LOCAL in-service mentoring training

Trainer guidelines

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Introduction

The Silver Economy along with Senior Entrepreneurship is seen as a major opportunity to prolong working lives, reduce old-age unemployment, 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 technologic and digital upgraded imposed by the COVID-19 restrictions is creating numerous opportunities in the 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+ adults, based in local and remote areas, to discover the potential of the Silver Economy as a drive to economic development in local and rural areas.

The LOCAL Trainer guidelines developed in the context of Project Result 2 – LOCAL in-service mentoring training is designed to support adult educators, trainers, facilitators and mentors in implementing face-to-face training sessions. This document is considered complementary to the LOCAL Microlearning courses, and it should be used as a reference document for the LOCAL Competences matrix and framework aiming to provide adult educators and trainers with a common basis for developing educational materials related to mentoring, intergenerational mentoring, community mentoring, silver economy and senior entrepreneurship.

Co-funded by the European Union

LOCAL training outline and topics

UC1 Mentoring

LU2 Mentoring 101
LU3 Mentoring skills: the mentor vs the mentee
LU4 Intergenerational mentoring and community mentoring
LU5 Planning and implementing a community mentoring programme

Learning hours		
Hands-on-session	Self-study & Assessment	Total hours
12h00	13h00	**25 hours**

UC2 Silver economy

LU1 Healthy and active ageing
LU2 Silver economy 101
LU3 Digital silver economy
LU4 Age friendly business
LU5 Silver economy and sustainability: the role of 50+ people as consumers

Learning hours		
Hands-on-session	Self-study & Assessment	Total hours
TBD	TBD	**25 hours**

UC3 Senior entrepreneurship

LU1 Senior entrepreneurship 101
LU2 Social innovation and entrepreneurship for impact
LU3 Types of social business and strategy for social business
LU4 Employment at 50+: the benefits and disadvantages of self-employment

Learning hours		
Hands-on-session	Self-study & Assessment	Total hours
15h00	10h00	**25 hours**

Co-funded by the European Union

UC1 Mentoring

Developed by Mindshift Talent Advisory

Source: https://unsplash.com/photos/oc_XTqWezp4

Mentoring and mentoring skills

Mentoring is a mutual and collaborative relationship that often occurs between a senior and a junior employee so that the mentee can grow, learn and develop his/her career. The mentor and mentee are usually members of the same organisation, and an emphasis is placed on work-life balance, professional development, organisational goals and culture. Effective mentors frequently serve as role models and sounding boards for their mentees and offer advice to aid the achievement of their objectives.

One-to-one mentoring is most conventional. In this kind of mentoring, the mentor and mentee are the only participants, and the mentee is typically considerably younger or less experienced than the mentor. One of the main purposes of the mentoring process is to share knowledge and experience. The mentor's purpose is to help the mentees grow as a person, to be the best version of themselves, and help the mentee to achieve their career and personal goals. Mentors should share valuable life lessons, challenge mentees' limiting assumptions and improve mentees' confidence, self-awareness and communication skills.

There are some basic rules in mentoring that need to be covered to accomplish the best results. For instance, establishing a relationship of trust by committing to mutual confidentiality, setting a clear time plan for mentoring sessions, sharing honest feedback, creating a mutual learning relationship, having a plan or process to follow, and having a periodic evaluation of the mentor relationship.

Mentors and mentees use distinct procedures and skills throughout their relationships, but a set of specific skills are shared between both: active listening, building trust, encouraging, identifying goals and current reality. With those in mind, it is possible to develop a relationship of mutual respect and consistent curiosity to pursue the mentee's goals for self-development.

To keep the mentor-mentee relationship more effective and productive it is necessary to do the following:

- maintain communication open
- offer support
- define expectations
- maintain contact
- be honest
- actively participate
- be innovative and creative
- allow enough time to get to know each other
- be reliable and consistent towards one another
- stay positive

Intergenerational mentoring and community mentoring

Two concepts are intertwined with the concept of intergenerational mentoring: reverse mentoring and intergenerational learning. Reverse mentoring is referred to as a mentoring

practice where a junior employee provides guidance and support to a senior employee. This happens when senior employees need to gain knowledge and training in a specific area, for example how to use new digital technologies. Reverse mentoring is considered to have a highly positive impact on organisational cultures as it helps reduce generation gaps and can positively contribute to tackling ageism and promoting diversity and inclusion in workplaces.

Reverse mentoring uses the same principles and processes as any formal mentoring relationship. The major difference to traditional mentoring is that, because of his/her age, the mentor might not be considered to have enough experience to be a mentor. Intergenerational learning is when people of different ages study with or from one another to develop information, skills, and values.

This type of learning is mutual and reciprocal in nature and can take place in formal, non-formal, and informal situations. In this situation, reverse mentoring may be a useful tool for forging intergenerational partnerships based on mutual respect, information sharing, participation, leadership development, and most importantly, intergenerational relationships. Additionally, an effective strategy to lengthen and prolong working and active lives are to have seasoned seniors engaged in entrepreneurship through mentoring and helping younger and older entrepreneurs.

Intergenerational mentoring is a relationship between at least two persons of different ages that use their life experience, career skills and competence to help each other to achieve each goal. Community mentoring is a concept widely used in universities. We borrowed and reframed the concept to be applied to a community/neighbourhood. The main goal of community mentoring is the growth and improvement of the community itself. To do this, community members who give their time mentor newcomers by providing guidance and support.

This method, which involves assigning mentors from the mentees' own backgrounds, is essential for helping socially excluded groups. The purpose is to promote self-development so that individuals can forge stronger social bonds and acquire greater motivation to achieve their goals. By doing this, the community where people live will inevitably change. We foresee a community of several mentors and mentees that help each other to develop activities, businesses and practices that ultimately will benefit not only themselves but the development of the community as such.

Planning and implementing a community mentoring programme

Planning and implementing a community mentoring programme is similar to planning a traditional mentoring programme. A community mentoring programme follows the same procedures but considers the benefits to the community as a whole. It provides a bird's eye view of all information gathered in context. For instance, you can design a mentoring programme for a school that will benefit young people (a traditional mentoring programme) or you can design a mentoring programme for your community involving teenagers and people from the neighbourhood because you realise that your community has high rates of

delinquency, absenteeism at school and high rates on unemployment in people aged 47-67 years. In this case, you could design a community mentoring programme that would occupy unemployed adults, giving them a sense of purpose by guiding teenagers that need guidance, role models and inspiration. You can also identify assets in these two targets that are useful to develop a business and start an entrepreneurial relationship.

Formal mentoring practices require formal procedures, and a mentoring programme is key to a successful mentoring relationship. Whether you intend to mentor to boost entrepreneurship practices or are planning on implementing a reverse mentoring programme or a community mentoring program, you must align the four mentoring phases into three basic management steps: Step 1. Planning; Step 2. Implementing; Step 3. Assessing.

In this suggested methodology, the planning step will correspond to the two initial phases of the mentoring practice – the preparation and initiation phases. So, this basically means you will be planning for different levels/situations but with one final purpose: to design your community mentoring programme (a formal document to guide you in your mentoring practices). During the preparation phase, you will be organising yourself for the mentoring relationship, so you are already planning your mentoring programme. Within the context of this training, we are not talking about a generic mentoring programme, but specifically about designing a **community mentoring programme.** With this in mind, you will have to formulate some questions to answer the **5W's and 1H methodology** (Why? Who? How? What? Where? and When?).

Why? (OBJECTIVES): Why am I doing this? Why am I going to mentor people from my community? Why is it important to mentor 50+ individuals to become mentors, social entrepreneurs/ to create social businesses?
Who? (PEOPLE): Who are the individuals I am going to mentor? Are these people from my network? Do these people have no entrepreneurial experience? How can I select mentees?
How? (METHODOLOGY): How can mentoring be a mechanism to support entrepreneurship? How can mentoring provide training on how to provide individuals with key entrepreneurship competences? How am I going to evaluate/assess the programme (self-evaluation) and my mentee progression?
What? (CONCEPTS, PRACTICES AND TECHNIQUES): What are the most appropriate mentoring models to enhance entrepreneurship within my community? What are the most suitable practices and techniques for entrepreneurship mentoring? What training do I need?
Where? (CONTEXT-S): Where is entrepreneurship mentoring being implemented (For example: best practices)? Where can I implement my mentoring practices? Where in the community this mentoring programme is useful and adequate?
When? (SITUATION(S) AND TIMEFRAME): When should I implement a mentoring programme to boost 50+individuals? When should this programme start? When should this programme end?

The questions presented are just an example of what you must consider when planning your mentoring programme. After this first exercise and starting with a clear definition of your vision (the answer to the question "why"), you should be able to draft your mentoring programme structure.

Part 1: Aims and objectives

- *Clear definition of the aims, objectives and purpose of the mentoring programme*

Part 2: Scope of the mentoring programme

- *Target groups characterisation*
- *Type(s) of mentoring model(s)*
- *Profile of the mentor and mentee*
- *Roles and responsibilities of the mentor and mentee*

Part 3: Programme implementation

- *Training: train-the-mentor*
- *Matching mentor and mentee*
- *Formal mentoring relationships: number of mentoring sessions; planning; follow-up; ending session and evaluation*

Part 4: Programme quality processes

- *Evaluation of the general mentoring relationship, including self-evaluation (mentor) and assessing the mentee progression*

Part 5: Tools and templates

- *Platforms that will be used*
- *Mentoring agreement*
- *Mentoring sessions plan*
- *Mentee action plan*
- *Evaluation forms*
- *Mentoring exercises*

Proposal for a community mentoring programme framework

Co-funded by the European Union

UC2 Silver economy

Developed by INFODEF

Source: https://unsplash.com/photos/qvWnGmoTbik

Healthy and active ageing

Europeans are ageing quickly. In the next 50 years, the proportion of Europeans over the age of 65 will double, while those over the age of 80 will almost quadruple. Nevertheless, in stark contrast to earlier generations, the 60+ generation is ageing quite differently. Today's retirees launch enterprises, complete marathons, and take extensive trips. They place a high value on health, wellbeing, and nutrition because of their longer lifespan and significant wealth.

Life expectancy and consumer habits have led to people aged 55 to 75 still being in a vital stage of life with a desire to take on challenges, lead an active lifestyle, and most importantly, feeling well enough to be physically active.

European countries face the difficulty of active and healthy ageing, but there is also an opportunity for Europe to position itself as a world power that can offer creative answers. Europeans are ageing quickly. In the next 50 years, the proportion of Europeans over the age of 65 will double, while that of those over the age of 80 will almost quadruple.

Silver Economy and the digital era

The economic activities, goods, and services that are catered to individuals over 50 make up the silver economy. The idea, which was derived from the term "silver market" used to describe the senior market in Japan, the nation with the highest percentage of people over 65 in the 1970s. It unites industries as diverse as healthcare, banking, automobiles, energy, housing, telecommunications, leisure, and tourism.

Innovative technology will be one of the pillars of the silver economy. A mature population that is too young to feel elderly is interested in developments in home automation, artificial intelligence (AI), the internet of things (IoT), eHealth, and other smart city services.
Characteristics of silver economy consumers typically include: financial freedom, high purchasing power, enjoyment of travelling, taking care of themselves, participating in sports, being brand loyal, and demanding specialised and customised goods and services. Often, they also engage in cultural and recreational pursuits.

The European Commission projects that by 2025, the silver economy will considerably contribute to employment creation and the gross value added (GVA) of the European Union (EU), in addition to producing billions in profits. The primary opportunities provided by the silver economy are as follows:

- **Silverisation of industries:** The market will see the introduction of new goods and services tailored to the requirements of senior citizens. It will be crucial to rely on gerontechnology, the branch of technology that examines human ageing, to do this.
- **An encouragement for new careers:** The population's ageing will bring about job growth and the establishment of vocations in the silver economy, such as in the aged care industry.
- **Financing in strategic plans**: Governments will be prompted to invest in programmes that enhance aged independence and health care due to the growth of the senior economy.

It's widely believed that older people and technology don't get along. However, factors like longer life expectancy, later retirement age, and active ageing are changing how this group of people fit into an increasingly digitalised society. The pace set by a population's lifespan will determine how many firms develop digital services tailored to them.

According to The Silver Economy report, research created by Oxford Economics, the European Commission, and Technopolis, one in three Europeans will be over the age of 65 in 2060. By 2025, spending by those over 50 will total 5.7 billion euros, or 32% of EU GDP and 38% of employment, growing 5% yearly.

At the same time, the digital divide between different age groups has been decreasing over the years (see graphic), and although the older age group has been the slowest in using the internet, the pace of this group has accelerated the most in recent times, especially due to the pandemic.

Age friendly business

According to the Nielson Norman Group research "Usability for Seniors: Challenges and Changes", for silver economy consumers the combination of tiny font size, poor colour contrast, and complicated designs poses significant obstacles. This is partly caused by the loss of auditory, visual, and motor capabilities. In this regard, three strategies are apparently going to define silver economy products:

- The creation of touch screens and virtual keyboards that enable you alter the size of the letters and icons to make them easier to read.
- Use of voice-activated technology: This makes it simpler to communicate with the device since it simplifies complicated chores like making a shopping list or lowering the blinds for those with limited movement.
- Options for hybrid experiences: Give users options so they won't be prevented from completing certain processes, such inputting their credit card number to make a transaction. Include choices like phone calls and support in this situation since it is usually a good idea.

Silver economy and sustainability: the role of 50+ people as consumers

The proportion and relative growth of older people is significantly higher in nations with younger populations. The older age group will lead the consumption market. Population pyramids show that in many countries the 50+ population is the largest group. Therefore it is important to look at their characteristics in detail:

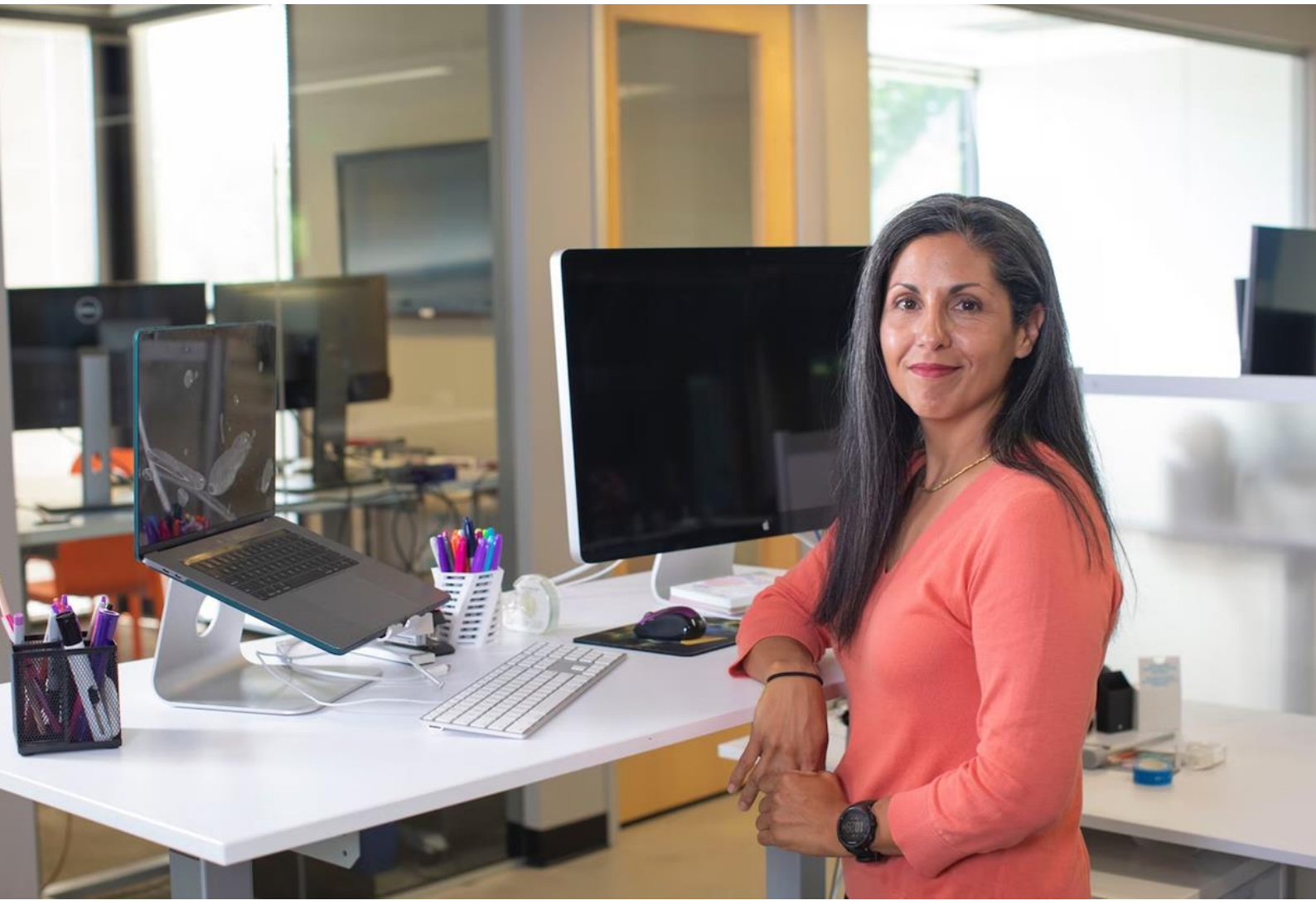
- Seniors are demanding customers who generally have more buying power than younger shoppers. They are at a point in their lives when many of them are still employed, earning money and have had enough experience to advance their careers into higher paid positions.
- They are demanding: Senior customers are notoriously picky and have a lot of experience buying a variety of goods and services. They are also frequently extremely knowledgeable with the options available on the market, which causes them to have very high expectations.

- Whims are permitted: Demanding Consumers between the ages of 50-70 frequently reach a point in their lives where they feel the need to treat themselves after a long period of hard labour.
- They are selective and have spare time. Although some of the older purchasers are still employed, a larger proportion of them—often those with greater financial means—will have retired and be in good health. Another trait of this group of individuals is that they have enough time to consider all the possibilities that the market has to offer.
- They will focus their efforts on achieving their own, age-specific needs and interests. Products like those pertaining to fitness and wellness, for instance, will be some of their favourites.
- They're connected: The stereotype that older people can't utilise the Internet is starting to dissipate. More and more individuals of all ages are using the web for various purposes, including buying and learning about various items. As internet usage grows and connecting devices (particularly mobile phones) become easier to use.
- They demand top-notch client care: Consumers between the ages of 50-70 need excellent, efficient, and quick customer service. They want to solve difficulties quickly, painlessly, and without delays. They also want and expect to be treated kindly and with respect.

Co-funded by the European Union

UC3 Senior entrepreneurship

Developed by The Rural Hub



Source: https://unsplash.com/photos/4nu1d0HYwAg

Senior entrepreneurship

Senior Entrepreneurship is used to refer to people aged 50 or older who are intending to start a business, are presently in the process of starting one or who are looking for an "encore" career. Other synonyms include senior entrepreneurship, older entrepreneurship, and third-age entrepreneurship.

A fundamental factor for any organisation or senior that's inclined to become an entrepreneur or support the idea is comprehending the various roles that a senior can hold. Seniors are more able to recognise themselves with one of these specific roles- seniors as entrepreneurs, freelancers, investors, or mentors.

There are different types of support and sources of information obtainable for seniors as entrepreneurs. The main types include:

- Education/training on entrepreneurial skills.
- Individual mentoring of seniors.
- Development of networks of seniors/projects/institutions.
- Research.

There are many challenges confronting the domain of senior entrepreneurship. While there are multiple challenges standard to entrepreneurship in general, the challenges recognised below are more specific to seniors:

- Limited access to seniors.
- Limited networks of seniors/projects/intermediaries.
- Prejudice towards seniors.
- Limited visibility/awareness at an organisational level.
- Limited use of new communication channels.
- Flexibility of legislation regarding the employability of retired people.
- Lack of understanding of the value of mentoring.
- Research/statistics.

There are also many benefits that senior entrepreneurship brings, including:

- Experience and knowledge from their previous employment
- More accumulated wealth compared to younger age groups, which equips them with financial resources to form new businesses and produce jobs for the economy.
- Senior entrepreneurship may have a substantial social impact and positive health impact since the involvement of older individuals in entrepreneurship may support their own mental well-being.

Social innovation and entrepreneurship for impact

Social innovation is innovation that leads to a modification in social relations, involving new methods of doing, managing, understanding, and framing (Avelino et al., 2019). A social enterprise is one whose goal is to achieve a social, societal, or environmental impact, instead of increasing profits for its owners or shareholders. Social enterprises follow their goals by trading on a continuous basis through the provision of goods and/or services and by reinventing surpluses into obtaining social objectives. Social entrepreneurship is usually

managed in a thoroughly liable and transparent way and is self-dependent on the public sector. If disbanded, it should reposition its assets to another organisation in a similar manner (National Social Enterprise Policy, 2019).

What is not a social enterprise?

- A private for-profit business
- A charity
- A social service provision
- A social activism

Types of social business and strategy for social businesses

Social entrepreneurship is when you create a business for philanthropic motivation. Also known as "altruistic entrepreneurship". It is expansive and can contain both non-profit organisations like Doctors Without Borders, which depends nearly solely on contributions and grants, and for-profit enterprises like Tesla, which turns earnings by placing its clean energy products front and centre. A social business is a type of business where the bottom line and success metrics are measured in more than just profits. Rather social business typically determines success contingent on a triple bottom line as follows:

- **People:** The human effect of a business, and its capacity to impact social change, enhance lives, and sustainably develop a community.
- **Planet:** Environmental influence - donating to a sustainable planet or decreasing the carbon footprint (CO2 emissions) of a business and consumers.
- **Profit:** Like a conventional businesses, social businesses must earn money to support themselves, pay employees, and develop as an enterprise.

What type of social business exist?

- Non-profit
- Co-operative
- Social purpose business
- Social firm
- Socially responsible business
- For-profit

Employment at 50+: the benefits and disadvantages of self-employment

Henri Nestlé started as a pharmacist's assistant, but when he sold his company, which bore his name, at the age of 60 it was already a global success selling his renowned milk-based baby food - Farine Lactee - across five continents. Henri Nestlé formed his business in the small Swiss lakeside town of Vevey, utilising milk from the local area. Vevey is still where the global headquarters of Nestlé remains today.

Nestlé's background in chemistry, and his scientific knowledge moulded his philosophy and his forthcoming strategy to business. An entrepreneur and consistent innovator, he tested with the production of everything from lemonade to cement before developing the Farine Lactee formula that would spell his wealth.

Initially, Henri Nestlé purchased the milk required for his baby food each morning but by the summer of 1869, two years after establishing the Farine lactee, this was no longer functional, so he chose to buy his supplies from a milk collection centre in a small village close to Vevey, from where it was brought to the factory.

Although he was of German origin, Henri Nestlé, and his heirs exploited the reputation for Switzerland's high-quality milk as an aspect of the product's marketing plan from the start. Nestlé remains one of the world's biggest purchasers of milk, as well as things like cocoa and coffee.

Henri Nestlé also recognised that to alter views about his brand reinvigorated product, he had to persuade the scientific community of its worth, so he created a series of pamphlets, distributed to doctors and pharmacists, which demonstrated the excellence of his product.

His knowledge of the significance of developing a brand was cited in advertising campaigns of those who acquired the company after he sold it, making advertisements that stay beautiful as well as practical.

By 1875, Nestlé's products were sold globally from Indonesia to Egypt and from the US to Argentina. This international initiative to create products for consumers the world over has persisted.

Benefits

- Savings on some expenses.
- Flexible schedule.
- Freedom to choose your work.
- Freedom to choose who you work with.
- Independence.
- Pride of owning your own business.

Disadvantages

- Unstable income.
- Working longer hours.
- Loneliness and isolation.
- No job security.
- Investment risks.
- Personal sacrifices.

LOCAL training activities

Source: https://unsplash.com/pt-br/fotografias/Oalh2MojUuk

Activity 1 | Assessing my mentoring skills

Consider the following scenario: the City Hall of the community you've settled in announced the implementation of a new mentoring programme. People from the community are called to be trained as mentors. "Mentoring? Mentors?", you think: "How can I be a mentor?". To apply for training, all volunteers need to make a brief video presentation where they have to identify and explain their mentoring skills. To prepare for this presentation follow the next steps.

STEP 1

Search online for a mentor and mentee profile that indicates the skills each of them need to have as mentor/mentee. Make a reflection exercise and point out the skills you feel you already possess, the ones you possess but need to expand and the ones you think you don't have.

STEP 2

For each skill you couldn't recognise or relate to, go online and search for a brief description and reflect, considering: 1. *How can I do this on my own*? *What do I need to develop this skill*? Write down your answers to these questions.

STEP 4

Go further with your self-reflection and answer the questions below. Keep your answers as a reflection exercise to support you in completing the following learning units.
Am I ready to be a mentor?

- *Why would it be important for me to be mentored in a community context?*
- *What kind of support would I need as a mentee?*
- *What kind of support would I give if I was a mentor in the community?*

STEP 5

Prepare a small video where you present yourself and sum up your skills to be a mentor. Use the notes taken in steps 2, 3 and 4 to structure your presentation where you will state:

> *I 'm qualified to be a mentor because I have "a" and "b" skills. Moreover I 'm applying to this mentoring program because I also have "x", "y" and "z" qualities that can be enhanced via a formal mentoring programme where I can grow myself as a mentor, and possibly also be mentored by someone.*

Activity 2 | Am I a good listener?

This activity aims to assess your active listening skills.

STEP 1

Research online for the qualities of a good listener and read the information provided about active listening. Take notes of relevant issues.

STEP 2

Research for a video of a brief interview. Try to choose an interview about a topic you really like, or about something that you would like to learn about.

STEP 3

Watch the interview again and observe whether the interviewer is practicing active listening. Create a small table in your notebook where you register in a grid the active listening techniques you've learned before and the ones you've witnessed at the interview.

STEP 4

After observing, register all active listening techniques/skills spotted in the interview, create a new column on the grid and mark with: ✓ the active listening techniques/skills you consider you have and with **X** the active listening techniques/skills you think you must practice.

STEP 5

Examine all your active listening strategies/abilities that require development and:

- Research and collect online materials (articles, videos, links, etc.) that can help you improve your listening skills.
- Start your research by using the suggested reading and additional resources listed below.
- Don't forget to organise and keep a list of the resources (articles, texts, links) used to complete these steps.

Guide for implementing activity 1 and 2

Methodological approach

Since not all trainers are mentors, it is recommended the trainer practices both suggested activities individually before implementing them with the participants and/or mentees. Both activities can be implemented in one session to a group of not more than 10 participants. Activities can be completed individually or in small groups of 2-3 individuals. The trainers must organise the sessions in a way that participants can feel that they are being directed towards a goal, simulating a mentoring session. Trainers also must promote open questioning so that the participants elaborate and achieve the desired results.

Evaluation

The suggested activities are designed as an evaluation step at the beginning of the training. Through these activities, the trainer will be able to understand the level of knowledge that the trainee has about the main topics of the learning unit.

Resources

Access to internet, a laptop or smartphone or tablet. Pen and a notebook to take notes.

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Activity 3 | My community in the future

The aim of this activity is to identify and recognise the assets of the mentees and the assets of the community as a process of gathering useful information to design a community mentoring programme. While doing this, participants are being challenged to visualise their ideal community.

Step 1

Get to know your participants and make a mind map, a visual representation, of the assets each member pursues and values. This step is the initial preparation for the activity.

Step 2

Present to your participants the visual map you have prepared with the list of their assets and skills. These are the skills you have identified before and believe they can contribute to the community. Give room for discussion and reserve time to include additional information that they might want to add.

Step 3

Divide the participants into smaller groups and ask them to imagine their community in the future. To do so, they will have to answer the following questions: "What problems would I like to solve?" and "How can I (or we) contribute to solve those problems?".

Step 4

All small groups come together, and each group presents the findings of their discussion. The trainers advise to use the participants' answers to the previous questions to prepare the activity "My community and I".

Step 5

Ask the participants to make an inventory of relevant areas that need to be addressed in their communities. They can search for example on local newspapers, on the council website, etc, The trainers must provide some supporting information for participants to conduct this step.

Step 6

Briefly introduce the ABCD methodology (Asset Based Community Development. After this, the trainer, together with the participants, are asked to make a match between the assets the mentees can contribute to the community and the areas in need of development.

Guide for implementing activity 3

Methodological approach

As trainer you need to think of an activity that creates awareness among your mentees regarding the assets each member can devote to the community. For example, consider a group of teenagers that needs guidance. They have a lot of free time and absent parents. On the other spectrum you have 50+ individuals unemployed and retired. This young people can be assisted by community mentors that helps them to reach their full potential by having mentors work one-on-one with them to assist in goal setting and on the development of the necessary resources. This includes assistance with fundamental life skills like planning and time management. Along with Along with advice on money management, it can also include aid with academic and/or career planning.

Evaluation

For both activities, trainers can use reflective questions to collect feedback from the participants. The trainee can observe how the participants engage in the different activities. These activities can be adapted by the trainer in accordance of the needs of the mentees involved.

Resources

Access to internet, a laptop or smartphone or tablet. Pen and a notebook to take notes.

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Activity 4 | Community mentoring programme implementation

Based on the assets identified in the previous activity, ask your participants to define the aims and objectives of a community mentoring programme they would like to see implemented in their community. Following this, they will have to draft the scope for a mentoring programme. Once they have defined the scope of the mentoring programme, they will have to plan its implementation:

Step 1
Ask participants to research one or two best practices of mentoring programmes. This should help them familiarise themselves with the methodologies and logic of mentoring.

Step 2
In small groups, participants will adapt what they have researched to a community mentoring programme aiming to address one of the problems they have identified in previous activities.

Step 3
Each group will present the results of their findings and explain fully how their community mentoring programme is going to contribute to benefit the community.

Guide for implementing activity 4

Methodological approach

Problem-based and project-based methodologies will be used transversally to provide learners with context or professional environment for practice in which they can apply the knowledge, skills and attitudes listed.

Evaluation

Use self-assessment tests; self-reflection exercises, presentation of case studies, role-play and scenario-based exercises.

Resources

Access to internet, a laptop or smartphone or tablet. Pen and a notebook to take notes.

References

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Jacob Morgan (2020, April 30).*How to Create Mentoring Programs Inside Your Organization?*
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COACH is a community-strengthening program that aims to empower individuals and families through one-to-one mentoring, breaking generational cycles of poverty and family breakdown.
www.coachnetwork.org/about-us/

Activity 5 | Checking for age-friendly businesses in my neighbourhood

The aim of this activity is to apply in the real world the knowledge acquired regarding the age-friendly establishment. It will raise awareness regarding the needs and limitations of the elderly, namely: loss of mobility, decreased vision and hearing impairment.

STEP 1

Organise learners into groups of 4 or 5; then choose 3-4 establishments in their neighbourhoods.

STEP 2

Discuss whether the establishments have age-friendly characteristics and practices.

STEP 3

Provide participants with the following recommendations:

Loss of mobility

- If the entrance is not at ground level, consider installing a ramp
- Leave doorways and passageways with ample space. If possible, provide sufficient space for wheelchair access (at least 90cm)
- Make the floor smooth or free of obstacles
- Remove carpets or place them on the floor (if they are very thin, place them on the floor)
- Place items at a suitable height or ensure that staff are available to assist people with difficulties in reaching these items
- Provide a chair or bench for resting while waiting
- Provide a bench or chair outside your business for rest and support for passers-by

Decrease of vision

- Good natural lighting
- Have good artificial lighting
- Install adequate lighting especially in corridors, dark areas, access areas or stairways
- Avoid glare
- In dark areas, replace low-intensity lamps with high-power lamps
- Provide glasses for tired eyes or a magnifying glass so that people with impaired vision can read product specifications, information, menus, etc
- Offer help in reading materials aloud if the person needs it
- Offer information in local languages/dialects and Braille whenever possible

Hearing impairment

- Reduce the volume of music. Loud music is an added difficulty for all people
- Ambient music often turns out to be "background noise"; consider the impact music will have on the ability to have conversations. It is recommended to set music-free hours and/or quiet areas
- Use different options to reduce noise: thick walls with good soundproofing, double-glazed windows, turn off or replace fans, machinery that generates noise, keep doors and windows that open onto noisy spaces closed
- If you renovate, include sound absorption and soundproofing systems
- For oral communication, speak clearly and repeat whenever necessary
- Have information about what your establishment has to offer on paper

Activity 6 | The advantages and characteristics of a smart home for the elderly

The aim of this activity is to discuss the AgeTech solutions available for elderly people. In this regard, for this activity we will discuss the characteristics of a smart home.

STEP 1
Organise groups of 4 or 5 learners; then choose 3 or 4 establishments in their neighbourhoods.

STEP 2
Discuss the following characteristics of a smart home:

Home automation
Appliance monitoring systems let anyone switch off appliances, even from a distance, and they'll let you know if something out of the ordinary happens. Seniors can save a trip to the light switch by using smart lighting that can connect to the home's Wi-Fi and be controlled via a smartphone app. For older parents who struggle with balance or reach, smart blinds may also be operated through a smartphone.

Smart assistants and smart speakers
Siri, Alexa, and Amazon Echo are now well-known names. Smart home assistants are transforming daily life by taking voice commands to complete chores like meeting scheduling, sports score reporting, and texting while we are busy with other things.

Smart door locks
Anyone can get annoyed by lost keys, but seniors particularly so. A keyless smart lock that is activated by a digital code is an excellent substitute.

Home security
Home security becomes more important as people get older since they are more likely to become victims of burglaries or home invasions. Numerous smart home technologies are available if families are concerned about safety and security.

Medic Alert Tech
Seniors have several alternatives for medical alert jewellery, including necklaces, bracelets, and other wearable technology. PERS, or Personal Emergency Response System, is a portable emergency button that users can touch to get assistance right away. The PERS can be voice operated if it is connected to a smartphone or smart assistant.

Smart pill dispensers

Smart pill dispensers might be an investment for primary carers and family members worried about whether their elderly parents are taking their medications on schedule. These dispensers utilise sensors in each pill slot to monitor when users take their medications and connect to cell phones and tablets through Bluetooth. The system can send reminders to take prescriptions based on this information. A voice assistant may also define the tablets and remind older customers of when and how much to take their meds.

Heath Monitoring Tech

As they get older, seniors are more likely to acquire chronic conditions like diabetes, heart disease, and hypertension that need round-the-clock care. It is now much simpler to manage chronic disorders and keep track of health thanks to significant technological advancements. These services are a one-stop shop that give users the means to gather their vital signs, keep track of their daily health, such as blood pressure, heart rate, and blood sugar levels, and then communicate this information to their physicians and other healthcare professionals. In rare circumstances, they can even deliver medication.

Location Tracking

Elderly homeowners who have dementia or Alzheimer's run the danger of leaving the house and becoming disoriented and lost. Seniors might wear gadgets that connect to their clothes to stop unintentional wandering. A daily timeline of locations, routes taken, and transit times is recorded by the devices and shared with family members and caregivers. The technology will promptly notify loved ones if anything looks out of the ordinary.

Guide for implementing activities 5 and 6

Methodological approach

Adult education requires the use of different teaching methods and techniques. Unquestionably, several of the methodological categories encourage student engagement, which is one of adult education's fundamental objectives. Some of these include:

- participatory methods that foster interaction between teachers and students;
- heuristic methods whereby students develop assignments and learn;
- interrogative methods that help students figure out what the teachers want them to learn;
- active methods that combine action and thought; and
- exploration and application methods.

These methodologies are employed depending on the type of lesson being taught, the environment in which it is being delivered, and the group of students. Their combination may be successful since it increases adult participants' motivation while preventing boredom. The suggested training approaches to assist the use of these technologies are:

- **Enriched presentation.** The trainer must have excellent preparation and subject knowledge, be succinct, use humour and numerous examples, and use supportive audio-visual materials. The trainer must also actively observe and analyse participants' nonverbal cues to determine whether they are interested in the material. Other fundamental requirements include avoiding jargon, dressing appropriately, and showing confidence in the subject.
- **Questions & answers – discussion**. They can be used with other presentation-related approaches that are often employed. Discussions are helpful when a problem is first introduced because they encourage students to ponder on it and take numerous factors into consideration. Questions should be available to everyone, strive for solid rationale, and avoid using the word "question" in their title.
- **Brainstorming**. Using this approach, the instructor gives the students a main concept or a problem and then invites them to express their thoughts freely and spontaneously. It is a highly participative method that encourages student engagement in the learning process, aids in the growth of intimacy and teamwork, and helps to improve the learning environment. Utilising student experience and creativity, fostering free expression, critical thinking, and teamwork, as well as looking at problems from fresh angles that change preconceived notions about particular topics, are all benefits of this approach.
- **Working in groups.** With this method, students are separated into smaller groups of three to five people to engage in an activity or have a discussion. Each subgroup presents its results to the entire group, and the trainer facilitates interaction between subgroups. The trainer's analysis, observations, and linkage to the training objectives round out the application of this approach.
- **Case studies.** In the context of this approach, students are given a description of an issue that is either hypothetical or genuine and are asked to investigate it thoroughly

and offer answers. Many proposals are frequently proposed, presented, and discussed in full while pointing out both positive and negative elements. If the example involves an actual issue, the implemented remedy is then given and debated.

- **Role playing.** To better grasp the scenario and reactions to it, trainees act out roles that are representative of their professional or social environments in the context of this approach. It is used when certain abilities, modes of communication, and actions are needed to resolve a disagreement or situation.

Evaluation

The goal of the learner performance evaluation is to provide a true and accurate judgment of the level of knowledge, skills, and competencies that the learner has acquired via participation in the training activity. In addition to assessment, the evaluation process considers the trainer's performance as well as other aspects including the suitability of the training materials and the efficacy of the teaching methods. The methods and tools used to collect the data for the assessment should be in line with the defined training objectives and curriculum as well as the fundamental qualities and capacities of the students. Tools used often for assessment include surveys, performance and success tests, questions for trainees, recordings, talks, and observation.

Resources

Age Friendly Business Checklist
https://extranet.who.int/agefriendlyworld/wp-content/uploads/2020/08/Checklist.2019-docx.pdf

AGE Platform Europe. The voice of older persons at EU level
https://www.age-platform.eu/glossary/silver-economy-0

SENESCIENCIA. El envejecimiento como oportunidad de negocio
http://www.ub.edu/senesciencia/noticia/silver-economy/

References

Eatock, D. (2015), *The silver economy. Opportunities from ageing*
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https://op.europa.eu/en/publication-detail/-/publication/a9efa929-3ec7-11e8-b5fe-01aa75ed71a1

European Commision (2015). *The 2015 Ageing Report*
https://ec.europa.eu/economy_finance/publications/european_economy/2015/pdf/ee3_en.pdf

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https://ec.europa.eu/eurostat/web/products-statistical-books/-/ks-02-20-655

Matia Instituto, Gobierno Vasco (2019), *Guía de amigabilidad para establecimientos. Comercio y Restauración*
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Activity 7 | Entrepreneurial Brainstorm

The aim of this activity is to get the target 50+ year old group to consider a new type of enterprise or business idea they might be interested in launching in their local area.

STEP 1
In small groups, learners should brainstorm the type of enterprise/business that they might try to launch in their local area. To help guide them, they should consider the following questions:

- What are you passionate about?
- Which gaps are there in your local area that you could fill?
- Will you be able to get funding to launch your idea?
- Is the idea sustainable?

STEP 3
Each group will then rank their ideas from top to bottom and select the one that they think is the best.

STEP 2
Once the learners have come up with an idea they are happy with, the small groups will present their business idea back to the whole group, one by one, outlining why they have chosen the business they have and how they think it will be a success.

STEP 3
The other members of the group will have an opportunity to ask questions about each idea and will be encouraged to offer their own opinions.

Activity 8 | Senior Entrepreneurship SWOT Analysis

Following on from the previous activity, the aim of this activity is to get the senior learners to delve into a business idea they have already formed and consider analyse it using a SWOT model.

STEP 1

In small groups, learners will select a business idea they have already come up with and conduct a SWOT analysis on it, based on the traditional matrix:

STEP 2

Groups should reflect on what they found from doing their SWOT analysis, and areas where they could perhaps tweak their business idea to make it more attractive and give a greater chance of success.

STEP 3

Full group discussion, whereby each group in turn presents their SWOT and how they might change their idea or what key considerations the exercise brought up.

Activity 9 | Social Entrepreneurship

This activity aims to give the target 50+ year old group a greater understanding of social entrepreneurship and the types of enterprise that they may wish to get involved with themselves.

STEP 1
In small groups, learners should discuss and research what social entrepreneurship is and come up with their own definition.

STEP 2
The small groups will each in turn present their definition back to the whole group and the tutor will invite further discussion around social entrepreneurship.

STEP 3
Each group will then consider the local social enterprises they are aware of from their country/area and choose one to profile in a bit more detail. They will need to research the organisation in question before filling out the below table.

STEP 4
Each small group will present back the social enterprise they have profiled to the whole group.

Social Enterprise Case Study Table

Name of Social Enterprise	
How is the organisation funded and does it make profit?	
Which social issues does this enterprise aim to address / what is its social enterprise mission?	
Who benefits from the organisation's activities and how?	
How does the enterprise interact with beneficiaries (through which medium/ how often)?	

Guide for implementing activities 7 – 9

These activities focus on a learner-centred approach, whereby learners are encouraged to think creatively and work in small groups to complete activities before coming back to discuss and conclude what they have learnt as a whole class. The trainers should facilitate the group work and group discussions and guide learners along the right path. Trainers should have basic knowledge of entrepreneurship to be able to guide learners on the topic areas.

Whilst the activities have been designed in such a way that they lead on from one another, they can also be used individually where relevant. Trainers should try to keep learners engaged and interested in what they are doing, encouraging group discussion and exchange of ideas within small groups and whole-group discussions.

Evaluation

The suggested activities are designed to go alongside the training and allow learners to properly understand senior entrepreneurship and to be able to apply entrepreneurship and social entrepreneurship principles to themselves and their local areas.

Resources

Access to internet, a laptop or smartphone or tablet. Pen and a notebook to take notes. For activity 11, the trainer would also ideally print out a copy of the Social Enterprise Case Study Table on page 34 for each small group.

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Cook, J. (2020, November 9). 5 ways To Come Up With Great Business Ideas. Forbes. Retrieved from: https://www.forbes.com/sites/jodiecook/2020/11/09/5-ways-to-come-up-with-great-business-ideas/?sh=2d59580c446d

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Project Number: **2021-1-PT01-KA220-ADU-000033443**