ESCOUTS
Guidelines for Stakeholders and New Actors
INTERGENERATIONAL LEARNING CIRCLE FOR COMMUNITY SERVICE
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esCouts partnership

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The Intergenerational Learning Circle for Community Service was developed through the eScouts project funded by the European Commission - The Education, Audiovisual and Culture Executive Agency (EACEA), within the Lifelong Learning Programme – Key Action 3 ICT.

The project consortium was formed by the following eight entities from six European countries:

Fundación Esplai, Spain
Dynamic Organization Thinking SL, Spain
LAPIS, Italy
ICT Development Bulgaria, Bulgaria
Reflective Learning, UK
Associazione ARCI, Italy
Sozialforschungsstelle Dortmund, Zentrale Wissenschaftliche Einrichtung der TU Dortmund, Germany
Polish Children Youth Foundation, Poland
Table of contents:

1. Introduction
2. ILBES: Two methodologies harmonization
3. Main actors
4. Learning Process
5. Learning Modules
6. Lessons Learnt
7. How to implement ILBES
8. To conclude
9. Contact us
Introduction

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.

eScouts aimed to develop an innovative intergenerational learning exchange between senior adults and youth volunteers.
eScouts is centred on the development of the digital competences of the senior adults and on the guidance to youth to enable them to face their upcoming adult life challenges.

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.

The whole project is based on 2012 year goal from European commission about “European Year for Active Ageing and Solidarity between Generations”. The year is intended to raise awareness of the contribution that older people make to society. It seeks to encourage policymakers and relevant stakeholders at all levels to take action with the aim of creating better opportunities for active ageing and strengthening solidarity between generations.
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 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 neighbourhood 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.
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.
Main actors

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 so- cities 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.
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.
### LEARNING MODULES

**MODULE 1:** Training of Facilitators (as intergenerational learning leaders)

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>LEARNING CONTENT</th>
<th>LEARNING METHODS</th>
<th>REQUIREMENTS</th>
<th>EVALUATION and ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Knowledge / Skills / Competences gained by the learners)</strong></td>
<td><strong>(Taught topics)</strong></td>
<td><strong>(To be used to manage/animate the learning activities)</strong></td>
<td><strong>(Materials, venue, personnel, setting, etc.)</strong></td>
<td><strong>Evaluation of the learning activities:</strong></td>
</tr>
<tr>
<td>Knowledge (theoretical and/or factual):</td>
<td>The gifts, talents and strengths of other European facilitators</td>
<td>- We offer the opportunity to facilitators to know each other participating in a European project and have the opportunity to share with other facilitators from other cultures, other points of view of their daily work through a face-to-face training and through forums in the Moodle platform.</td>
<td>An open space without furniture. 1 room with chairs and tables. A blackboard. Some computers. A screen. Some music. Some pens and markers. Papers. Moodle platform. Internet connection.</td>
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<tr>
<td>- Know the aims of the eScouts project.</td>
<td>The elements of good team working</td>
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<td>- The sessions will be dynamic and participatory so that everyone can contribute ideas and different visions of the different training.</td>
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<tr>
<td>- Know PAAR and CSL methodologies.</td>
<td>The e-scouts methodology, main actors, training modules, schedule and deliverables.</td>
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<tr>
<td>- Know how to train youth people.</td>
<td>Positive engagement with elderly and youth and their mentoring role and responsibilities.</td>
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<tr>
<td>- Know how to train elder people.</td>
<td>The nature of facilitation and the qualities of a good facilitator</td>
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<tr>
<td>- Know how to contextualize the training modules in partner countries</td>
<td>The potential of the Moodle</td>
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<tr>
<td>- Know about the Moodle platform.</td>
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<tr>
<td>- Know about different styles and strategies of facilitation</td>
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<td>LEARNING OUTCOMES</td>
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<td><strong>Skills/Ability</strong> (the ability to apply knowledge and adopt know how to complete tasks and solve problems):</td>
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<tr>
<td>- Social skills: Ability to express positive emotions and feelings, to be able to listen actively, to act in a respectful and tolerant way towards others.</td>
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<td>- Communicative skills: Ability to listen and express ideas in a group, to have an empathetic attitude, to be able to confront and solve interpersonal conflicts.</td>
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<tr>
<td>- Team working skills: Ability to improvise and have initiative, ability to motivate and encourage, be a leader, to be patient and have sense of responsibility and commitment.</td>
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<td>(Taught topics)</td>
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<tr>
<td>platform</td>
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<tr>
<td>The nature of the e-Scouts evaluation process.</td>
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<td>Instructional design and its implementation.</td>
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<tr>
<td>(To be used to manage/animate the learning activities)</td>
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<tr>
<td>- In addition to using presentations, images and videos we will create spaces for debate.</td>
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<tr>
<td>- All contents that are shared during sessions will be posted on the Moodle platform.</td>
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<tr>
<th>REQUIREMENTS</th>
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<tr>
<td>(Materials, venue, personnel, setting, etc.)</td>
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| EVALUATION and ASSESSMENT |
### LEARNING OUTCOMES
(Knowledge / Skills / Competences gained by the learners)

Competences (To use the proven capabilities, knowledge, skills as well as personal, social and methodological skills in work or learning situations and in professional and/or personal development):

- **Civic and social competences:**
  The learner knows how to engage effectively with others in the public domain, and to display solidarity and interest in confronting and solving problems affecting the local and wider community.
  This involves critical and creative reflection and constructive participation in community or neighborhood activities, as well as decision-making at all levels, from local to national level.

- **Digital competence:**
  Using ICT in a way that is efficient and effective in showing how ICT can help elderly people in their everyday living.

- **Communication competence:**
  Ability to communicate clearly and effectively to all project participants.
  Ability to explain and illustrate different ICT functions and possibilities to a wide range of older adult abilities.
  Be able to be sensitive to and appreciative towards the different linguistic and reading abilities of the participants.
- Sense of initiative competence:
  Able to be pro-active, independence and innovative in managing and delivering project training.
### LEARNING OUTCOMES
(Knowledge / Skills / Competences gained by the learners)

**Knowledge (theoretical and/or factual):**
- Know the aims of the eScouts project and their role as facilitator in the project.
- Know which tools they have to work with Senior Adults.
- Know how to train elder people.
- Know how to plan activities and sessions depending on groups.
- Know about the Moodle platform to share experiences with other volunteers.
- Know about communication strategies, empathy and to manage a group.

**Skills/Ability (the ability to apply knowledge and adopt know how to complete tasks and solve problems):**
- Social skills: Ability to express positive emotions and feelings, to be able to

### LEARNING CONTENT
(Taught topics)

- The gifts, talents and strengths of an older Facilitator.
- The digital gap concept and how it affects in their community.
- The elements of good team working.
- The adult world: how understand adults, breaking stereotypes.
- Positive engagement with senior

### LEARNING METHODS
(To be used to manage/animate the learning activities)

- We offer an opportunity for young volunteers to take part in a European project in which the objective is to strengthen the intergenerational relationship.
- Young people take responsibility and attitudes similar to a first job, allowing them to include this experience as a first job.
- The sessions will be dynamic and interactive so that everyone can express their feelings and feel that they are an active part of the project. Acquire a commitment to society, the institution and themselves.

### REQUIREMENTS
(Materials, venue, personnel, setting, etc.)

All the necessary equipment to do the training depends on the country where the training will be developed.

**Fundació Esplai recommends to use:**
- A room with chairs, tables and computers.
- One computer per person or per pairs.

### EVALUATION and ASSESSMENT

Evaluation of the learning activities:

Assessment of the learning outcomes:
listen actively, to act in a respectful and tolerant way towards others, understanding that senior adults have not the same velocity as youth people.

- Communicative skills: Ability to listen and express ideas in a group, to have an empathetic attitude, to be able to confront and solve interpersonal conflicts.

- Team working skills: Ability to improvise and have initiative, ability to motivate and encourage, be a leader, to be patient and have sense of responsibility and commitment.

Competences (To use the proven capabilities, knowledge, skills as well as personal, social and methodological skills in work or learning situations and in professional and/or personal development):

- Civic and social competences:
  The learner knows how to engage effectively with others in the public domain, and to display solidarity and interest in confronting and solving problems affecting the local and wider community.
  This involves critical and creative reflection and constructive participation in community or neighborhood activities, as well as decision-making at all levels, from local to adult and their responsibility as facilitator of them.

- The nature of facilitation and the qualities of a good facilitator.

- The elements to become a good communicator.

- The elements to know how to plan training and each session.

- The potential of the Moodle platform to share experiences and resources with other youth-facilitators.

- In addition to using presentations and videos, we will develop activities and create spaces for debate.

- All contents that are shared during sessions will be posted on the Moodle platform. Youth people will have a specific space in Moodle platform to share resources, contents and impressions with other national colleagues and a specific space in Moodle platform to share forum and resources with European colleagues.

- Some pens and markers.
- Papers.
- Internet connection.

Fundació Esplai will offer an Activity planning proposal.

blackboard.

- Some pens and markers.
- Papers.
- Internet connection.

Fundació Esplai will offer an Activity planning proposal.
national level.

- Digital competence:
  Using ICT in a way that is efficient and effective in showing how ICT can help elderly people in their everyday living.

- Communication competence:
  Ability to communicate clearly and effectively to all project participants.
  Ability to explain and illustrate different ICT functions and possibilities to a wide range of older adult abilities.
  Be able to be sensitive to and appreciative towards the different linguistic and reading abilities of project participants.

  Ability to use a respectful, tolerant and empowering language in order to make project participants comfortable and self-confident.

- Sense of initiative competence:
  Able to be pro-active and independence in managing and delivering project training.
<table>
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<td>Evaluation of the learning activities:</td>
</tr>
<tr>
<td>Knowledge (theoretical and/or factual):</td>
<td>[Depending on the diagnosis made before, youth facilitators will teach one topic or another of ICT skills. In our proposal, Fundación Esplai thinks about of creating a basis ICT skills in order to guarantee all senior adults, have this necessary level to enrich their growth in ICT skills. Fundación Esplai only makes a proposal of Learning content but each organization should decide what senior adults need to be touched.]</td>
<td>- We offer the chance to senior adults to be trained in ICT skills by youth people as teachers.</td>
<td>Requirements:</td>
<td>- Generic evaluation tools developed by Lapis.</td>
</tr>
<tr>
<td>-To know about useful uses of ICT. [Depending on the group and their interest you will choose which items are the most important for your senior adults.]</td>
<td>- Unit 1: The Word processor. -To open a document. -To save a document (on the computer and in a USB memory stick). -To close a Word document. -Bold, Italic and Underline words in a document. -Size and font. -Write in capital letters.</td>
<td>- Learning cards, simple and visual, will be used in order to help senior adults to integrate new knowledge.</td>
<td>- At least, we recommend to use:</td>
<td></td>
</tr>
<tr>
<td>Skills/Ability (the ability to apply knowledge and adopt know how to complete tasks and solve problems):</td>
<td>- To improve skills and abilities in ICT issues. -To enjoy intergenerational dialogue with youth people. -To be patient with the</td>
<td>- Facilitators will also suggest a large</td>
<td>- A room with chairs, tables and computers. We recommend that each user has his own computer, in order to guarantee his autonomy working with computers. If it isn’t possible, we can work in pairs.</td>
<td></td>
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<tr>
<td>- To enjoy intergenerational dialogue with youth people. -To be patient with the</td>
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<td></td>
<td>- Internet connection.</td>
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### Youth Facilitators

Competences (To use the proven capabilities, knowledge, skills as well as personal, social and methodological skills in work or learning situations and in professional and/or personal development):

<table>
<thead>
<tr>
<th>Competencies before doing the training:</th>
<th>Competencies after having done the training:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very basic computer skills knowledge. The user has no autonomy in the use of ICT.</td>
<td>- Colors. - Insert images. - The spelling corrector.</td>
</tr>
<tr>
<td>The user knows how to use the mouse and move around the computer with the help of someone.</td>
<td>Unit 2 - Internet: Internet Browsers. - Internet-First steps. - The browser. - Read newspapers via internet. - See videos. - See movies. - Listen to the radio.</td>
</tr>
<tr>
<td>The user has used Word processor and internet browsers but always with the help of someone.</td>
<td>Unit 3 - Internet: The e-mail account. - What is e-mail account. - Open an e-mail account. - Enter in your e-mail account. - Our Mailbox. - Mailbox Folders. - Read a received mail. - Write a new e-mail. - Address book. - Attach a file. - Reply and Forward. - Multiple recipient. - Precautions. - Install Gtalk. - Sign in Gtalk. - Know who is online. - Options Gtalk. - Start a written conversation. - Add a contact to the conversation.</td>
</tr>
<tr>
<td>The user has never use ICT tools in depth.</td>
<td>Number of practical exercises to help senior adults to learn easily. Work in pairs or individually will also help them.</td>
</tr>
</tbody>
</table>

#### Assessment of the Learning Outcomes:

- Working in pairs, senior adults will develop a personal project related on ICT skills (Word, Internet,...). At the end of the course, senior adults will make a presentation of the final product.
Basic computer skills knowledge.

The user begins to have autonomy in the use of the Word processor, Internet browsing and proper use of an e-mail account.

Another practical source of examples that may help facilitators to create local trainings of module 3 is on Microsoft Unlimited Potential that it’s online and for free:


- Course 1: Computer Fundamentals.
- Course 2: Digital Media Fundamentals.
- Course 3: Internet and World Wide Web Fundamentals.
- Course 4: Web Design Fundamentals.
- Course 5: Word Processing Fundamentals.
- Course 6: Presentation Fundamentals.
- Course 7: Database Fundamentals.
- Course 8: Spreadsheet Fundamentals.
### MODULE 4: Facilitator-to-Senior training (as adult life and employability skills mentors)

#### LEARNING OUTCOMES

**Knowledge** (theoretical and/or factual)

1. To know the aims of the eScouts project
2. To know the project plan (who does what & when)
3. To know the appropriate Mobius Model qualities for affective youth mentoring
4. To know how youth have different learning styles and preferences
5. To know how to mentor ethically
6. To know how to use S.M.A.R.T to monitor their own effectiveness and share experiences with other project participants

**SKILLS** (the ability to apply knowledge and adopt know how to select and solve problems):

1. **Social skills:**
   - To be able to form positive and respectful relationships with youth
   - To be able to cooperate with the co-facilitator and share ideas/materials
   - To be able to be patient and help others in the session
   - To be able to put yourself into someone else’s shoes and recognising their feelings
   - To be able to discuss a conflict calmly and rationally and come to an agreement about a

#### LEARNING CONTENT

**Taught topics**

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 inter-generational 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

#### LEARNING METHODS

**To be used to manage/animate the learning activities**

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 sessional activities
5. Giving and responding to feedback

#### REQUIREMENTS

**Materials, venue, personnel, setting, etc.**

1. Consumables: paper, pens, markers, etc.
2. Furniture: chairs, tables, etc
3. IT: appropriate computers, printers, projector, screen etc
4. Setting: appropriate access for elderly and anyone with mobility issues. Enough space for interaction

#### EVALUATION AND ASSESSMENT

**Evaluation of the learning activities:**

1. Sessional mentor monitoring using S.M.A.R.T
2. Generic evaluation tools developed by LAPIS
solution
To be able to say what you are feeling without being aggressive or getting personal

2. Communication skills:

**ORAL**
To be able to explain and present your ideas clearly to your co-mentor and youth. This includes the ability to adjust what you say to a given group (audience), using appropriate styles and questions, and an understanding of the importance of non-verbal cues in oral communication. This family of skills includes presenting, audience awareness, critical listening and body language.

**NON–VERBAL**
To be able to enhance the expression and clarity of your ideas and activities through the use of body language, gestures, facial expression and tone of voice, and also the use of atmosphere of honesty and openness

To be able to build commitment and motivation from the youth and reach consensus about good social and work skills

To be mutually responsible and personally accountable for what happens in each session

**Competences** (To use the proven capabilities, knowledge, skills as well as personal, social and methodological skills in work or learning situations and in professional and/or personal development):

**SOCIAL COMPETENCE**
Mentors know how to positively and productively engage with the youth

Mentors have the required social, emotional, and intellectual skills and behaviors needed to succeed as mentors of the youth group

**Assessment of the learning outcomes:**
### Module 5: Senior-to-Youth Mentoring (in adult life and employability skills mentors – Second intergenerational exchange)

<table>
<thead>
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<th>LEARNING CONTENT</th>
<th>LEARNING METHODS</th>
<th>REQUIREMENTS</th>
<th>EVALUATION and ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge (theoretical and/or factual)</td>
<td>Knowledge targeted to the scouts project: 1. To know the aims of the scouts project 2. To know and understand the intergenerational learning circle 3. To know what their</td>
<td>1. Small group discussion on a topic of relevance and interest 2. The use of 'stories' told by mentors 3. How do you see yourself activity (see doc. of same)</td>
<td>1. Consumables: paper, pens, markers, etc. 2. Furniture: chairs, tables etc. 3. IT: appropriate computers, printers, projector, screen etc. 4. Setting: appropriate</td>
<td>Evaluation of the learning activities: 1. Generic evaluation tools developed by LAPIS</td>
</tr>
</tbody>
</table>
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.
How to implement ILBES

ILBES methodology was especially designed for e-Facilitators (i.e., the staff and volunteers who work in Blended Environments and Spaces and help disadvantaged persons on their way to the digital society) to become Developers of Intergenerational Learning, and is part of a process of professionalization of the eInclusion sector.

The e-Facilitators working in contact with the public in community organisations offer a range of social and digital services, including training and guidance to make a purposeful use of new technologies. The eScouts modules are expected to support e-Facilitators in developing their eInclusion competences by providing a methodological set and learning content (the modules) for facilitating intergenerational learning as a pedagogical approach to support eInclusion.

At this objectives layer, eScouts links to another EU LLP funded project called “European VET solution for eInclusion Facilitators” (vet4e-I) which developed a training curriculum for e-Facilitators (social/cultural animators, ICT trainers, guidance experts, on-demand assistants) working in telecentres. The curriculum was supplying competences that e-Facilitators might need to support digital competences of disadvantaged persons. While vet4e-I provided several modules with a broad variety of learning content that could be used independently, the eScouts modules are designed as one curriculum of interlinked units.

Therefore, there are two possible ways of implementing eScouts curriculum:

1) **Stakeholder organisations which are actual or potential beneficiaries of vet4e-I training offer** can implement the eScouts modules as an enlargement to the vet4e-I curriculum. This raises the question of compatibility of both qualification frameworks, which is addressed in “Compatibility with the VET4e-I curriculum” section below.

2) **Stakeholder organisations which are not interested in the whole vet4e-I curriculum** but in eScouts curriculum only, can implement this one as described in previous sections taking into account that the personnel to become Developer of Intergenerational Learning is expected to combine a technical background with social and pedagogical competences (which is also the case of e-Facilitators at option 1)

In any case, e-Facilitators play in eScouts the role of “training the trainers”. They prepare youth persons to become trainers of digital competences for senior adults, and senior persons to become mentors on work and adult life challenges for young persons. Just as an example, the following two ‘trust wheels’ were used in mentor training:
The full way in which this learning process takes place is developed into details in the separate publication eScouts Blended Training Manual Kit.

Compatibility with the VET4e-I curriculum

Both projects, vet4e-I and eScouts, were alike in a set of cornerstones. Both were:
1. working in a strategic environment of telecentres as spaces for eInclusion activities;
2. aiming at eFacilitators as key actors in eInclusion activities;
3. dedicated to the professionalization of the eFacilitator profile in order to assure a good quality of their eInclusion activities;
4. acting on a European level, but considering the national level as most important for impact and sustainability of the project outcomes;
5. employing an intermediary approach: supporting eFacilitators in their activities supporting disadvantaged persons;
6. aiming at a shared target group of (end) users: unemployed youth and elderly.

These cornerstones are framing the didactic approach of both projects. The didactic approach should be feasible to
1. support community based learning;
2. blend online and offline learning;
3. strengthen eFacilitators;
4. include competences in the layer of ICT usage and interpersonal interaction;
5. fit to a learning setting of social work, which is often shaped by the demands of low budgets and volunteering.

In order to achieve an didactical align of both projects, a planning tool for the structuring of learning content was adopted from the vet4e-I project to eScouts. The planning tool consists of six columns that have to be considered for each learning content. This structure forced the pilot developing teams of both projects to a strict structure.
The result of this align planning process is a homogenous structure of all learning contents of both projects. The eScouts curriculum integrates capacities and skills which are also included in the Facilitator modules of vet4e-I. The following vet4e-I modules were included in different eScouts modules: Plan digital literacy workshop; Elderly people and ICT.

The following synopsis list all modules of both projects and the arrows show the integration pathways of vet4e-I modules in eScouts modules.

<table>
<thead>
<tr>
<th>Vet4e-I Modules</th>
<th>Integration</th>
<th>eScouts Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1: Building a network culture.</td>
<td>M1: Facilitator training</td>
<td></td>
</tr>
<tr>
<td>M2: Auxiliary resources to optimize activities in the telecentres.</td>
<td>M2: Facilitators to youth</td>
<td></td>
</tr>
<tr>
<td>M3: Telecentre sustainability.</td>
<td>M3: Youth to elderly</td>
<td></td>
</tr>
<tr>
<td>M4: Facilitating ICT access to elderly.</td>
<td>M4: Facilitators to elderly</td>
<td></td>
</tr>
<tr>
<td>M5: Facilitating ICT access to migrants.</td>
<td>M5: Elderly to youth</td>
<td></td>
</tr>
<tr>
<td>M6: Getting familiar with Office tools for developing digital literacy workshop.</td>
<td>M3: Youth to elderly</td>
<td></td>
</tr>
<tr>
<td>M7: Developing a digital photography workshop.</td>
<td>M4: Facilitators to elderly</td>
<td></td>
</tr>
<tr>
<td>M8: Facilitating job seeking in the telecentre.</td>
<td>M4: Facilitators to elderly</td>
<td></td>
</tr>
<tr>
<td>M9: Planning a digital literacy workshop.</td>
<td>M5: Elderly to youth</td>
<td></td>
</tr>
<tr>
<td>M10: Online procedures – facilitating access to e-services.</td>
<td>M5: Elderly to youth</td>
<td></td>
</tr>
</tbody>
</table>

Basically, M4 and 9 of VET4ei were a good basis to work on Module “M1: Facilitator training” and “M2: Facilitators to youth of eScouts”, but there was no 1:1 integration, because the eScouts modules were localised in each country differently.

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 exchange 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 analysed comparatively across participating countries.

The linkage between vet4e-I and eScouts is based on a shared set of aims, methodology and structure, but also on some shared partners of both projects. Six partner from four countries were contributing to both projects, two were only included in eScouts, one only in vet4e-I. These links on the partner level supported the exchange between the outcomes of both projects.

**Partner overview**

<table>
<thead>
<tr>
<th>Country</th>
<th>partners in Vet4e-I</th>
<th>partners in eScouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain</td>
<td>Esplai, D-O-T</td>
<td>Esplai, D-O-T</td>
</tr>
<tr>
<td>Italy</td>
<td>L’APIS, ARCI</td>
<td>L’APIS, ARCI</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>ICTD Bulgaria</td>
<td>ICTD Bulgaria</td>
</tr>
<tr>
<td>Germany</td>
<td>TUDO</td>
<td>TUDO</td>
</tr>
<tr>
<td>UK</td>
<td>-------</td>
<td>Reflective Learning- UK</td>
</tr>
<tr>
<td>Poland</td>
<td>-------</td>
<td>PCYF</td>
</tr>
<tr>
<td>France</td>
<td>La Ligue de l’Enseignement</td>
<td>-------</td>
</tr>
</tbody>
</table>

The vet4e-I curriculum could never be a fully recognised occupational profile itself, but was aiming at being included as a specialisation module into some existing or emerging occupational profiles (for example social workers or ICT trainers). Therefore, all partners of the vet4e-I consortium tried to integrate their national edition of the vet4e-I curriculum into existing national occupational profiles. eScouts is aiming at integrating its modules into the vet4e-I curriculum, which should itself be integrated in occupational profiles or higher education study subjects (as chosen by the national partners). These multiple integration options made the process very flexible on the one side, but produced different stages of achievement on the other side.

**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, neighbourhood, 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 frame- work 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.
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.
Contact us

**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

**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

**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

**Lapis** 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

**ARCI** 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
eScouts is supported by:

"This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."