Local in-service mentoring training

COMPETENCE MATRIX

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Foreword

The Silver Economy along with Senior Entrepreneurship are seen as major opportunities to prolong working lives, reduce old-age unemployment and improve the social inclusion of older individuals. The Silver Economy refers to all economic activities linked to older age groups. The concept is based on the notion that many older people continue to make valuable economic and societal contributions after retirement, and that older citizens can provide significant economic and societal benefits, particularly if they are healthy and active.

The Silver Economy is an enabler to deploy age-friendly communities across Europe and the rapid technological and digital upgrade imposed by COVID-19 restrictions is creating numerous opportunities in Silver Economy sectors.

The project "LOCAL: Boosting Silver Economy through local community mentoring" aims at supporting the setting up and access to an upskilling pathway in the fields of Silver Economy and Community Mentoring by creating a blended continuous professional development programme, with a competence matrix and learning materials to improve the competences of educators and other adult education staff in supporting 50+ year old adults based in local and remote areas and to discover the potential of the Silver Economy as a drive to economic development in local and rural areas.

Learning outcomes are an important part of a training programme. They guide trainers on the training process and inform learners about what they are expected to know, understand and be able to do after a given learning activity. The LOCAL Competence matrix is a reference framework aiming to provide adult educators and trainers a common basis for developing educational materials related with mentoring, intergenerational mentoring, community mentoring, silver economy and senior entrepreneurship.

Terms of reference

Active ageing

Defined by the World Health Organisation (WHO, 2002) as the process of optimising opportunities for health, participation and security to enhance the quality of life as people age. "Active" refers to continued participation in social, economic, cultural, spiritual and civic affairs. Healthy ageing refers to the process of developing and maintaining the functional ability that enables well-being in older age (WHO, 2019). Health and well-being in older age are affected by numerous factors, including income and education level, ethnic background, physical activity and dietary habits, family situation and housing arrangements (WHO, 2002). Both concepts, embrace a life-course perspective or life-cycle approach taking into account the fact that the traditional stages of education and training, work and retirement, are becoming less rigidly defined and more flexible.

Community mentoring

Also referred to as community-based mentoring involves volunteers within a given community (this may be a local neighbourhood or a community of interest or identity) providing mentoring support to people from the same community. This may be regarded as a form of 'peer support' as it involves volunteer mentors from backgrounds or community settings that are similar to those of participating mentees. The aim is to facilitate mentees' self-development, contribute to improving their social networks and motivate them to achieve their goals.

Silver economy

Includes multisector activities, products and services designed to meet the demands and ambitions of people 50+. This includes health and wellbeing, leisure and tourism, housing and mobility, consumer goods and services, education, civic and social participation, employment and finance. The Silver economy is the economy of the future: glocal; inclusive, digital, circular, eco-friendly and collaborative. By addressing a specific demographic group, the Silver economy benefits the whole of society. For example, it creates new jobs and stimulates governments to invest in strategic plans aiming at improving elderly support systems (housing, health care, autonomous living). The Silver economy is founded on the notion that a healthy and active older population offers vast economic and societal benefits.

Senior entrepreneurship

This is a term used to refer to individuals aged 50 or above who are planning to start a business, are currently in the process of starting a business or have recently started one or 50+ year olds who are looking for an “encore” career. Synonyms include: “senior entrepreneur”, “older entrepreneur”, “third-age entrepreneur”.

LOCAL in-service mentoring training

Aim

The LOCAL in-service mentoring training is designed as a blended continuous professional programme aimed to upskill educators, trainers and staff working in adult education in mentoring skills. The goals of the training programme are to:

1) empower professionals working in adult education in supporting adults 50+ to develop entrepreneurial skills.
2) support professional in the implementation of the thematic mentoring cycles addressed at engaging 50+ adults in mentoring practices and silver economy topics.

Learning approach

The LOCAL in-service mentoring training applies a learner-centre approach through microlearning techniques. Specially designed for skills training, microlearning methodologies strip down a skill or idea to its most essential parts focusing on teaching only that. Well-designed microlearning courses are highly focused and made up of bite-sized exercised or "learning nuggets".

The essential characteristics of a microlearning course are:

- Short duration (5-15 minutes)
- Highly focused on a specific concept, topic, skill or idea
- Interactive: audio, videos, games
- Designed to be delivered on a smartphone

There are considerable advantages and benefits in microlearning courses including:

- Increased learner attention
- Easy accessibility, as it supports multi-devices and provides rich media formats which engage learners.
- Easy to create and update
- Focus on one learning outcome at a time, allowing learners to close any small knowledge or skill gapes they have

For all these aspects, microlearning is identified as an ideal model to deliver the contents of the LOCAL in-service mentoring training. Microlearning techniques enable

learners to select and use assets most applicable to their current needs on whatever device is most handy, making the training more relevant to their work. This learner-driven nature increases engagement, improves training and job efficiency, and builds learner interest in seeking out additional training opportunities.

EQF level

In the frame of EQF, **learning outcomes** are described in terms of knowledge (i.e., theoretical and/or factual learning domain), skills (i.e., cognitive and practical learning domain) what a person needs to know), and responsibility and autonomy (i.e., attitudes to effective learning). The table below summarises **eight level descriptors** of EQF.[1]

Levels	Knowledge	Skills	Responsibility and autonomy
1	basic general knowledge	basic skills required to carry out simple tasks	performance under direct supervision
2	basic factual knowledge	basic cognitive and practical skills required to use simple rules and tools	performance under supervision with some autonomy
3	knowledge of facts, principles, processes and general concepts	a range of cognitive and practical skills required to use basic methods, tools, materials and information	take responsibility for completion of tasks, adapting behaviour to circumstances
4	factual and theoretical knowledge	a range of cognitive and practical skills required to generate solutions to specific problems	exercise self-management
5	comprehensive, specialised, factual and theoretical knowledge	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	exercise management and supervision; review and develop performance of self and others
6	advanced knowledge involving a critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems	manage complex activities or projects; take responsibility for managing professional development of others
7	highly specialised knowledge; critical awareness of knowledge	specialised problem-solving skills required to develop new knowledge and procedures	manage and transform contexts that are complex and unpredictable
8	knowledge at the most advanced level	the most advanced and specialised skills and techniques	demonstrate substantial authority, innovation, autonomy and scholarly

[1] Adapted from: https://europa.eu/europass/en/description-eight-eqf-levels

The LOCAL in-service mentoring training is designed in line with the European Qualification Framework level 5 and learning outcomes (LOs) are described in terms of the knowledge, skills, and attitudes needed to empower professionals working in adult education in supporting adults 50+ to develop entrepreneurial skills. The ECVET formula that will be applied is 25 hours = 1 point.

EQF level descriptors elements[2]		
Knowledge	**Skills**	**Attitudes**
Described as theoretical and/or factual	Described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments)	Described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.

EQF level 5 descriptors elements[3]		
Knowledge	**Skills**	**Attitudes**
Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

[2]Description of the eight EQF levels : https://europa.eu/europass/en/description-eight-eqf-levels (last access 02/05/2021)
[3] https://europa.eu/europass/en/description-eight-eqf-levels (last access 02/05/2021)

Unit of competence

The LOCAL in-service mentoring training comprises three independent Units of Competence (UC), a coherent combination of learning outcomes subject to evaluation and autonomous validation.

The Mentoring UC is designed with the aim to enhance and boost mentoring skills in educators, trainers and staff working in adult education; and both Silver Economy and Senior Entrepreneurship. UCs are developed to provide professionals with relevant knowledge and key material to implement mentoring cycles with the project final beneficiaries (50+ adults).

For all UCs, a set of theoretical learning materials and two case studies are included. The first case study illustrates the content. The second case study presents a problem to be solved by the learner.

Figure 1: LOCAL in-service mentoring training units of competence

UC1 Mentoring

Developed by Mindshift Talent Advisory

The aim of this unit of competence (UC) is to provide educators, trainers and staff working in adult education with the knowledge and skills to support 50+individuals acquiring mentoring competencies, in particular those related with planning, drafting, implementing and evaluating intergenerational and community mentoring programmes. This UC also guides adult educators advising 50+ individuals on the benefits of mentoring to boost the Silver Economy, including an exercise approaching the Sustainable Development Goals for local development.

LU1 | Mentoring 101	
Knowledge	Define mentoring List the different existing mentoring models Identify the different phases of a mentoring relationship
Skills	Discuss the ethics of mentoring Analyse the characteristics of the different mentoring models Demonstrate the relevance of mentoring to boost 50+ individuals' entrepreneurial skills
Attitudes	Advise 50+ individuals about the advantages and disadvantages of formal mentoring Guide 50+ individuals through a formal mentoring programme

LU2 | Mentoring skills: the mentor vs the mentee	
Knowledge	Identify the skills that define a good mentor List the skills that define a mentee
Skills	Relate the mentor mindset with the main entrepreneurial skills Apply different mentoring strategies to match the expectations, learning styles and needs of 50+ individuals
Attitudes	Assess own mentor skills Evaluate the expectations, learning styles and needs of 50+ individuals as mentees

LU3 | Intergenerational mentoring and community mentoring	
Knowledge	Define intergenerational mentoring Define community mentoring Distinguish intergenerational mentoring from community mentoring
Skills	Outline the advantages of intergenerational mentoring to enhance 50+ individuals entrepreneurial competences Demonstrate the benefits of community mentoring to improve 50+ individuals entrepreneurial competences Discuss practices of community mentoring
Attitudes	Support 50+ individuals building successful mentoring relations among their communities Advise 50+ individuals engaging in intergenerational mentoring programmes and/or community mentoring programmes

LU4 | Planning and implementing a community mentoring programme	
Knowledge	List the main characteristics of a community mentoring programme Outline the specificities of a community mentoring programme Compare different types of community programmes
Skills	Analyse different types of mentoring programmes in terms of suitability to a community mentoring programme Draft a community mentoring programme that can be implemented in short and long run Select methodologies, tools and resources to launch and monitor a community mentoring programme
Attitudes	Guide 50+ individuals in planning and implementing a community mentoring programme Engage 50+ individuals to formally enrol as mentors or mentees in a community mentoring programme

UC2 Silver economy

Developed by INFODEF

This unit of competence aims to introduce educators, trainers and staff working in adult education to the basic concepts of Silver economy, namely its business potential in the digital world, the merging trends of the silver economy consumers. It also intends to provide relevant knowledge about the characteristics of age-friendly businesses. The case studies supporting the unit contents refer to an innovative technological solution for the healthcare sector and the creation of a mobile app addressed at the needs of the elderly.

LU1 | Healthy and active ageing	
Knowledge	Describe how the 50+ generation is ageing differently Identify the specific areas in which the 50+ generation is demanding products or services
Skills	Analyse the statistics related to healthy and active ageing Evaluate the challenges and opportunities related to healthy and active ageing
Attitudes	Advise on how healthy and active ageing can be achieved Guide younger generations on the road to healthy and active ageing

LU2 | Silver economy 101	
Knowledge	Define the Silver economy Explain the trends of the Silver economy sector
Skills	Discuss the opportunities that the Silver economy brings Analyse the business opportunities of the Silver economy sector
Attitudes	Encourage 50+ individuals to take advantage of the Silver economy sector Guide peers in understanding the Silver economy

LU3 | Digital silver economy	
Knowledge	Relate the potential of the Silver economy sector with the increasing digitalisation of society Explain the emerging technological trends for the Silver economy consumers
Skills	Demonstrate how the emerging technological trends for Silver economy consumers can be applied to their local settings Analyse how cities and public areas have to adapt to the needs of the ageing generations
Attitudes	Guide 50+ adults on the new technological trends Be up to date on the products and services for Silver economy consumers

LU4 | Age-friendly business	
Knowledge	Explain what age-friendly business are List potential measures to cover the needs of 50+ individuals as consumers
Skills	Examine the AgeTech solutions for the Silver economy sector Analyse business opportunities for AgeTech solutions for the Silver economy sector
Attitudes	Guide 50+ individuals in the process of designing a social business model plan Evaluate business model proposals focused on societal challenges

LU5 | Silver economy and sustainability: the role of 50+ people as consumers	
Knowledge	Recall the needs of 50+ individuals as consumers Explain how the Silver economy sector can answer the needs of 50+ individuals as consumers
Skills	Identify the different stakeholders who can be involved in the creation of a business in the healthcare sector for the elderly Analyse the business plan of an innovative technological solution for the healthcare sector of the elderly
Attitudes	Advise local establishments and businesses on the needs of 50+ individuals Raise awareness of the needs of 50+ individuals as consumers

UC3 Senior entrepreneurship

Developed by The Rural Hub

The aim of this unit of competence (UC) is to provide educators, trainers and staff working in adult education with the knowledge and skills to support 50+ individuals in acquiring essential knowledge about the concept and main features of senior entrepreneurship. This UC also guides adult educators advising 50+ individuals on the benefits of building an entrepreneurial path (self-employment) with a special focus on the opportunities brought up by the social innovation sector.

LU1 | Senior entrepreneurship 101	
Knowledge	Define senior entrepreneurship List the different types of support and sources of information obtainable for senior entrepreneurs Describe the challenges and benefits of becoming a senior entrepreneur
Skills	Identify own transferrable skills and link these skills to Senior entrepreneurship Distinguish the different motivations involved in starting an entrepreneurial activity
Attitudes	Advise 50+ individuals about the advantages and disadvantages of senior entrepreneurship Guide 50+ individuals in building an entrepreneurial path

LU2 | Social innovation and entrepreneurship for impact	
Knowledge	Define social innovation Define the concept of social entrepreneurship Define social impact
Skills	List relevant social entrepreneurship initiatives Revise social entrepreneurship programmes to match own professional interests Recognise the different motivations involved in starting a social business
Attitudes	Inform about the impact and benefits of social innovation businesses Encourage 50+ individuals to become social entrepreneurs

LU3 | Types of social business and strategy for social business	
Knowledge	Characterise a social enterprise Describe the different approaches to social entrepreneurship Identify the different types of social business
Skills	Draw from the actions, experiences and projects of different social businesses in a specific territory Explain the steps involved in launching and developing a social business
Attitudes	Provide guidance to 50+ individuals regarding training services and support systems for the creation of social business Advise on the development and implementation of plans, programs, projects and activities, in order to accelerate social entrepreneurial initiatives

LU4 | Case study: Employment at 50+, the benefits and disadvantages of self-employment	
Knowledge	Contextualise the reality of 50+ unemployment List the relevant skills to become a 50+ entrepreneurs Describe the benefits and disadvantages of self-employment
Skills	Develop a self-diagnosis of one's own entrepreneurial competences Explore employment opportunities within the social business sector and silver economy sector
Attitudes	Provide guidance to 50+ individuals on how to establish professional relationships with people and companies with the aim of collaborating on common projects and businesses Advise on the development and implementation of plans, programs, projects and activities, in order to accelerate social entrepreneurial initiatives

LOCAL

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