WP5: Elderly Blended

Deliverable 5.1:
Tool set for field work activities
Tool set for field work activities

Reflective Learning (P5) has been responsible for the Elderly Blended Learning Path (Work Package 5) within the escouts project.

Reflective Learning, in collaboration with Fundación Esplai (Work Package 4), has worked together throughout the whole escouts Blended Learning Path development process, in order to achieve a common and homogeneous training process.

Workshop in Barcelona: Facilitator’s Training

Across the 24th and 25th October 2011 Reflective Learning in collaboration with Fundación Esplai, planned for and executed an escouts project facilitator training programme in Barcelona. The general objectives of the training were:

- To present the aims and characteristics of the escouts project.
- To discuss its methodology, learning paths, main actors and project schedule.
- To know and practice some significant facilitation skills.
- To explore learning needs, teaching styles and strategies for senior adults and youths.
- To develop an understanding of the transcontextual nature of the project.
- To become familiar with the Moodle platform and its uses.

The 16-hour workshop was held in Barcelona and 12 facilitators participated in it. During this workshop, everything was shared and explained (including written materials) in English, in order to guarantee that everyone could understand the basis of the project.
Tools and guidelines

All materials have been offered to the facilitators in both hard and soft copy form. Reflective Learning has uploaded all the materials and some extra documentation on the escouts Moodle platform, under a section called ‘Facilitator’s Training’.

In this section http://platform.escouts.eu/course/view.php?id=15 all the generic information about the escouts project and its methodologies can be found. This includes key documents about the nature of facilitation. For example:

Section 4: Workshop in BCN

- escouts Facilitators Ethical Code
- escouts Good Facilitation Skills
- escouts Trust wheel - raising awareness
- escouts Trust wheel - observing behaviours

escouts training docs

In this section http://platform.escouts.eu/course/view.php?id=15 facilitators can find information about each training module and some examples that Reflective Learning and Fundación Esplai prepared for the facilitators during the workshop in Barcelona.

- Materials related to Senior adult training modules include:
  - Facilitator training discovery activity
  - escouts_Learning resources
  - Elderly training experiences in Worcester (UK)
  - escouts_Elderly-to-Youth Module_Positively embracing learning preference
  - escouts_Working with the elderly
  - escouts_Example activity_Elderly-toYouth activity

Virtual advice and mentoring was given through two forums:

1) “News”
2) “Facilitator’s Forum”, which offered facilitators a specific place to share their daily experiences with colleagues in other partner countries.
Facilitators were sent a personal invitation (see below) to attend the Barcelona Training.

---

**AN INVITATION**

**to**

The e-Facilitator Training Event

...English, 24th-25th, October, 2011...

---

Hello everyone. Greetings from Alba and Tony. We will be working with you when you come to Spain.

El. I am ALBA

El. I am TONY

We are looking forward to seeing you all.

---

1.0 THE PROGRAMME

1.1 It will last for two whole days: 09.00hrs - 17.30/18.00hrs.

1.2 Alba and I will deliver the programme in English. We understand that listening to, and talking in English may be difficult for some of you. Please do not get anxious about this. There will be others in the room who will be able to help you follow the programme and get a lot from participating in it.

1.3 There will be breaks for coffee & lunch. In the evenings you are free to choose where you eat and who you eat with.

1.4 We are aware that being part of an EU project may be new to some/all of you. So we will explain what the e-scouts project is all about.

1.5 The role of e-facilitator may also be new. Again we will explain this role and give you lots of opportunities to talk about it with your country partner and with others in the group.

1.6 The programme is a blend of listening to presentations, (which will be illustrated using Powerpoint) and doing things, (activities with your country partner). At this time you will be able to talk in your preferred language, sharing thoughts and conclusions.

1.7 During the programme we will be inviting some of the project partners to speak about specific aspects of the project and the role of facilitation.

---

2.0 THE AIM OF THE PROJECT

2.1 The project has two main aims. They are to develop:

2.1.1 Older adult digital competences, by using trained young people

2.1.2 Social and work skills in the youth, through getting mentoring from trained older adults.

---
2.3 This is why this is an inter-generational project.
2.3 The role of the e-facilitator is to make sure the youth and the older adults have the best opportunity possible to learn from each other and to develop new knowledge and skills.

3.0 FACILITATING WELL and WORKING ETHICALLY

3.1 We will explain to you that everyone involved in the project has specific roles and responsibilities. One important responsibility is to keep records of all project activities and to write reports about them.

3.2 Part of working well is to try to plan and deliver each of training session WITH your partner e-facilitator. In doing this, you may have more fun, come up with (even) better ideas and be able to evaluate each session more accurately.

3.3 During the programme we will be giving you materials, that you can use or modify, to help you plan, deliver and evaluate each session.

3.4 A very important part of your responsibility as an e-facilitator is to make sure that all face-to-face activities, in your country, are delivered in an ethical way. This means that the youth and older adults need to fully understand what it is they are being invited to do and why. They have to be given the right to non-participate in particular activities if they wish. It also means that all social interactions have to be sensitive, empathetic and appropriate to the needs of your groups. We will talk about ‘acting ethically’ on the first morning of the programme.

3.5 We will also be talking to you about different ways to keep participation and attendance in the project high. There is always a danger of drop-out.

Alba and Tony look forward to welcoming you in Barcelona
What is shown below is the Facilitator Training Agenda for the two day introductory facilitator training undertaken in Barcelona 24th, 25th October 2011.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Learning content</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Meeting, greeting and engaging – facilitators get to know each other.</strong></td>
<td>1. Appreciative greeting activity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>The central characteristics of the project.</strong></td>
<td>2. Discovery conversation.</td>
</tr>
<tr>
<td></td>
<td>9am – 10am</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10am – 11.30am</td>
<td><strong>The central characteristics of the project.</strong></td>
<td>1. Explain the idea of the project and its relevant information and what we want to achieve in a ppt doc and some pictures/videos. (ESPLAI or Laia de D-O-T)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Responding to questions from facilitators. (ESPLAI &amp; RL)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Collecting initial (a) hopes (b) concerns</td>
</tr>
<tr>
<td></td>
<td>10.30am – 12pm</td>
<td><strong>Coffee Time</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12pm – 12.30pm</td>
<td><strong>Working ethnically, not just efficiently</strong></td>
<td>Explain general ethical training guidelines &amp; how important ethics are during the training process.</td>
</tr>
<tr>
<td></td>
<td>12.30pm – 14pm</td>
<td><strong>Working with the Elderly (older adults)</strong></td>
<td>1. PowerPoint presentation by 2 UK facilitators sharing their extensive experience of working with older adults.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. How to co-construct a meaningful ‘local’ training module from the generic modules.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Making inter-generational dialogue relevant and meaningful to youth.</td>
</tr>
<tr>
<td></td>
<td>9am – 9.30am</td>
<td><strong>Previous day reflections and actions</strong></td>
<td>What are the most significant things you learned yesterday?</td>
</tr>
<tr>
<td></td>
<td>9.30am – 11.30am</td>
<td><strong>The nature of facilitation</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11.30am – 12pm</td>
<td><strong>Coffee Time</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12pm – 12.45pm</td>
<td><strong>General approach to Moodle</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12.45pm – 14pm</td>
<td><strong>Aims and importance of the evaluation process.</strong></td>
<td>1. Youth trainer self-evaluation tool provided by FE.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Youth-to-Elderly training evaluation by (a) youth trainer (b) elderly (c) facilitators.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Elderly mentor self-evaluation tool provided by RL.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Elderly-To-Youth training evaluation by (a) youth (b) elderly mentors (c) facilitators.</td>
</tr>
<tr>
<td></td>
<td>14pm – 15pm</td>
<td><strong>Lunch Time</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15pm – 17pm</td>
<td><strong>Contextualization and adaptation of generic module contents in each country.</strong></td>
<td>Facilitator-led open discussion and group learning activity</td>
</tr>
<tr>
<td></td>
<td>17pm – 18pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What is shown below is a copy of the template that was discussed during the Barcelona Facilitator Training Programme to enable participants from each partner country to monitor their facilitation practices.

**FACILITATOR’S TRAINING AGENDA**

**S.M.A.R.T. Framework**

<table>
<thead>
<tr>
<th>The S.M.A.R.T. Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S = Spotting</strong></td>
</tr>
<tr>
<td>To be able to know (‘spot’) your own <strong>STRENGTHS</strong> and use them in the session.</td>
</tr>
<tr>
<td><strong>M = Managing</strong></td>
</tr>
<tr>
<td>To be able to act with <strong>SELF-AWARENESS</strong> and <strong>SELF-MANAGEMENT</strong> (e.g. emotional self-control, display honesty, be patient).</td>
</tr>
<tr>
<td><strong>A = Articulating</strong></td>
</tr>
<tr>
<td>To be able to <strong>COMMUNICATE</strong> effectively to others and in different ways.</td>
</tr>
<tr>
<td><strong>R = Relating</strong></td>
</tr>
<tr>
<td>To be able to relate positively to others (e.g. form meaningful <strong>RELATIONSHIPS</strong>).</td>
</tr>
<tr>
<td><strong>T = Teamworking</strong></td>
</tr>
<tr>
<td>To be able to work with others <strong>COLLABORATIVELY</strong>, and supportively to plan and deliver the session.</td>
</tr>
</tbody>
</table>

**Additional Facilitator Training**

Extra Facilitation Training was undertaken and facilitated by Professor Tony Ghaye (Reflective Learning) on 25\(^{th}\) and 26\(^{th}\) February 2012 in Sofia, Bulgaria.
escouts extra training
The Report
(as a journey of discovery)

Facilitated by: Tony Ghaye,
Director,
Reflective Learning-International
tony.ghaye@btinternet.com
www.rl-international.com

BUILDING STRENGTH THROUGH POSITIVITY

OUR SOFIA WORKSHOP

PURPOSE
1. To clarify the nature of Modules 4 and 5.
2. To apply Modules 4 and 5 to your national context.

AIMS
1. To reduce the digital divide.
2. To develop the work and social skills of the youth.

PROCESS
1. To achieve the aims through
INTERGENERATIONAL DIALOGUE.
Participants ~ extra training

Facilitated by Tony Ghaye (RL-UK)

- Elisa Cavicchiolo (Italy)
- Begona Escobar Santogosa (Spain)
- Dorota Wiro-Kiro (Poland)
- Anna Reszka (Poland)
- Alessia Rogai (Italy)
- Martin Rance (Italy)
- Kaloyan Zdravkov (Bulgaria)
- Vanya Petrova (Bulgaria)
- Martin Hristov (Country co-ordinator)
- Angel Panov (Country co-ordinator)

DAY 1
25/02/12

DESCRIBING & EXPLAINING
MODULES 4 & 5

<table>
<thead>
<tr>
<th>DATE/TIME</th>
<th>TOPIC</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00-10:00hrs</td>
<td>The Journey so far</td>
<td>The Yellow Brick Road</td>
</tr>
<tr>
<td>10:00-10:30hrs</td>
<td>Landmarks</td>
<td>Mysterious Modules</td>
</tr>
<tr>
<td>10:30-11:00hrs</td>
<td>COFFEE BREAK</td>
<td></td>
</tr>
<tr>
<td>11:00-13:00hrs</td>
<td>The Map</td>
<td>Finding your way through Modules 4 &amp; 5</td>
</tr>
<tr>
<td>13:00-14:00hrs</td>
<td>LUNCH</td>
<td></td>
</tr>
<tr>
<td>14:00-15:00hrs</td>
<td>Interpreting the scenery</td>
<td>Preparing elderly mentors for youth training - Module 4</td>
</tr>
<tr>
<td>14:00-15:15hrs</td>
<td>Important places to stop - reflect &amp; act</td>
<td>Finding out what social and work skills might be relevant for youth to learn - Module 5</td>
</tr>
<tr>
<td>15:15-15:45hrs</td>
<td>COFFEE BREAK</td>
<td></td>
</tr>
<tr>
<td>15:45-17:00hrs</td>
<td>Colouring your map</td>
<td>Linking everything on Day 1 together into a meaningful whole - Modules 4 &amp; 5 in YOUR COUNTRY</td>
</tr>
</tbody>
</table>
## DAY 2
26/02/12
PUTTING MODULES 4 & 5 INTO ACTION in YOUR COUNTRY

<table>
<thead>
<tr>
<th>DATE/TIME</th>
<th>TOPIC</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00-09:30hrs</td>
<td>Today's journey and destination</td>
<td>Action-adventure planning</td>
</tr>
<tr>
<td>09:30-10:30hrs</td>
<td>Setting out</td>
<td>Getting off to a great start with Module 4</td>
</tr>
<tr>
<td>10:30-11:00hrs</td>
<td>COFFEE BREAK</td>
<td></td>
</tr>
<tr>
<td>11:30-13:00hrs</td>
<td>Interesting elderly mentor conversations</td>
<td>Getting to know what your elderly mentor’s strengths are - Module 4</td>
</tr>
<tr>
<td>13:00-14:00hrs</td>
<td>LUNCH</td>
<td></td>
</tr>
<tr>
<td>14:00-15:30hrs</td>
<td>Interesting elderly mentor-to-youth</td>
<td>Preparing elderly mentors for youth training - Module 5</td>
</tr>
<tr>
<td></td>
<td>conversations</td>
<td></td>
</tr>
<tr>
<td>15:30-16:15hrs</td>
<td>The Emerald City</td>
<td>Finish where you want to be - end of April 2012</td>
</tr>
<tr>
<td>16:15 onwards</td>
<td>COFFEE BREAK &amp; FINISH</td>
<td></td>
</tr>
</tbody>
</table>

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**Generic Modules 4 and 5**

These modules are called:

Module 4: **FACILITATOR-TO-ELDERLY TRAINING**
Module 5: **ELDERLY-TO-YOUTH TRAINING**

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

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

*Facilitator’s Training* > *Section 1: Resources for General Training* > *Learning Programme Design*
The Nature of Facilitation

Facilitation skills that strengthen inter-generational dialogue

In the escouts project, inter-generational dialogue is not a private conversation that you have with yourself. It is a public one with others. It may be with a co-facilitator, youth and/or elderly person or group. The dialogue may be in a one-to-one situation, in a triadic relationship or a bigger group that you bring together with a shared understanding of its purpose.

The escouts project used the six qualities of positive relationships, from the Mobius Model, (Demarest et al, 2004) to describe how to initiate and sustain excellent inter-generational dialogue. This paper should be read along with the paper on ‘escouts Facilitators Ethical Code’.

In summary the six Mobius qualities are;

i. **Mutual Understanding** exists when each person feels understood and also understands the other(s). It is important to note that mutual understanding is not the same as agreement. We can understand others without necessarily agreeing with them.

ii. **Possibility** exists when everyone recognises something new that is desirable and seems realistic to create.

iii. **Commitment** exists when there is agreement to priorities among the goals and values that will direct action.

iv. **Capability** exists when there is agreement to a way to fulfil the commitments to which everyone has agreed.

v. **Responsibility** exists when there is agreement to expectations about what each person will do to carry out the commitments.

vi. **Acknowledgement** exists when there is mutual recognition of what has been accomplished and what is still missing for the commitments to be fully realised.
Developing Mutual Understanding

Mutual understanding means each person is understood and understands the others. It is present when each person confirms that they feel understood by, and also understands, everyone else. When it is present, people will say what they really think or feel about the subject of the session. They value and learn from the differences within the group. When others speak, participants listen and expect to learn. When mutual understanding is missing, people feel misunderstood and disrespected, and they don’t trust each other. Differences among people are ignored or become the cause of disagreements. People are reluctant to say what they really think or feel, and they may keep relevant information to themselves. They expect others to listen and to learn from them, but they themselves do not expect to listen to or learn from others.

When an escouts facilitator uses this skill, they are developing mutual understanding by listening to and appreciating, the information and perspectives contained in others’ points of view, and then saying what their understanding is, to confirm that they have understood. When facilitators engage in this kind of conversation, they expect to be understood by the others, but not necessarily agreed with. Staying engaged in listening is very challenging.

Being open to possibility

Possibility means everyone in the group recognises that there is something desirable (and positive) that could be achieved during the session. In the context of the Elderly Blended Path what was considered ‘desirable’ were, for example, the social and employment skills ‘taught’ by the elderly to the youth. When possibility is present those involved proceed from the belief that they can learn new skills, can develop new insights, that challenges can be met, and that issues can be resolved. Put another way, all involved adopt a hopeful, optimistic and have a positive attitude.

When possibility is missing, people focus on what they want to avoid. They are not interested in and may resist new ideas, and they are reluctant to make suggestions because they fear their suggestions will get shot down. So facilitators need to create a climate of possibility in each session.
Generating Commitment

Commitment means that there is agreement to what the scouts session is about, what participants will do and why. It is about making possibilities real. This skill is needed in each session as facilitators try to encourage participants to learn new and different things. There are three basic statements of commitment: yes, no, and I’ll let you know/or do it later. When commitment is present, say for example to learn a new ICT skill, or to become more employable, the purpose of this and its usefulness are spelled out and agreed on before taking action. When commitment is missing, people are not clear about the purpose of the session and may not share the same goals and values you have. They may wonder why you are asking them to do this, or that, in the session. It has no meaning or relevance to their lives. So this skill is fundamental for facilitators to learn.

Commitment clarifies priorities within each session and sets everyone up for positive action. Once choices have been made, it is natural to ask how the commitments can be carried out. This should be discussed with your co-facilitator and/or the participants, (elderly or youth) where appropriate.

Developing Capability

Capability means that facilitators have agreed how to combine knowledge, skills and resources in appropriate ways to enable all commitments to be met. When capability is present, people believe that they have, or can develop, a way to meet any challenge you (as a facilitator) may place before them. They are willing to try new things, to learn from their mistakes, and to incorporate what they learn into current and future efforts. They like to roll up their sleeves and bring new ideas to life.

When capability is missing, people are less interested in, and may resist, trying new things. They may be afraid of making mistakes. They may feel incapable of learning new ICT skills for example.
Being Responsible

Responsibility means that everyone in the project knows who is going to do what, each session. It is the carrying out of the session plan to meet your commitments.

When it is present, facilitators know what they and others are expected to do. As facilitators and as a group, you can find satisfaction in doing a good job. And you are encouraged to talk openly about things if they don’t get done. Even though responsibilities have been spelled out and committed to, people’s tasks are not set in stone or inflexible. Responsibilities can be re-negotiated when the situation changes. When responsibility is missing, people are not clear about what they are expected to do, and so all the things necessary to carrying out the session plan don’t get done. Facilitators need to be aware of this.

Acknowledging Success

Acknowledgement is recognising what has been accomplished in terms of reaching the commitments and what remains to be done next time. When it is present, both facilitators and the whole group (youth and/or elderly) know where there is agreement and where there are differing perceptions about how well things are going and what still needs attention. Differing perceptions are openly accepted and considered, and there is a willingness to move ahead and address those things seen as missing, or that need to be done better. When acknowledgement is missing, people may not know how they are doing, even if they are doing quite well. This may be associated with an absence of reflecting wisely and prudently on each session. It may also be because those involved do not take time to consider that there are differing views of progress. The basic practices for creating acknowledgement are the use of three questions. The first asks what have we achieved so far. The second asks what still needs to be done, and the third asks where future efforts should be directed?
Some things that ‘get in the way’ of successful facilitation

Good facilitation of inter-generational dialogue takes skilfulness and commitment. There are many things that can ‘get in the way’ of the experience being useful and fulfilling. Here are some things that can get in the way. They are:

- **Passivity:** Not acting in situations that need action. This includes doing nothing, uncritically accepting the way things are going and suggestions made by others, becoming paralysed to act, or even becoming aggressive (shutting down or letting off steam).

- **Learned helplessness:** This helplessness means those involved feel they can do nothing to change or improve their knowledge, skills and competencies. There are degrees of helplessness, from statements such as ‘I’m not up to this’ to feelings of deep inadequacy often coupled with a depressive state, especially in the elderly.

- **Disabling self-talk:** This is where those participating in each session talk themselves out of things and into passivity. Conversations slide into an obsession with problems and obstacles. The vocabulary used is ‘It won’t work’ and ‘We can’t do it.’

- **Vicious (not virtuous) cycles:** Your plans do not go well. The future does not unfold from the present in the expected way. Those involved begin to feel they are losing a sense of self-worth. They lose heart and confidence in the aims of the module. This spirals individuals downwards into a mindset of defeat, negativity and even depression. They lose their sense of optimism. They (elderly and youth) do not turn up next time!

- **Feeling that things are falling apart:** Sometimes those involved have a tendency to give up on action they have initiated. Action to improve digital skills for example, can begin strongly, but then die away and stop. Session plans seem realistic and achievable and begin with enthusiasm. Then delivery and learning become tedious. What seemed easy at the start now seems to be quite difficult. Those involved seem to get discouraged and may give up without the appropriate kinds of support.

**Facilitation – delivering with energy and optimism**

Having energy and a sense of optimism are essential elements of good facilitation. We can frame them within Loehr & Schwartz’s (2005) general notion of being fully engaged. More specifically being fully engaged with inter-generational dialogue. Loehr & Schwartz (2005) explain that it is energy, not time, that is the fundamental currency for moving forward positively. This message can come as quite a shock to some. To be fully engaged in the scouts project, facilitators must be physically energized, emotionally connected, mentally focused and spiritually aligned with the aims of the project.
When Loehr & Schwartz (2005) talk about the different kinds of energy we may need to improve or develop someone’s digital skills, or employability for example, they mean;

- **Emotional energy:** Generated by the positive feelings of mutual appreciation experienced by colleagues as they engage in each module.
- **Physical energy:** The amount of physical energy that can be devoted to interacting and doing what you ask them to do. This is crucial when working with the elderly.
- **Mental energy:** The way we find the mental energy to stay focused, for long enough, and without distraction from other things in our lives. This is also about attention spans.
- **Spiritual energy:** Energy derived through interacting with others in an appreciative, safe and supportive context, and that what everyone is doing has some positive meaning and purpose.


### Being a competent and confident facilitator

- **GOOD FACILITATORS** are good at learning through reflection. These simple frameworks can be used to guide and structure reflection. One is called a ‘**PMI**’ and the other ‘**PPC**’.

#### The **P.M.I.** Framework

<table>
<thead>
<tr>
<th></th>
<th><strong>P = PLUS POINTS</strong></th>
<th>Things you felt were particularly good in the facilitation process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>→</td>
<td><strong>M = MINUS POINTS</strong></td>
<td>Things you felt didn’t quite work and could be a further source of reflection and possible improvement.</td>
</tr>
<tr>
<td>→</td>
<td><strong>I = INTERESTING POINTS</strong></td>
<td>Things which particularly interested you, surprised, intrigued, puzzled you.</td>
</tr>
</tbody>
</table>
The **P.P.C.** Framework

<table>
<thead>
<tr>
<th>Framework</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P = POSITIVE</strong></td>
<td>Facilitators try to focus first on things that were particularly good/praiseworthy. No matter how ‘bad’ or difficult the session was for them, they try to find something positive to say...and mean it!</td>
</tr>
<tr>
<td><strong>P = POSSIBILITIES</strong></td>
<td>Facilitators think about the possibilities for extending elderly/youth idea/s, revising them, taking them forward, making greater sense of them, etc.</td>
</tr>
<tr>
<td><strong>C = CONCERNS</strong></td>
<td>Facilitators try to enable elderly/youth to state these constructively and honestly. Timing is crucial. Giving space to respond to concerns is critical.</td>
</tr>
</tbody>
</table>

**Facilitation and the reflective conversation**

- As a good facilitator you need to appreciate that:
  - We are all different. We all learn differently. Facilitators have to think of the ‘best’ way to enable others (elderly/youth) to learn.
  - Remember, as a facilitator, someone needs to give you feedback on your facilitation.

- As a good facilitator you should:
  - **Listen actively**
  - **Express yourself effectively**
  - **Notice and interact with elderly/youth sensitively**
  - **Talk to learn (not learn to talk!)**

There are a number of things to be mindful of when committing yourself to and engaging in reflective conversations.

**A reflective conversation is not a private conversation that you have with yourself. It is a public one with others.**
Some of the most things for facilitators to consider are:

- To give conversations time to develop.
- That there needs to be some empathy between you and the elderly/youth.
- The conversation involves feelings, thinking and actions. (What was done or not done).
- As a facilitator you should do more listening than telling, more guiding, helping and enabling than prescribing and directing.

When Capability is missing, people are less interested in, and may resist, trying new things because they think things are okay the way they are, or they are afraid of making mistakes. They may feel incapable of making things better. Capability is essentially a positive planning phase.

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**The Nature of Mentoring**

**What is mentoring?**

Some useful definitions are:

- "...mentoring is an attempt to transfer experience from experienced individuals to the less experienced individuals. It is often used as a kind of the ‘fast track’ support scheme where one (relatively) senior person oversees the activity and performance of a more junior (younger) person"  
  Gregson (1994:26)

- "...a process by which one person (the mentor) encourages another individual (mentee) to manage his or her own learning so that the mentee becomes self reliant in the acquisition of new knowledge, skills and abilities and develops a continuous motivation to do so".
  Klasen and Clutterbuck (2002:16)


Mentoring activity has recently expanded with explosive speed in many fields of human service work such as healthcare, social work, policing, law, banking, the military, prisons, performing arts, sport and teacher education. Mentoring has been related to positive career outcomes including job satisfaction and promotion. During mentoring through conversation, the mentor with the protégé puts the spotlight on two things. First, clarity about the purpose of the conversation. Second, the spotlight falls on the quality of the relationship between the parties — in both one-to-one and peer-group mentoring — because this affects the content and the outcomes of the conversation.

**Mentoring and making suggestions**

One purpose of mentoring might be to make suggestions to your protégé about how they might positively set about addressing significant aspects of their work. What defines a suggestion? Some mentors might take on a direct approach such as: ‘I suggest you have a word with…’. Others may be more indirect, for example: ‘Chatting with...might be helpful’. Between these two extremes are many variations. For example: ‘I was wondering if you might want to have a chat to...about this?’, or: ‘Often staff tend to go to...to chat about this’.

There are many ways for mentors to make suggestions that do not embarrass or disempower the protégé. Suggestions containing praise (for example: ‘Yes that is a great idea; well done you have really worked hard to think this one through’, etc), and those which invite the protégé to say more (for example: ‘Tell me a little bit more about what you are thinking’), and those which monitor the protégés feelings (for example: ‘How are you feeling right now about this?’). These are all an important part of the skilfulness of mentoring through conversation.

**Self-disclosure through a mentoring conversation**

This is about the expression of emotions, beliefs, fears, failures, hopes and successes. In a nutshell, it is about saying what you really think and feel. Self-disclosure is a central relationship process variable, critical to relationship development and maintenance and is fundamental to information exchange and intergenerational dialogue.

Why might the mentor or protégé self-disclose? There are many possibilities. One might be catharsis, another self-validation or justifying feelings, thoughts or actions, or it might be something to do with impression formation — in other words disclosing so as to be seen, for example, as knowledgeable, important, clever, helpless, vulnerable or bullied. Another reason might be to appear to be open to the possibility of receiving or providing support to the other. More cognitively, it might be about disclosing in order to clarify one’s thoughts or attitudes towards something. It might be about identity and feelings of self-worth.
Self-disclosure should not be one-way traffic. If the protégé discloses to their mentor, the quality of the mentor's response becomes very important. For example, will the protégé feel that the mentor accepts and understands what they are disclosing? And how far does the protégé trust the mentor with their feelings in the first place?

What happens in a situation where the protégé may be a bit reluctant to say what they really feel in case this might come back to harm them in some way in the future? The bottom line is how do the mentor and the protégé positively connect so that the protégé feels they are getting the most from the process. Not all mentors and protégés go into a mentoring process with a desire for closeness, and that this should be respected. To some, self-disclosure can be uncomfortable.

**Mentoring and relational problems**

Mentorship relationships are susceptible to problems. Creating a good mentoring relationship is not the sole responsibility of the mentor. Protégés themselves may create or contribute to relational problems (as well as to its success). If relationship problems continue over time, it is likely that they will have a cumulative effect. Negativity in the form of feelings of detachment may ensue. Why should either the mentor or protégé stay in a dissatisfying relationship?

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**The Nature of Empowerment**

The definition of empowerment used in the escouts project was:

*Empowerment is giving project participants the skills, resources, authority, opportunity and motivation to enhance their knowledge and competence. It can also mean providing activities where they are responsible and accountable for the outcomes of their actions. Empowerment is also about values. It’s about activities that you may have done that treat people in an appreciative way. Acknowledging that they have hopes and fears, their own aspirations and lives outside the workplace. It’s also about activities that treat them with respect and enable them to feel that their views are listened to, that their talents are recognized and strengths used.*

Empowerment is a complex idea. Talk of empowerment has been fashionable for some time. Throughout much of the literature on empowerment there is an assumption that it is a ‘good thing’. Some argue that it is better to be empowered than disempowered. But what assumptions are we making?
Empowerment as a commodity
Some enduring problems with empowerment is that it is often seen as a commodity, bestowed on those without it, by those who have it to give. It is a commodity that is given or withheld. If you have it, you are empowered. If not, then you are disempowered.

Empowerment as the ‘give-it-away’ process
Again, this finds expression in such phrases as, ‘We have to relinquish power, our role as expert, and pass control over to others.’ This, of course, is potentially threatening for both parties.

Empowerment as an ‘enablement’ process
This view asserts that the process is not so much about giving power away, as about creating opportunities which enable and encourage power to be taken.

Empowerment of the individual
When associated with the individual, empowerment is often called 'self-empowerment'. This term is linked to ideas of self-care, self responsibility, self-determination, and personal control. It is to do with individuals taking control of their circumstances, achieving their personal desires and goals and trying to enhance the quality of their lives.

Collective empowerment
Empowerment is often expressed in terms of relationships between individuals, with issues of group or community empowerment. Youth or elderly empowerment.

Empowerment as developing a voice
Empowerment is also linked to the ways in which people (youth and elderly) resist, confront and alter the 'structures' which serve to constrain their thinking and action. Empowerment, in this sense, is associated with the critical idea of 'voice'. Voice is about communication. In the context of escouts this notion of voice is central to understanding intergenerational learning.
A range of empowering activities from partner countries

Empowering Activity: Example from Partner 1: Fundación Esplai

Module 4: Dynamics with Senior adults

Activity 1
This activity allows to raise awareness of the responsibility that senior adults have to create a youth committed to its environment.

Explanation of the activity:
Facilitators will ask Senior adults:

1. What is a youth for you?
In groups, senior adults should create a mural with the defining characteristics of a youth today, expressing pros and cons of youth life prospects. Moreover, facilitators will also have to think about what they think about today's youth in his neighbourhood. It's interesting that senior adults support his opinion with specific examples.

2. Sharing.
Senior adults will share these ideas. After that, assuming that negative approaches have emerged about today's youth, facilitators will pose the question: What capacity do we have to help change this reality that you have raised?

Activity 2
This activity allows senior adults to become aware of their capacity for empathy, active listening and communicative skills.

During Module 4, we asked facilitators to work with senior adults to highlight skills that we want to improve in youth people.

The following activity enabled Senior adults to feel and understand better youth people during Module 5 sessions. With this kind of activity, Senior adults strengthen security in themselves and empathetic skills, two skills that will be very needed by them during Module 5.
**Explanation of the dynamic:**

Participants are placed around a desk, or sitting in front of the blackboard. After that, the arrangement will be free.

The facilitator will present a problem to the group. The question arises as to solve task first individually, then in groups:

“One day I bought a horse at $600.00, after a while I sold it at $700.00. Soon after, in the same market, I bought the same horse to another person at $800.00, finally I sold it for $900.00.” Did I win or did I lose? How much did I lost or win? Did I neither win nor lose?

If problems occur during the inter-group exercise, the facilitator can stop and start again with the reflection.

After hearing the problem, each participant writes their solution. Subgroups will be created in order they achieve a solution.

When the common solution is found, we will open a discussion of the implications of the exercise. With this information, the facilitator will guide the group to analyze it. We will think together how to apply what they have learnt in their life.

**Module 5:**

**Transversal dynamics with Senior adults & Youth**

**Activity 1**

We present the dynamics to work for solutions, conflict resolution, acquisition of social skills, initiative, respect for the opinions of others, assertiveness, empathy ... All aimed at the acquisition of skills for employability.

**What we have in common**

The first activity we will develop with youth and senior adults is to separate the whole group into two smaller groups.

The facilitator calls out a characteristic of people in the group, such as having children. All those who have children should move to one side of the room. When the facilitator says more features, like playing football, people with these characteristics should move to the right place.
Then and now

Facilitators will give a card and a subject on which each group will have to talk about (Education, Leisure, Work and Family). On this issue, each group will have to reflect which changes and evolutions, from the point of view of the group, have happened in this field, always focused on youth. Youth and senior adults may use any type of resource to get information about this issue (Google research, YouTube, Wikipedia, blogs...) then, they will have to express the idea together. Two representatives from each group (one senior adult and one youth) will expose the ideas and conclusions. We will try to discuss about it later on with the rest of groups.

Conclusion

The idea of these meetings is to see how reality has changed in our neighbourhood through the perspective of young people and older people. After all the sessions, the group will generate a timeline of what it was like the neighbourhood, and it is now.

Empowering Activity: Example from Partner 4:

During the training of Module 4 and Module 5

1. The biggest curious effect was some of the youngster’s STOPPED smoking during the training. Normally smokers go out during other training to smoke: but this didn’t happen when elders started talking and taught them different things, explaining their experiences during life. Youngsters are amazed how freely experienced elders can speak and express themselves. The empowering activity here is patience and respect from elderly! And this respect is not only from the elderly itself by their age and the knowledge they have learned.

2. When Module 4 training was conducted there was one elderly who needed to go to the hospital, but the empowering effect was he come out of the hospital each time when there was training! Driven not only by curiosity and knowledge thirst, but comparing power to the other elders in the group as well.

Empowering activity here is how the elderly presented himself not only in front of the youngsters but in front of the e-facilitator and other elderly!
Empowering Activity: Example from Partner 5 (UK & Italy):

Module 4: Key Words Brainstorming (from RL Italian site)

During the preparation of this module the group made several studies, reflections and insights: on youth, about the society of the 60’s and nowadays society, focusing on how the world of work has changed; on the relationship between the construction of identity, work and social context. From the analysis and the screening of different materials we obtained the words\concepts that allowed us to build a structure of the training path leaving some "empty spaces" to be filled together with the participants of the course. These spaces were essential in a training program, especially for participants that you don’t know. This was an empowering opportunity.

The words\concepts that were regarded as being meaningful and related to the exchange between the generations were: trust, project, change, choice, link, opportunities, jobs, youth, senior, values, experience. During the first meeting of module 4, after the presentation of the project, participants were asked to brainstorm about these words. This activity allowed participants to share key aspects of the project and at the same time to collect the contributions and perspectives of the mentors about these concepts. Another important aspect of this activity was the possibility to create a shared vocabulary and a semantic basis to ensure more effective communication and exchange. Moreover, in the sharing of these words we had the possibility to tell episodes and experiences that contributed to build the different points of view. This allowed us to start building a co-conscious group (Moreno). Brainstorming on these concepts was later repeated with the group of young people with the aim to compare different points of view but also to provide a shared foundation of the new youth-mentors group. These contents were retrieved in all subsequent activities to become the fil rouge of the training. This was an expression of empowerment as giving a ‘voice’ to others.

Another activity was related to a vision of the movie about the Great Boom of the ‘60s

After the choice of 5 mentors, we realized that they were almost contemporaries, or at least had lived their youth in the central part of the ‘60s. Then we decided to see an historical documentary in which there was an analysis of major changes, both economic and social of those years. The video offered an insight about the changing patterns of production, communication, consumption and how these items influenced the daily life in that particular social moment (defined as the Italian Boom of the ‘60s, an important period of change in Italy). See a glimpse of those years, through interviews with ordinary and significant-role people was very effective for achieving some aims: viewing images and interviews revealed vivid memories, moods and experiences, with great effect.
This point made simple the recall and sharing of important aspects of those years and of the biography of mentors. This recall was important, because their most important feature was being mentors, so people rich of experiences, ex-young. This comparison made it possible to think in parallel on the similarities and differences of being young in two different historical moments. It also allowed them to refresh the memory by stimulating the ability of empathic understanding. Finally, it made possible the contextualization of some theoretical concepts in concrete episodes treated before, such as identity formation and social reality.

Module 5: CREATE A ‘SPORTY SPLASH’ (from the RL-UK site)

The purpose of this activity for youth was to develop a number of empowering work and social skills in the youth. The activity was planned by the two elderly mentors who had life experience in the sport, leisure and tourist industries. A range of materials were purchased to enable the youth group to work together to create a new ‘sporty splash’. In particular the youth were challenged to work as a team, to come up with a product and marketing plan, but also to be creative in their approach. The youth also needed to develop their communication skills, to be influential and persuasive. They had the freedom to explore options, to make their own decisions and to justify their actions.

(1) AIM

To create a new ‘sporty splash’ (a combination of perfume and cologne) for athletes and coaches.

(2) OUTCOME

Each team will;

2.1 CREATE an original ‘splash’ fragrance suitable for (male and female) athletes and coaches.
2.2 NAME it.
2.3 Develop a marketing plan to include;
   2.3.1 A MARKETING phrase
   2.3.2 BRAND IDENTITY (including suggestion for packaging) – its unique selling point.
   2.3.3 Cost
2.4 Script and deliver a 4 minute ‘pitch’ to others.
This activity encourages you to;

- **KNOW** each other’s strengths
- **PLAY** to **YOUR STRENGTHS** (think of roles and responsibilities)
- Use **PRESSURE POSITIVELY**
- Work **COLLABORATIVELY & CREATIVELY**
- Understand sports **BRANDING & MARKETING**

### THE RULES

1. You have 5 DIFFERENT ‘SMELLS’. Some are stronger than others.
2. Create your ‘splash’ by **MIXING TWO OR MORE** smells.
3. Always use the **SAME PIPETTE** for the same smell.
4. **DO NOT CONTAMINATE** the smells in each pot, with another.
5. You can **TEST THE SMELL** by putting a small drop on your wrist.
6. Experiment with **SMALL AMOUNTS** until you are happy with your ‘splash’. Use the **MIXING TRAYS** provided.
7. When you have created your ‘splash’, **NAME** it and **MARKET** it.
8. Present your ‘splash’ in one of the **SMALL BOTTLES**.

**WARNING**

Avoid contact with your eyes and mouth, sensitive or cut skin
Empowering Activity: Example from Partner 7: tu technische universität dortmund

Module 4

Both facilitators and elderly agree that a key objective and success factor for module 4 is capacity building with regard to ‘empathy’. They regard empathy as the ability to recognize what another person (here: the young people) thinks and especially feels, and how to adapt and respond to this new situation. One elderly participant said: “How could I possibly know what’s going on in the boy’s mind? I’m over 60, never had children, I really needed some guidance there.” The more elderly people believed to be empathic, the more empowered they felt and the more confident they were when implementing module 5.

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

The facilitators said that, with regard to concrete situations, they made use of their own experiences in ‘made-up job interviews’, which is a standard instrument in vocational orientation and guidance in Germany. The ‘made-up job interview’ served as a role model for a “made-up mentoring dialogue”. These situations took place at the end of the module, just before the final reflections on ‘what have we learned/achieved’. This example might especially help to further enrich the module or the guiding materials because it shows an example of a method to ‘create meaningful sessional activities’ and to ‘give and respond to feedback’, as the learning programme design for module 4 says. It also directly refers to the requirement section, which asks for sufficient space for interaction and an appropriate setting.

To summarize, the ‘made-up mentoring dialogue’ seems to be an excellent activity to test communication skills with reference to the following section of the learning programme design: “Communication skills: To be able to explain and present your ideas clearly to your co-mentor and youth. This includes the ability to adjust what you say to a given group (audience), using appropriate styles and questions, and an understanding of the importance of non-verbal cues in oral communication.”
Module 5

With regard to module 5, the opportunity and ability to ‘test new roles in life’ is considered a very good example of young people’s empowerment in the e-scouts learning circle. Both mentors and young mentees referred to such situations when being asked for the most effective and empowering activities during module 5. ‘When I had gone through such a situation together with my mentor, I knew afterwards that I was capable of more things than I thought’ – this is a typical answer from the young learners.

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

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

The activity addresses also a number of skills listed in the learning programme design, e.g. the majority of the ‘social skills for youth’, but also oral skills like ‘To be able to explain and give examples of your ideas clearly in social and work contexts’.
Empowering Activity: Example from Partner 8:

Activity one was based on ‘Standing skills activity’ which I got to know from you during our meeting in Dortmund. We’ve prepared a polish version of standing skills description:

- each participant was asked to identify his/hers standing skills
- each participant was asked to give an example of his/her using standing skills
- each participant was asked if his/her friends/colleagues would agree that he represents this type of skill.

Activity two: Developing life aims
This was a final activity during module 5. The aim of activity was to enhance young participants to set their own professional/educational/life aims on basis of identified standing skills. Participants were asked to set a life aim which they would like to share with other participants. Each of young people has received supporting tool which has helped them to develop life aims.

Elements of the activity:
- discussion what are the field in which we can set a life aim
- presentation of life aims by senior participants. Discussion about those aims
- setting up a life aim by young participants
- presentation of aims by participants

Developing life aims – supporting tool:

To live consciously means to drive your life towards achievement of specific aims. When you know your aims it is easier to focus on the most important issues.

What are the features of a good life aim:

Specific – aim has to be specific enough so you could know what exactly do you want to achieve. For example ‘life should be better’ is too general.
Measurable – good aims should be measurable, so you will know what are your chances to complete the aim. For example I will graduate from my school at the end of 2013.
Ambitions – the aim has to be ambitious but not impossible to achieve. It should be considered a challenge.
Realistic – the aim has to be achievable.
Timebound – the time period for achievement of aim has to be specified. For example within – a year, month or time period – three years from now.
My educational/life/professional aim which I would like to achieve is:

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I can use my following standing skills in order to achieve this aim:

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What can I do in next 12 months to achieve this aim?

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What can I do in next 24 months to achieve this aim?

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What can I do in next 36 months to achieve this aim?

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Tools for monitoring and assessing the impact of the methodology on project participants

**S.M.A.R.T. Framework**
(to be done at the end of each session you facilitate)

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**S = Spotting**
To be able to know ('spot') your own **STRENGTHS** and use them in the session.

**M = Managing**
To be able to act with **SELF-AWARENESS** and **SELF-MANAGEMENT** (e.g. emotional self-control, display honesty, be patient).

**A = Articulating**
To be able to **COMMUNICATE** effectively to others and in different ways.

**R = Relating**
To be able to relate positively to others (e.g. form meaningful **RELATIONSHIPS**).

**T = Teamworking**
To be able to work with others **COLLABORATIVELY**, and supportively to plan and deliver the session.
A tool for developing as a reflective facilitator

This tool invites facilitators to reflect on **8 QUALITIES** of facilitation. It can be completed by individual facilitators.

**QUALITY 1 ~ LEARNING CULTURE**

*How far have you created a context for project participants to focus on learning about social and employment skills?*

**QUALITY 2 ~ MAKING LEARNING VISIBLE**

*How far have you been able to make explicit the values (hopes, motivations, beliefs) that guide your work as a facilitator and what helps/hinders the process of putting your values-into-action?*
QUALITY 3 – WORKING WITH UNCERTAINTY

How far have you been able to be flexible and responsive to escout participant needs and views as they arise?

QUALITY 4 – PARTICIPANT DECISION-MAKING

How far have you been able to facilitate escout participant decision-making through knowledge/sharing information?
QUALITY 5 – VALUING DIVERSITY

How far have you recognised individual gifts and talents and provided opportunities for individuals to non/participate?

QUALITY 6 – MOMENTUM

How far have you enabled scout participants to experience and talk about things that really matter to them?
QUALITY 7 ~ IMPROVEMENT
How far have you enabled escout participants to share and acknowledge:
- What they think?
- How they feel?
- What they want to do?

QUALITY 8 ~ REFLECTION
How far have you enabled escout participants to learn through structured, supported meaningful activities?
So what have I learnt as an escouts facilitator?

The thing that most **SATISFIED** me was …

The thing that most **SURPRISED** me was …

The thing that most **CONCERNED** me was ....
THE scouts FACILITATOR:
A summary of key qualities

- Be patient
- Shape gently
- Listen actively
- Observe behaviours
- End ethically
- Ask open questions

THE TRUSTED FACILITATOR
A template for reporting fieldwork activity results

Title of workshop or learning sequence

Module #: Title of module

Overall aim

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