant aspects related to the training action: thus, the accomplishment of the given tasks was measured against preset variables and indicators, according to the opinion of trainers and trainees collected through the quality questionnaires.

The identified most meaningful variables and indicators were: the overall organization of the modules; the fulfillment of the initial expectations; the team work between the various type of actors involved in the training; the timing (sessions scheduling, duration, etc.); the training methods; the training materials used and provided; the adaptation of the learning contents/materials (see fig. 4).

At first glance, it is evident that the mean performance scores are very high for all the intervened training actors, with mean scores between “8” and “10” for all the monitored items above indicated.

For all the participating training actors, (where applicable), the most satisfactory aspect was the “team working between trainers and trainees”. Generally, the most satisfied ones were the second-step Facilitators-Youth Trainers in Module 3.

6.4 THE WP5: PERFORMANCE OF THE ELDERLY BLENDED LEARNING PATH (MODULES 4 AND 5)

The performance related to the Modules 4 – Facilitators to Elderly Mentors training, and 5 – Elderly to Youth training is described taking into account the most relevant aspects related to the training action: the selected variables and indicators were the same of the WP 4 and were measured through the opinion of trainers and trainees collected through the quality questionnaires.

The figure 4 reports the performance scores of the Modules 4 and 5: again, mean values are very high for all the participating training actors, between “8” and “10” for all the monitored variables.

In general terms, the most satisfactory aspects were the “team working between trainers and trainees” and the “team work between colleagues/mates”.

All the key-training actors appeared really satisfied, whereas the lowest mean scores referred to the Senior Learners of Module 4.
FIG. 4 – PERFORMANCE of WP4: YOUTH BLENDED LEARNING PATH (M2 and 3)  
– PERFORMANCE of WP5: ELDERLY BLENDED LEARNING PATH (M4 and 5)
6.5 INTERGENERATIONAL LEARNING OUTCOMES

The intergenerational learning circle executed has generated many learning outcomes across Europe. A rich summary of the concrete opinions released by the actors involved in the learning process has been included in the power points uploaded at the Moodle platform at the links:
http://platform.escouts.eu/pluginfile.php/711/mod_folder/content/2/Powerpoints-backing-data/escouts-quality-WP4-Learning-outcomes.pptx?forcedownload=1
http://platform.escouts.eu/pluginfile.php/711/mod_folder/content/2/Powerpoints-backing-data/escouts-quality-WP5_learning_outcomes.pptx?forcedownload=1

• First of all, the expected learning outcomes have been “achieved/fully achieved”, in high percentages -from 90 to 100% of the young attendees, from 60% to 81% for the older adults in module 3, up to 98% in modules 4 and 5.

• As it is easy to understand, the lowest scores concerning the learning outcomes have been provided by the Seniors who followed the ICT training program envisaged by the module 3. In this case, the evidence is that higher learning outcomes have been gained where the digital levels of the attending seniors have been properly identified and addressed since the very beginning of the module and/or the ratio young second-step facilitators-trainers/senior learners has been greater, enabling then a more personalised ICT-learning facilitation.

Throughout the partnership, groups of Youth and Elderly people have acquired a comprehensive core set of communication, digital, team working, social and civic competences, and their related toolkits [please see the tables at the following pages].

• Secondly, the Seniors, who have come to the learning sessions attracted primarily to learn about the computer and the Internet (in Module 3), have then enjoyed a lot the relationships and the mutual exchange and learning with their young trainers as part of an intergenerational dialogue scheme. Lots of them have also expressed the desire to interact again in the future. Furthermore, the selected group of Seniors who have been trained in module 4 to practice as mentors has provided, in module 5, a very interesting insight of the young people potentials within the society at large, not only on the labour market.

• Thirdly, the large majority of the Youth trained (in module 2) as “second-step” facilitator of the digital competences of the Seniors, who then acted in this role in module 3, have got to take part to the last module, where they have been mentored to become prepared to face life and the labour challenges and to identify the opportunities.

• Fourth, other set of skills and competences have been instilled during the learning circle: learning to learn (to both the target groups of Youth and Seniors) and sense of initiative and entrepreneurship (primarily to the Youth).

8) “What a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.” [EQF; 2008].
# Module 2 – Facilitators to Youth Training

## Who, Where, When

<table>
<thead>
<tr>
<th>Trainers (Facilitators) and Learners (Youth)</th>
<th>All the implementation countries</th>
<th>15th November - 15th February</th>
<th>2 hours of dissemination</th>
<th>18 hours of contextualization</th>
<th>20 hours duration: 9 session and evaluation</th>
</tr>
</thead>
</table>

## Learning Outcomes (Knowledge, Skills, Competences)

**Knowledge:**
- The aims of the eScouts project; their role as facilitator; tools they have to work with Seniors; how to train elder people; how to plan activities and Sessions; the Moodle platform; communication strategies and empathy.

**Skills/Ability:**
- Social skills: to express positive emotions and feelings; to listen actively; to act in a respectful way.
- Communicative skills: to listen and express ideas, to have an empathetic attitude, to solve interpersonal conflicts.
- Team working skills: to improvise and have initiative, to be a leader, to be patient and have sense of responsibility.

**Competences:**
- Civic and social competences: to engage effectively with others, to display solidarity and interest.
- Digital competence: Using ICT to help elderly people in their everyday living.
- Communication competence: to communicate clearly, to explain and illustrate ICT functions.
- Sense of initiative competence: to be pro-active, independent and innovative.

## Learning Contents (Taught Topics)

- The gifts, talents and strengths of an older Facilitator.
- The digital gap concept.
- Good team working.
- The eScouts methodology and tools.
- The adult world.
- Positive engagement with seniors.
- The nature of facilitation and the qualities of a good facilitator.
- The elements to become a good communicator.
- How to plan training sessions.
- The potential of the LMS.

## Learning Methods (How to Manage/Animate the Activities)

We offered an opportunity for young volunteers to take part in a European project in which the objective is to strengthen the intergenerational relationship. Young people took responsibility and attitudes similar to a first job, allowing them to include this experience as a first job. Dynamic and interactive sessions so that everyone could express their feelings and feel that they were an active part of the project.

In addition to using presentations and videos, we developed activities and create spaces for debate.

All contents shared have been posted on the Moodle platform in the ad-hoc space.
## Module 3 – Youth to Senior Adults Training

<table>
<thead>
<tr>
<th><strong>WHO, WHERE, WHEN</strong></th>
<th><strong>Learning Outcomes</strong> (knowledge, skills, competences)</th>
<th><strong>Learning Contents</strong> (taught topics)</th>
<th><strong>Learning Methods</strong> (how to manage/animate the activities)</th>
</tr>
</thead>
</table>
| Trainers (Youth) + Learners (Senior adults) | Knowledge: To know about useful uses of ICT. | - Unit 1: the Word processor  
To open a document, to save a document, to close a document. Bold, Italic and Underline words in a document. Size and font. Write in capital letters. Colors. Insert images. The spelling correctors. | We offered the chance to senior adults to be trained in ICT skills by youth teachers. |
| All the implementation countries | Skills/Ability: To improve skills and abilities in ICT issues; to enjoy inter-generational dialogue with youth people; to be patient with the youth facilitators; | - Unit 2: Internet: Internet browsers  
Internet first steps. The browser. Read newspapers via Internet. See videos. See movies. Listen to the radio. | We offered an opportunity for senior adults and volunteers to take part in a European project aimed to strengthen the inter-generational relationship. |
| After the Module 2 | Competences: Before doing the training: very basic computer skills knowledge. The user has no autonomy in the use of ICT. The user knows how to use the mouse and move around the computer with the help of someone. The user has used Word processor and Internet browsers with the help of someone. The user has never used ICT tools well.  
After the training: basic computer skills knowledge; the user begins to have autonomy in the use of the Word processor, Internet browsing and the email. | - Unit 3: Internet: the email account  
What is email. Open an email account. Enter in your email. Mailbox folders. Read/write a new email. Address book. Attach a file. Reply and forward. Multiple recipient Precautions. Know who is online. Start written dialogue | Learning cards, simple and visual, have been used in order to help senior adults to integrate new knowledge. Facilitators suggested a large number of practical exercises to help senior adults to learn easily. Work in pairs or individually helped them a lot. The use of presentations, images and videos on computers supported the seniors to get familiar with computers. |
<p>| At least 20 hours duration and evaluation | | | |</p>
<table>
<thead>
<tr>
<th>WHO, WHERE, WHEN</th>
<th>LEARNING OUTCOMES (knowledge, skills, competences)</th>
<th>LEARNING CONTENTS (taught topics)</th>
<th>LEARNING METHODS (how to manage/animate the activities)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainers (Facilitators) + Learners (Elderly mentors)</td>
<td>Knowledge: The aims of eScouts; the project plan; the appropriate Mobius Model qualities; different learning styles and preferences of youth; how to mentor ethically; how to use S.M.A.R.T; the Moodle platform to share experiences. Skills/Ability: Social skills: to form positive and respectful relationships; to cooperate with the co-facilitator; to be patient and help others; to put yourself into someone else’s shoes; to discuss a conflict calmly and come to an agreement; to say what you are feeling without being aggressive. Communication skills: oral, non-verbal, written. Team working skills: to help your co-mentor and youth; to build trust with your co-mentor and youth; to build commitment and motivation. Competences: Social competences: how to positively and productively engage with the youth. Digital competences: to use ICT in a meaningful and appropriate way. Communication competences: to interact well with others.</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. Sensory and information process learning preferences. 5. Ethical 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 Mobius principles to practice. 4. Creating meaningful Session-based activities. 5. Giving and responding to Feedback.</td>
</tr>
<tr>
<td>All the implementation countries</td>
<td>Before the end of April 2012</td>
<td>20 hours duration and evaluation</td>
<td></td>
</tr>
</tbody>
</table>
## Module 5 – Elderly to Youth Training (Mentoring)

<table>
<thead>
<tr>
<th><strong>WHO, WHERE, WHEN</strong></th>
<th><strong>Learning Outcomes</strong> (knowledge, skills, competences)</th>
<th><strong>Learning Contents</strong> (taught topics)</th>
<th><strong>Learning Methods</strong> (how to manage/animate the activities)</th>
</tr>
</thead>
</table>
| All the implementation countries | Knowledge: The aims of eScouts; the inter-generational learning circle; what their strengths are and how to develop them; a positive action plan; positive action and attitudes; what self-reflection is; effective communication; being truthful, optimistic, self-motivated, resilient. | 1. Being self-reflective.  
2. Having a positive attitude.  
3. Finding and using Knowledge.  
4. Getting the job done.  
5. Developing positive relationships.  
2. The use of ‘stories’ told by Mentors.  
3. “How do you see yourself” Activity.  
4. Creative activities.  
5. Use of ICT.  
6. Whole group role play.  
7. The reflected best-self (“How others see you”).  
8. Strength identification. |
| Before the end of April 2012 | Skills/Ability: Social skills: to form positive and respectful relationships; to cooperate with the others; to put yourself into someone else’s shoes; to listen actively; to discuss a conflict calmly and come to an agreement; to say what you are feeling without being aggressive. Communication skills: oral, non-verbal, written. Team working skills: to work reliably and responsibly with your colleagues; to listen and learn from others; to be honest, open and responsible. | | |
| 20 hours duration and evaluation | Competences: Social competences: to show good social and emotional self-management; to “get along” with different people. Digital competences: to use ICT to achieve work tasks/target. Communication competences: to understand others; to use an appropriate language. | | |
### INTERGENERATIONAL DIALOGUE – Module 3

#### YOUTH

**SATISFACTORY EXCHANGE OF LIFE AND WORK EXPERIENCES**
- Exchange of life and work experiences of when youth
- Positive joint work
- Intergenerational dialogue facilitated by:
  - Good motivation and interest to learn on ICT of the seniors
  - Mutual availability to interact and exchange
  - Mutual knowledge acquired little by little
  - Seniors to talk about their experiences and ask about studies and hobbies of the youth

- *More time required in future interventions!*

#### KEY-WORDS
- Great, good communication
- Perfect
- Relate positively
- Positive dialogue
- Seniors very active and motivated.

#### SENIORS

**RELATIONAL & COMMUNICATIONAL BENEFITS**
- Appreciation of the immediate, spontaneous, social contact with the Youth
- Rejuvenating
- Feeling well, experiencing enjoyable sensations
- Admirations of the young people, of their availability, openness, honesty, and sensitiveness to respond to the seniors’ needs
- Esteem of the teaching skills of the Youth
- Appreciation of the desire of the young trainers to teach
- Group cooperation based on solidarity highly satisfactory

**LEARNING BENEFITS**
- Learning from the youth who know so much
- Availability of the young teachers, willingness of knowing of the learners
- Improvement of skills together, with friends
- Collaboration between youth and trainers
- Not only computer training, learning of many things
- Desire to continue the training (with the youth)
- The Youth guide the seniors in today’s world.

#### KEY-WORDS
- Spontaneity
- Availability
- Patience
- Enthusiasm
- Contact, collaboration
- Pleasure, pleasant, kind, nice
- Preparation
- Competence
- Wonderful experience.
## INTERGENERATIONAL DIALOGUE – Module 5

### YOUTH

**Getting a more positive and self-reflective attitude**  
**[BEING EMPLOYABLE]**

- Older adults to give better hopes for the future
- Seniors to help young people to see themselves in a better light
- Seniors to explain how it is the life of a worker
- Youth learnt to express themselves better and to be understood
- Interview skills (UK).

**Finding and using knowledge / getting the job done**  
**[ACTING TO DO WELL]**

- Participants could develop two points of view: that of young and of adults
- Learnt things that co-operation with peers would never facilitated
- Got to know better the district history told by the seniors (in Spain)
- Learnt to be open-minded and honest
- Learnt to explain themselves more fully to express better existing knowledge and know-how.

**Finding and using knowledge / getting the job done**  
**[CONNECTING WITH OTHERS]**

- Getting to know how to listen to the others
- Development of social skills and communication with the seniors
- Learnt how to relate better to the others
- Good collaboration and cooperation with senior mentors
- Innovative team work sessions delivery
- Positive attitude of the ones towards the others led to a better communication.

### SENIORS

**Awareness of the necessity of the intergenerational dialogue:**

- Interesting, unusual conversation between young people and adults with both sides learning from each other
- Confusion of the young generations, lack of role models
- Deep values in nowadays young generations
- Great need of intergenerational dialogue, youth challenged by social and economical changes (i.e. transition from socialism to democracy, ...)
- Understanding of the problems of the various generations
- Need to be opened and share in a changing world
- Mutual satisfactory learning exchange.
7. LESSONS LEARNT, CHALLENGES AND FUTURE PROSPECTS

This paragraph resumes the most important conclusions and suggestions originating from the quality analyses of the pilot testing of the Intergenerational Learning in Blended Environments and Spaces (ILBES).

LESSONS LEARNT

• The ILBES has given proof to be viable: as a matter of fact, some 355 senior citizens and 124 Youth have been mobilized across Europe, from South (Spain, Italy, Bulgaria) to North (the UK, Germany, Poland), from West (Spain) to Central (the UK, Germany and Italy) and East (Poland and Bulgaria).

• The ILBES secures a high steadiness of the learning circle:
  • In fact, the 90% of the total of 79 Youth-Trainers (71 persons) of the Module 3 had also attended Module 2 as learners. Furthermore, 59 of them arrived to being monitored by the Senior mentors in module 5 (being the 73% of its 80 youth learners).
  • 32 of the 46 Seniors (70%) who followed the module 4 acted as mentors in module 5. The 81% of them had also attended module 3 as learners in the ICT training.

• As based on certain ethical principles/practices and learning methods, as well as on (informal, comfortable) training settings, the ILBES method enhanced learning exchanges and sharing processes between the participants, and was effective in giving value to the life and work experiences of the participants.

• The participants have been empowered to act in two emerging professional profiles – the “young facilitator developer of intergenerational dialogue” and the “senior mentor developer of intergenerational dialogue” – and their basic training curriculum have been set.
• An extraordinary impact of the intergenerational learning has been to generate a wish to continue the facilitation-training of the older adults through the ICT in the Youth; a longing for going ahead with the learning experience on the ICT-Internet world, as well as to go ahead to meet-exchange-and-share with the younger generations.

• The three main key-factors that affected the training implementation have been identified in:
  • The selection of the different groups of key-training actors, with specific regard to the Young and the Senior volunteers called to play the roles of, respectfully, “facilitators” and “mentors”. The suitable selection of the senior adults who have taken part exclusively to the module 3 as learners has been an important factor too.
  • The quality of the adaptation of learning programme/method and its founding principles, techniques and materials.
  • The organizational layout and the management of the training implementation, with specific concern to both the application of the learning method, which suggested specific settings and work-groups, and the overall strategy of implementation, local staff composition and calendar setting and handling.

CHALLENGES AND FUTURE PROSPECTS

• The ILBES genesis and its first development has been tailored to meet the specific needs, gaps and professional aspirations of the Youth volunteers, relatively less on the peculiar expectations, problems and backgrounds of the elderly. In fact, the initial research had outlined some relevant specificities of the senior population, their higher complexity as to personal, educational and professional stories, which has not been fully addressed in any case and everywhere. Thus:
  • Elderly people require a deeper initial campaign of awareness and smooth selection, together with a more intense facilitation and support alongside the whole learning circle. In particular, the facilitation work to make the older adults “grasp-accept-share” the meaning of the intergenerational dialogue brought by the ILBES appears to have been more demanding than with the Youth.

• The ILBES is a complex learning circle that requires strategic capacities and good managerial and training skills in order to reach at the same time the specific objectives of each module while preserving and enhancing the interconnections between a module and another, a class of key-training actor to another. The breakeven point is that of a more structured and integrated learning circle towards a more flexible and deregulated one, whereby each module is considerably independent from the others and can be even moved backwards or forward.
In synthesis, future improvements would encompass:

**SELECTION STEP**
- To select the Youth and the Seniors sufficiently before, in order to have all the necessary time and resources to adapt the learning program/contents/methods to the local specific needs.
- If the Youth have been selected with an eye to imply them both in the facilitation professional training and also to enter into dialogue with the other generation, the same could be positively done for the elderly, regardless of the fact if they are interested or not in being prepared to be mentors.
- Select the groups of Youth and Seniors trying to combine their needs, aspirations and gaps in training subgroups since the very beginning, for at least part of the time.

**ADAPTATION STEP**
- The pilot testing has made it clear that a proper lap of time and ad-hoc personnel – volunteer and/or paid – has to be devoted to the adaptation step, as this is a crucial step. In particular, the design of the learning planning, methods, techniques and materials needs an accurate reflection and writing/visualization with many cases and examples.

**TRAINING IMPLEMENTATION**
- The ILBES implementation requires accurate training and organizational management: this is impossible without the appointment of specific and in-role staff. We refer to professional roles like, for example, the “training overall co-ordinator”.
- A more individualized learning seems to be required by the challenging module 3, on the basis of either the different levels of the digital know-how of the senior learners and/or of their peculiar expectations and needs.
- The scheduling of the modules and of the two main half-learning circles (WP4 – Youth Blended Learning Path and WP5 – Elderly Blended Learning Path) can be further improved, taking into account that the module 3, that is part of WP4, is the most complex in terms of implementation, being the first one to regroup the youth second-step facilitators – as trainers - and the seniors, as learners, together, and also given the fact that is centered on very technical issues (the learning of digital skills).

Another module whose implementation is delicate is module 5 (the second one where the second-step youth facilitators and the senior mentors meet), as it has been shown to be the most open to being applied in very different forms, with very different results.
• QUALITY MONITORING AND EVALUATION
  • The quality evaluation and/or assessment of competences step could be lighter, faster and richer whether part of the digital training scheduling, as it has been done - successfully - in other projects.

Thus, the tested intergenerational learning circle (ILBES) has achieved its main goals:
  • to reach different target groups of European young and senior volunteers and keep them following the whole learning circle, thanks to a flexible learning method able to meet their diversified expectations.
  • To activate/re-activate life and working skills, energies and motivations, combating against discriminations, isolations, frustrations and generating a positive attitude: the enthusiasm has been high everywhere and in many have asked to continue their learning beyond the project terms.
  • To offer pleasant and comfortable intergenerational environments, spaces, contents, methods and techniques where to learn on a pleasant manner from each other’s life and work experiences.
  • To provide useful, pleasurable, re-activating learning for two emerging professional profiles: the “Young Facilitator developer of intergenerational dialogue” and the “Senior Mentor developer of intergenerational dialogue”.
8. FINAL REMARKS

8.1 SUMMARY OF ESCOUTS VALUE AND OUTCOMES

There is general agreement that our ‘knowledge society’ will have profound effects on our health, educational, cultural, and financial institutions, and create an ever-increasing need for robust lifelong learning, innovation, and the knowledge and skills to solve problems of the future. This need for innovation is emphasized by the shift from manufacturing-based to knowledge-based economies, with the health and wealth of European nations tied to the innovative capacity of its citizens, both young and older. Furthermore, problems such as information glut, inter-generational distancing and the global financial crisis, create an ingenuity gap: the critical gap between our need for knowledge, skills and attitudes to solve complex and contemporary problems and our actual supply of those ideas. The central aims of the eScouts project addresses the intergenerational dimension mentioned above. Its methodology addresses the ingenuity gap as described. Having said that, there was little reason to believe that the use of technology, combined with good intentions would be sufficient to achieve the different aims of this project. What was also required was a process of inter-generational dialogue that was meaningful and purposeful for all involved. This dialogical process was at the heart of this project.

One of the goals in developing appropriate 21st century knowledge and skills is to equip students (youth) for productive and satisfying lives in a society. Information technology plays an increasing role in this. But also so does the appropriate use of social capital. In the context of eScouts, this is the knowledge and skills of older adults and how these are shared with youth. But adapting education to meet 21st century needs cannot be achieved through skill development alone. Values, habits, and citizenship knowledge are clearly important, and so too are specifiable skills. Some of the most needed skills are:

1. Defining and solving problems,
2. Locating information needed to help make decisions or solve problems,
3. Working and/or learning independently,
4. Speaking effectively, and
5. Working effectively with modern technology, especially computers.
These skills are manifest in all the eScouts modules. The most appropriate ones are shown later in modules 4 & 5 which refer to the elderly-to-youth dimensions of eScouts. eScouts was essentially a knowledge and skills-building project that offered national partners a set of ideas, processes and pedagogic examples for contextualizing this project in their own countries. Knowledge and skills-building can only be achieved in supportive contexts. This project explicitly addressed this need through its training of youth and elderly participants to acquire, deliver and then evaluate their engagement in the project. The knowledge and skills-building may be regarded as a social product catalyzed by a process of inter-generational learning.

The eScouts project is very timely as 2012 is the European Year for Active Ageing and Solidarity between Generations. Active ageing is an essential part of the Europe 2020 strategy, the success of which depends to a large extent on enabling older people to contribute fully within and outside the labour market. Older people have to be empowered to remain active as workers, consumers, carers, volunteers and citizens. Modules 4 & 5 contribute to this empowerment process. In essence these modules set out to identify, further develop and then to appropriately use the STRENGTHS (KNOWLEDGE, SKILLS AND SENSITIVITIES) of older adults in achieving the project’s aim of helping youth to gain more social and work skills. This is the focus of this particular deliverable.

The eScouts intergenerational learning model doesn’t simply shift power from one generation to another (e.g. elderly to youth). It enables the constructive power to act to circulate and flow between generations in a mutually enhancing way.

The experience of modules 4 & 5 reinforced the relevance of the need to ask three important questions. (1) How can we enable people to learn most effectively throughout their lives? (2) How can we most effectively use the social capital we have for the benefit of both elderly and youth? (3) How can we best equip youth to positively engage in tomorrow’s changing job market? eScouts has opened the door to some promising promises to radically reform the ways that enable the elderly and youth to interact with each and shape the Learning Society that surrounds them. A Learning Society that:
- Engenders a culture of learning throughout life.
- Aims to develop motivated, engaged learners who are prepared to conquer the challenges of
tomorrow as well as those of today.

- Takes learning to the learner, seeing learning as an activity, not a place.
- Believes that learning is for all, that no one should be excluded.
- Recognizes that people learn differently, and strives to meet those needs.
- Develops new relationships between learners.
- Provides the infrastructure they need to succeed - still physical but increasingly virtual.
- Supports the practices of learning through reflection to develop knowledge of what works in which circumstances and for whom.

### 8.2 CONTRIBUTION AT EUROPEAN POLICY LEVEL: TOWARDS AN INCREASED PARTICIPATION IN THE INFORMATION SOCIETY

This year (2012) is the European Year for Active Ageing and Solidarity between Generations. In the Information Society context, new technologies offer new opportunities to elder people to become active. Indeed a number of grassroots organizations have promoted this inclusive use as part of their eInclusion initiatives. On the other hand, for the newest generations ICTs are part of their daily world (and almost a “natural” component of reality); however, due to the economic downturn, they increasingly suffer exclusion from the labour market and struggle to ameliorate their options to be employed, while their employability might be increased with a smarter and more socially-engaged use of their digital capital and skills.

On the policy side, early in 2006 the Riga Declaration "ICT for an inclusive society" the European Ministers set themselves the goal of making all public websites accessible by 2008. The aim was to halve, by 2010, the difference in the percentage that exists between the general use of the Internet and its use by disadvantaged groups. This Declaration re-affirmed some fundamental concepts regarding access to and use of new technologies. Indeed, ICT influences GDP growth and productivity, helping to improve the quality of life and social participation. It is, therefore, necessary and important to give special attention to making it accessible to all groups of people, in particular the disabled and elderly people, who, for various reasons, are unable to take advantage of such resources. The Riga Declaration invites governments, civil society and industry to pay attention to the needs of the older population, reducing the spatial heterogeneity and adhering to the principles of e-Accessibility. Policies for e-Inclusion, reiterated in Riga, have as their primary purpose the use of ICT, aimed at greater social inclusion.

In 2007 the Commission launched a European action plan regarding ICTs, as well as the active aging, named “Aging well in the information society”. It aimed to create new and more accessible TIC products and services for seniors and elderly adults. In addition, the last few years have seen
a growing interest in eInclusion policies in general (2010, the EU Ministerial eInclusion Conference in Vienna 2008, the Roadmap for Digital Inclusion: a Hub For Social Innovation in Gdansk 2011) considering information and communication technologies (ICT) as a vehicle for ageing well, youth employability, social inclusion and innovation (see Howaldt, Kopp, Schwarz 2009). The term “eInclusion” is here addressed by two perspectives: firstly, eInclusion is understood as the challenge to guide people to the digital world; secondly, eInclusion can be understood as the approach to link disconnected people to society by digital means. Especially social media – that may be characterized by their easy usage and the way they allow users to create content and participate in online activities – are seen as good means for including people with low ICT skills into the digital world (Pelka/Kaletka 2010). But as Kluzer/Rissola (2009) described, the use of digital media in eInclusion approaches has to be aided by offline support structures. In national and regional social policies, the need for eInclusion is becoming each day more evident across member states. Regions and countries still face the challenge of a broadening gap between people that have access and – more important – the skills to use ICT and those who are excluded from the “digital world” – either by lack of ICT means, skills or motivation. This gap is crucial for social cohesion and economic development on a regional as well as European level, as a lack of digital participation will affect social cohesion, individual chances and the development of local labour markets and communities. Communities (e.g. regional/local communities, migrant communities) or target groups (e.g. senior people, unemployed youth, women in family phase) that lose touch with the development of the digital society are at risk of exclusion from the world of employment, education and participation.

In the described policy landscape, eScouts partnership proposes a twofold strategy for the further development of blended environments and spaces (like telecentres, libraries, community and educational centres offering digital services and training) as “eInclusion catalysts for intergenerational learning”.

On the one hand, it is highly important to further professionalize their staff and supply them with methods and practical know how on how to address intergenerational learning. This includes more elaborated job profiles and recognized sets of competences, ability for identifying local and regional eInclusion needs, more and systematic good practice exchange and international models of reference for an increased European added value, the promotion of funding opportunities for blended environments and spaces, especially by creating awareness for their mission and eInclusion potential, and the mobilization of the civil society.

But apart from this “internal professionalization perspective”, eInclusion should be embedded as a transversal field of activities into lifelong learning policies and thereby promote the development of digital competences and a purposeful use of ICT on the European and regional policy agenda as a means to strengthen social cohesion. This means:

• Extend the use of intergenerational learning and digital competence training as tools for the empowerment of citizens and their active participation in society
• Better promote and integrate blended and web 2.0 based learning opportunities in “traditional” adult education
• Further develop eFacilitator profiles, but also communicate the need to provide “traditional” adult educators with digital teaching and facilitating skills
• Increase participation in adult education in general by professionalizing eInclusion opportunities
• Become a part of all adult education initiatives in European regions by offering digital and European added value
• Promote blended environments and spaces (like telecentres, libraries, community and educational centres offering digital training) as transversal actors and competence centres for the digital advancement of lifelong learning.

If we truly want individuals to shape their own education and vital biographies building over their strengths and the legacy of other generations, with an ethical and community sense, this means that not only the necessary resources and access rights must be afforded, but also – and above all – the skills to shape their biographies on their own responsibility. This includes, more than ever, digital skills enabling them to find better employment opportunities and to participate meaningfully in society. Intergenerational learning – facilitated by community-based social innovation and eInclusion centres and supported by ICT means – seems to be a worthy approach to reach this aim.

8.3 TO CONCLUDE

In a non-formal education context, public libraries and educational, cultural or welfare centres, as well as other public spaces where digital services are embedded, hereby referred as Blended Environments and Spaces (BES), have become an important provider of free, public access to ICT, internet and learning environments for socially-disadvantages target groups. They are a reference point for new technologies, non-formal learning, people’s empowerment and social integration. Intergenerational learning facilitated by community-based social innovation and eInclusion centres like BES - and supported by ICT means - seems to be a worthy approach to reach this process. And ILBES is a relevant example of the kind of methodology needed to support it.

From another angle, eScouts has demonstrated that technology can (and could) serve as a collaborative tool and a mean. On the one hand, it has served to promote dialogue between generations and, on the other hand, has served to help senior adults learning some new skills and, finally, to promote their social inclusion (e.g. leave out of social isolation, manage health issues, general communication). Their acquired e-skills have served to make them feel useful again, to have a new topic of conversation with their families, to communicate, and ultimately to empower themselves and find a place in today's modern world.

As general reflection, we believe that eScouts has clearly shown the human and social value that technology can play in intergenerational learning and dialogue.
ANNESES

ESCOUTS DELIVERABLES AND RESULTS

http://escouts.eu/escouts-implementation-and-results/

• Methodological Frameworks Harmonization
• Training for Facilitators
• Pilot Youth Training
• Certification process
• Tool set for field work activities
• Elderly Curriculum & Pilot Reporting
• Training and assessing Youth
• Manual “Go put your strengths to work”
• The eScouts Blended Training Manual Kit
• Evaluation Report of addresses competences
• Draft for a EUROPASS document
• Memorandum of Understanding
• Sustainability plan
• Quality Evaluation Report

Web site: http://escouts.eu/


RESEARCH PAPERS

• eScouts Intergenerational Learning in Blended Environments and Spaces ILBES for Social Inclusion:


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• European Commission: http://ec.europa.eu/index_en.htm
• CEDEFOP: http://www.cedefop.europa.eu/EN/Index.aspx
• EIT – European Institute for Innovation and technology: http://eit.europa.eu/
• Telecentre Europe: http://telecentreeurope.ning.com/
• EDEN - European Distance and E-Learning Network: http://www.eden-online.org/
• SOLIDAR: http://www.solidar.org/
• Institute for Development of training for workers: http://www.isfol.it
• EUCIS – LLL: http://www.eucis-lll.eu/
• EMIL – European Map of Intergenerational Learning: http://www.emil-network.eu/
• Age-Platform Europe: www.age-platform.eu
• Digital Agenda for Europe: http://ec.europa.eu/digital-agenda/