



seniorguides  
**CURRICULUM**

# Informal Learning in Later Life

*[www.senior-guides.eu](http://www.senior-guides.eu)*

# Acknowledgements

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## *Introduction*

This curriculum has been developed within the European project "Senior-Guides". The "Senior-Guides" project was a two year project funded by the European Commission's GRUNDTVIG sub-programme of the Lifelong Learning programme and was realised with partners based in organisations from Austria, Germany, Italy, Lithuania, the UK and Switzerland. Queraum, an Austrian cultural- and social research institute was responsible for the European Coordination.

The aim was to develop, implement, and disseminate a curriculum for the training of older volunteers to conduct guided tours for senior citizens and inform them about specific offers in the area they live in (e.g. lifelong learning opportunities, volunteering possibilities and social services provisions). By developing certain key skills, Senior-Guides act not only as consumers but also as cascaders for older people.

The following Curriculum defines the target group for the training, gives an overview of the modules and explains all the important steps to consider before and after the training. In addition, we have included materials for trainers that will help them teach the course. For further information on the project and all resources available, please contact the partners involved.

## *The Target Group*

### *What is a Senior-Guide?*

A SeniorGuide is a source of information, guidance and advice about services, facilities and support available to senior citizens in their hometown or region. According to this definition, a SeniorGuide is more than just someone who shows you around and introduces senior citizens to specific healthcare. His own interests drive a SeniorGuide; many seniors have knowledge and experience they would like to share with others. However, having left their professional lives behind, they no longer have a chance to do so. In particular, they may have interests that they like to share with others, such as sports, cultural life, local history etc. These interests will represent the focus of the training and will lead the course participants in shaping their own special profile as a guide. Therefore, if someone is interested in sports, she/he could take over tours and information services about sports facilities and try to inspire other senior citizens to use these facilities. If someone has a broad knowledge about legal affairs - maybe because she/he has been an attorney in her/his professional life - she/he could offer non-binding legal advice (e.g. about pension issues, nursing allowances etc.). Someone else may be an enthusiastic volunteer and can demonstrate the variety of voluntary engagement available in her/his hometown or region to other senior citizens.

### *What Methods Will Senior-Guides Use?*

Senior-Guides will use a variety of tools to deliver their message/knowledge to senior citizens. Two of the main principles in the Senior-Guides Training are participation and reflection on one's own experiences. Therefore, the modules will give our course

participants an opportunity to reflect on good and bad examples of guiding they have experienced and thus help them choose their own favourite methods. In addition, they will define the areas of interest, in which they wish to specialise.

Methods of guidance taught during the training include

- » Presentations
- » Tours
- » Personal guidance and mentoring
- » Information fairs

### *What Skills Do Senior-Guides Need?*

The training itself is learner-oriented, partly self-organised and it offers many situations for experiential learning. The course participants will be the main resource trainers will work with. One of the most important issues of the training therefore is empowering the group of learners to form their own self-organised "study circles".

The training addresses people who are interested in

- » Helping others
- » Passing on information
- » Developing and realising their own project idea

People interested in the training will need

- » Basic literacy
- » Basic ITC skills
- » Good communication skills

The training will focus on

- » Presentation skills
- » Communication skills
- » Analysis skills
- » Networking
- » Research
- » Time Management

### *How Can Senior-Guides Learn These Skills?*

The participants of the course will practice methods of guidance and acquisition of information for tours during their training.

They will do this by

- » Role Play
- » Learning from experts like tourist guides, marketing specialists etc.
- » Simulated Guided Tours
- » Information
- » Research
- » Literature
- » Coaching/Mentoring
- » Conversations with senior citizens sharing their life experience

tween classroom modules. A model for these are so called study circles, developed in the 19th Century in Scandinavia, that were an important vehicle of the non-formal adult education initiatives of Nikolai Grundtvig. Study circles are typically created by people who share common interests; there is no trainer or teacher, but one member usually acts as a facilitator to keep the exchange flowing and makes sure that everyone has an opportunity to get involved.

In each of the partner countries up to four groups per training course can be established. The groups themselves will be offered coaching by one of the trainers; this could be organised by giving out a certain amount of vouchers (we propose five) for coaching sessions, which can then be used on demand by each group.

### *The Group of Learners*

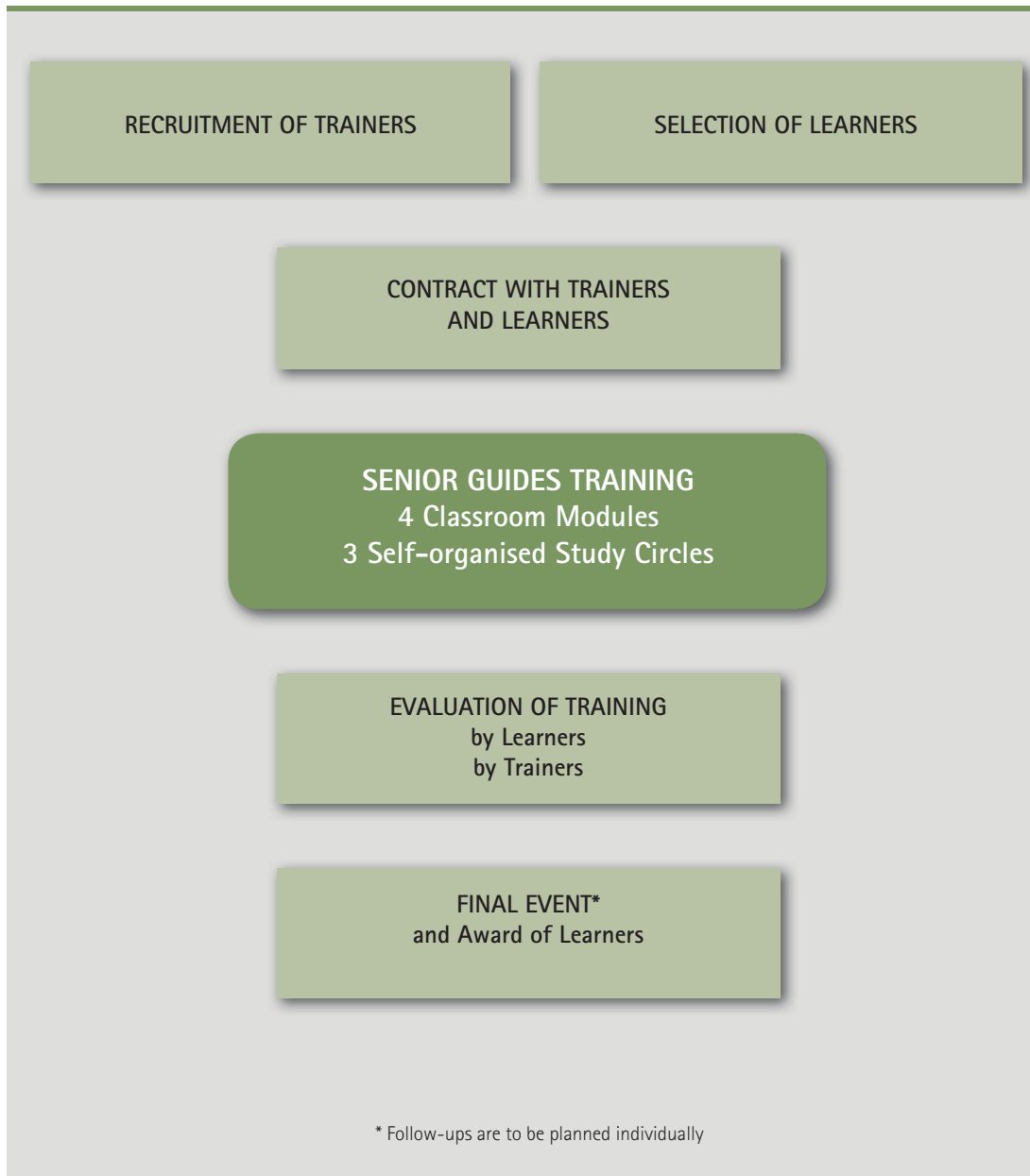
We know from other projects that groups are often stronger and more successful than individuals are, when it comes to the sustainability of the projects developed. Groups have more resources to elaborate an idea, their members support each other in times of difficulties and they are often more creative and innovative than one single person. Therefore, the focus in the Senior-Guides Training will be to initiate and empower small groups (preferably 4 to 5 people) who work out tours of their own interest. They also have better chances to support each other when it comes to promoting their tour idea within potential user organisations. We will therefore work mainly with the group as a resource in the Senior-Guides Training.

### *Study Circles – Circles of Interest*

An integral part of the course will be study circles; self-organised "circles of interest" that will meet be-

# Preparing the Senior-Guides Training Course

Below you find an overview of all elements of the Senior-Guides Training Course including requirements to implement the Training Pilot.



## *The Trainers*

The trainers are qualified educators in adult education and should have special qualifications in the following fields

- » Communication, presentation, moderation and project management techniques
- » Theoretical and practical knowledge and skills concerning the participating projects
- » Experience in working with seniors

It is also desirable to integrate conventional tour guides, volunteers with experience in working with seniors and marketing specialists as contributors or course instructors.

To establish an effective trainers' team the number of trainers teaching the different modules should be as small as possible. One of the trainers also serves as a contact person and coach who knows about all contents presented and who will attend to the self-organised study circles. This contact person coordinates the overall training process, to avoid overlaps and repetition, but also to promote continuity and the possibility for reflecting the learning process throughout the training.

The Senior-Guides Training Course is based on empowerment and participation. Therefore, it strongly involves the group of learners, inspiring them to contribute their potential and experiences. The course will explore skills, styles and techniques available to a tour guide for senior citizens including motivation, communication, teamwork, presentation and project management. Group work, discussion groups and consciousness-raising techniques are used to teach the contents in order to meet the needs of all participants as far as possible. Lecture style teaching should be discouraged.

Thus, to ensure that trainers have all the necessary information about the philosophy of the Senior-Guides Concept and to make sure they use all mate-

rials provided in the Curriculum, we suggest briefing them as a group during a Trainers' Workshop or individually in interviews prior to the course.

A workshop for all trainers at one time may have more advantages than individual interviews with trainers, as it allows

- » Trainers to socialise with each other and get to know each other before the course – this facilitates communication during the training
- » Organisers of the workshop to reduce workload, because they only need to prepare one meeting to pass on information
- » To collect frequently asked questions and make the answers transparent to everybody

It depends on the organisation which mode of information it finds more convenient.

## *Briefing of Trainers*

The main aims of the workshop for trainers or individual interviews with all trainers are to inform them about the

- » Senior-Guides Project
- » Senior-Guides Curriculum
- » Course material
- » Trainer's and learner's role during the course
- » Teaching methods suggested by the Senior-Guides Concept
- » Contract with organisation and trainers
- » Organisational details
  - » Training Site
  - » Reimbursement of trainers
  - » Expenses for tours
  - » Evaluation of training
- » Final Event and Award of Learners
- » Open questions



## *Participants*

The training addresses volunteers that are willing to engage actively in planning and developing tours for seniors. We expect learners to have a wide range of experience and knowledge that will help shape the subjects for the tours (e.g. cultural interests, health and social issues, sports, local history, community work, life-long learning etc.). We wish to attract people who are willing to work in teams, who have good communication and networking skills, have basic ICT knowledge and will contribute actively to the course. Moreover, they should be prepared to engage in self-organised study circles that will be an integral part of the training alongside classroom training. As for sustainability, we prefer learners who regard the Senior-Guides Training Course as a starting point for carrying out tour projects in cooperation with interested organisations even after the lifetime of the project. Potential course participants could be recruited in close cooperation with local or regional senior associations and the mass media. Furthermore, community organisations and their members will be informed about the Senior-Guides Training Course in order to involve interested seniors in the project.

### *Kick-Off Meeting for Potential Course Participants*

We propose a kick-off meeting to promote the Senior-Guides Training and to select potential course participants.

This event offers the opportunity to introduce our prospective learners to the

- » Senior-Guides-Project
- » Senior-Guides-Curriculum
- » Trainers' and learners' role during the course
- » Contract with organisation and learners

- » Organisational details
  - » Training Site
  - » Expenses for tours
  - » Evaluation of training
- » Final Event and Award of Learners
- » Open questions

## *Contracts between Organisation and Trainers/Learners*

We propose setting up agreements between the organisation offering the course and the trainers as well as the learners. This is to ensure the programme and the conditions of the course are transparent to all parties. It will also clarify what kind of contribution and commitment is expected from learners, and what kind of support and learning opportunities are offered by the trainers and the organisation.

Organisations offering the Senior-Guides Training Course may already have model contracts in use. In any case, the following standards should be applied.

### *Model Contract for Trainers Should Contain*

- » Name of organisation offering the course
- » Name field for trainer
- » Title of course
- » Date and venue of course
- » Short course description
- » Contract period
- » Tasks and roles of trainer
- » Fee agreed on
- » Date, place and signature field for organisation and trainer

### *A Model Contract for Learners Should Contain*

- » Name of organisation offering the course
- » Name field for learner
- » Title of course
- » Date and venue of course
- » Short course description
- » Contract period
- » Tasks and roles of learner
- » Tuition fee (even though the course is free for the participants)
- » Date, place and signature field for organisation and trainer

## *Running the Senior-Guides Training Pilot*

The Senior-Guides Training Course stretches over 5 to 6 months allowing participants to acquire all knowledge necessary for successful guiding and providing sufficient time for developing and testing their own tours. The dates for the actual pilot training already have been set prior to the recruitment phase in order to inform potential participants and make it easier for them to plan.

As already explained, classroom-training modules and self-organised learning and coaching (circles of interest) will go hand in hand; this method will enable participants to act efficiently as tour guides for important local and regional issues of seniors.

The following sections give an overview of the structure of the training and describe each module including aims, methods and examples of activities during the course.

The flow chart overleaf introduces the modules and study circle sessions, and outlines the content of each course element. The modules are described focusing on aims and objectives, preparation and running of activities, evaluation and reflection.

## The Structure of the Course

### MODULE 1: INTRODUCTION, EMPOWERMENT & COLLECTION OF SUBJECTS

- » Socialising and introduction to project
- » Reflection of life experience & life roles
- » Development of role profiles for guiding
- » Group forming & preparation of Exploration Phase & Study Circle 1

*Classroom Training  
Duration: 2-3 days*

### EXPLORATION PHASE & STUDY CIRCLES 1

- » Field research, e.g. social services, structure of community, potential cooperation partners
- » Further development of tour ideas

*Self-organised Learning  
& Coaching\*  
Duration: 3-4 weeks*

### MODULE 2: SPECIFICATION OF TOUR SUBJECTS & ACQUIREMENT OF SPECIFIC COMPETENCES I

- » Team work
- » Description and presentation of project ideas
- » Steps towards a project
- » Contact and networking with potential cooperation partners
- » Preparation of Development Phase & Study Circle 2

*Classroom Training  
Duration: 2-3 days*

### DEVELOPMENT PHASE & STUDY CIRCLES 2

- » Further development of tours
- » Contact and networking with potential cooperation partners

*Self-organised Learning  
& Coaching\*  
Duration: 2-3 months*

### MODULE 3: ACQUIREMENT OF SPECIFIC COMPETENCES II

- » Public relations
- » Marketing
- » Communication
- » Advice/Guidance for seniors

*Classroom Training  
Duration: 2-3 days*

### TESTING PHASE & STUDY CIRCLES 3

- » Testing of guided tours
- » Exchange of groups
- » Reflection & amendment of tour-concepts

*Self-organised  
Learning & Coaching\*  
Duration: 1-2 months*

### MODULE 4: REFLECTION, EXCHANGE & FUTURE PERSPECTIVES

- » Presentation, discussion of experiences
- » Follow-ups? Requirements of Senior-Guides for their future work?

*Classroom Training  
Duration: 2-3 days*

IMPLEMENTATION

\* Each group receives a voucher for 5 coaching-sessions (@ 1 hour); the voucher can be honored during the training-course.

## *Modules and Study Circles*

### **MODULE 1** INTRODUCTION, EMPOWERMENT AND COLLECTION OF SUBJECTS

**TIME:**

The first module comprises 16 hours and stretches over 2 to 3 days.

**LEARNING OUTCOMES:**

At the end of this module participants will

- » Know the project "SeniorGuide"
- » Know each other
- » Have identified their own interests and talents/ strengths
- » Have an idea about their role profile as a guide
- » Have established small work teams for the following Exploration Phase
- » (Study Circle 1)

**RATIONALE:**

The first module strongly builds on investigating participants' life experience, thereby emphasising

from the beginning that learners participate actively in the development of the tours.

The activities presented below are inspired partly by Confluent Education and therefore start from the individual learners' background and experiences, and then go on to present and merge the whole group's views on the subject. Theoretical inputs by the trainers are presented only after the individual learners have found their own link to the subject.

The activities presented here are examples that should partly work as a resource, but also inspire trainers to provide their own ideas and activities. They shall give a taste of how the Senior-Guides concept can be communicated to participants. The activities build on each other in order to meet the learning outcomes of this module. The participants should be provided with the necessary skills to work efficiently in their self-organised study circles.

ACTIVITY 1: THE SENIOR-GUIDES ONION I	
<b>TIME</b>	30 minutes
<b>RESOURCES</b>	Big free space in a room, chairs, flipchart, pens
<b>AIMS</b>	<ul style="list-style-type: none"> <li>» To get to know each other</li> <li>» To exchange first ideas about the profile of a SeniorGuide</li> </ul>
<b>RUNNING THE ACTIVITY</b>	<p>Participants form an inner and outer circle (these are the onion layers).</p> <p>Each couple facing each other has 2 minutes to share its ideas of what a SeniorGuide could be. When the time is over the trainer asks the "outer onion skin" to move to the right. The new couples also exchange their ideas of a SeniorGuide. The activity is over when the original couples meet again.</p>
<b>REFLECTION/EVALUATION</b>	The group arranges their chairs in a circle and shares their findings. The trainer collects all ideas of Senior-Guides on a flipchart and puts them up for discussion.

ACTIVITY 2: WHO ARE YOU?	
<b>TIME</b>	15 minutes
<b>RESOURCES</b>	Free space in a room, chairs, paper, pens, interview form
<b>AIMS</b>	To get to know each other
<b>RUNNING THE ACTIVITY</b>	Each participant gets a form with several questions (e.g. name, occupation, interests, community service etc.) Everyone now walks around for approximately 15 minutes and gathers as much of the looked for information about everyone else in the room by questioning them using the given forms. This activity creates a sense of familiarity within the group.
<b>REFLECTION/EVALUATION</b>	The group arranges their chairs in a circle and the participant who found most answers starts to present the group members and so on. The trainer collects the information about all group members and at the end presents herself/himself.

ACTIVITY 3: THE TIME LINE	
<b>TIME</b>	60 minutes
<b>RESOURCES</b>	Threads of wool, picture postcards, small artefacts like figures of animals etc., post-it notes, flipchart, pens
<b>AIMS</b>	<ul style="list-style-type: none"> <li>» To reflect on everyone's individual life experience regarding guidance</li> <li>» To exchange the individual pathways to guidance</li> </ul>
<b>RUNNING THE ACTIVITY</b>	<p>Each participant gets a thread of wool about a meter long and arranges it on the floor; this thread of wool symbolises the participants' time line from childhood to the present. Now the trainer asks participants to remember important events from their lives (good or bad) in connection with guidance. The participants then choose artefacts, picture postcards and the like as signs for these important stations in their lives. They may also draw on post-it notes and use them as markers.</p> <p>This self-reflective exercise will take about 20 to 30 minutes. The trainer then forms groups of three and everyone presents her/his time line to the others. Differences and similarities are up for discussion.</p>
<b>REFLECTION/EVALUATION</b>	On a flipchart, the groups then collect positive and negative factors in relation with guidance as they have experienced them.

ACTIVITY 4: QUOTES	
<b>TIME</b>	20 minutes
<b>RESOURCES</b>	Quotes on cards, tape, flipchart, pens
<b>AIMS</b>	<ul style="list-style-type: none"> <li>» To find out about differences and similarities in the group concerning concepts of guidance</li> <li>» To socialise with each other</li> </ul>
<b>RUNNING THE ACTIVITY</b>	<p>The trainer has chosen quotes connected to guides and guidance and written them on cards prior to the course. The cards are displayed on the walls of the course room.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>» Tradition is a guide and not a jailer. (Somerset Maugham)</li> <li>» We have all a better guide in ourselves than any other person can be. (Jane Austen)</li> <li>» Ideals are like stars: you will not succeed in touching them with your hands, but you will use them as guides and following them you will reach your destiny. (Carl Schulz)</li> <li>» All Participants are then asked to walk around, read the quotes and choose the one that appeals to them most. They then discuss their views with others who have chosen the same card</li> </ul>
<b>REFLECTION/EVALUATION</b>	The trainer collects the different opinions and ideas on a flipchart and puts them up for discussion.

## ACTIVITY 5: POWER POINT PRESENTATION

<b>TIME</b>	20 minutes
<b>RESOURCES</b>	Powerpoint on the project "Senior-Guides" including an example of guidance (e.g. guidance of seniors in the Public Library in Vienna), PC and beamer
<b>AIMS</b>	» To inform participants about the project » To present a first idea of what a SeniorGuide could be
<b>RUNNING THE ACTIVITY</b>	The presentation is shown to the participants; the trainer explains aims and the concept of the project.
<b>REFLECTION/EVALUATION</b>	Participants ask questions and discuss the content.

## ACTIVITY 6: DIFFERENT ROLES OF GUIDES

<b>TIME</b>	40 minutes
<b>RESOURCES</b>	Pictures of guidance scenes on flipchart paper, flipchart, pens
<b>AIMS</b>	» To reflect on the different roles of a guide » To discuss preferences of participants regarding roles of a guide
<b>RUNNING THE ACTIVITY</b>	Four pictures of guides are chosen, e.g. » A duck with ducklings » A guide dog leading a blind person » A rope team in the mountains » A group of tourists, everyone looking at their own map The pictures are shown in each of the four corners of the room. Each participant chooses the picture, which appeals most to her/him and stands in front of it. Now, they discuss what they like/dislike about the role of the guide in the picture, what is special about the situation shown and whether they remember situations like this etc. On a flipchart beside each picture, they write down their findings.
<b>REFLECTION/EVALUATION</b>	All participants walk around, looking at the findings of the others, discussing them; they also exchange their thoughts on why in a particular situation one needs a particular kind of guidance and how much freedom and opportunities for participation is left to the ones guided. The trainer collects all findings on a flipchart.

ACTIVITY 7: THREE CHAIRS	
<b>TIME</b>	40 minutes
<b>RESOURCES</b>	Chairs, paper, pens, cards, flipchart
<b>AIMS</b>	To have an idea about seniors' role profile as a guide
<b>RUNNING THE ACTIVITY</b>	<p>Three chairs stand in the front of the room. The trainer writes the following on three cards:</p> <ul style="list-style-type: none"> <li>» Me</li> <li>» My job</li> <li>» I could be a guide in tours about... Each member of the group has paper and a pen to write down thoughts on these points. The trainer starts and she/he comments on each point while sitting in the appropriate chair. All members of the group repeat this process. Differences and similarities are up for discussion.</li> </ul>
<b>REFLECTION/EVALUATION</b>	All papers are collected on the flipchart and everybody has found their "vision" as a guide.

ACTIVITY 8: GUIDED MEDITATION	
<b>TIME</b>	20 minutes
<b>RESOURCES</b>	CD player and CDs, chairs arranged in a circle, paper, crayons
<b>AIMS</b>	<ul style="list-style-type: none"> <li>» To visualise ones interests</li> <li>» To find out about a favourite subject for a tour</li> </ul>
<b>RUNNING THE ACTIVITY</b>	All participants sit on their chairs and close their eyes. The trainer plays meditative music and guides participants to remember and to visualise subjects they always have been interested in, things they have been good at and would want to show others (e.g. tennis, gardening, opera etc.). These activities could be hobbies or connected to their previous occupation. In the course of the meditation, the trainer asks all participants to focus on one particular subject.
<b>REFLECTION/EVALUATION</b>	When everyone has found her/his "vision", everybody gets paper, crayons, and draws her/his findings on a piece of paper.



ACTIVITY 9: THE MARKET PLACE I	
TIME	60 minutes
RESOURCES	Large pieces of paper, glue, water colours, paint brushes, water bowls, kitchen towels
AIMS	<ul style="list-style-type: none"> <li>» To categorise the subjects identified in Activity 6</li> <li>» To form groups of common interests</li> <li>» To get a first idea about the groups' subject for a tour</li> </ul>
RUNNING THE ACTIVITY	<p>The pictures used in Activity 6 are displayed on the floor and trainer and participants try to identify subjects that fall in one category, so that groups can be formed; these groups represent the so-called "circles of interest" that will work together in a team throughout the course.</p> <p>Each group gets a large piece of paper, colours, paint brushes, a water bowl, glue and is now asked to paint a picture of a lively market place where the goods offered are the subject each of the participants has identified for herself/himself. Pictures, drawn before, are glued on the paper. While painting, the group exchanges first ideas on what profile their tour could have, what will be necessary to consider etc.</p>
REFLECTION/EVALUATION	After the paintings are finished, they are displayed in the course room. The groups summarise their findings on a flipchart and put them besides the painting. Participants walk around the "market place", look at the "goods" presented, ask questions, exchange ideas.

ACTIVITY 10: PREPARATION OF STUDY CIRCLE 1	
TIME	60 minutes
RESOURCES	Flipchart, pens, vouchers for coaching
AIMS	<ul style="list-style-type: none"> <li>» To plan the Exploration Phase</li> <li>» To provide participants with all information needed for running the study circles</li> </ul>
RUNNING THE ACTIVITY	<ul style="list-style-type: none"> <li>» Firstly, the trainer explains the aims of the study circle, the conditions for coaching and lists important contact details. All participants have the opportunity to ask questions.</li> <li>» Then the previously formed circles of interest discuss the arrangements for the next four weeks. They may already want to assign concrete tasks to team members.</li> </ul>
REFLECTION/EVALUATION	In the plenary, each circle presents how they will organise the following 4 weeks, the activities they plan etc. The trainer supports when necessary.

ACTIVITY 11: A LETTER TO MYSELF	
TIME	30 minutes
RESOURCES	Paper, pen, envelopes, stamps
AIMS	<ul style="list-style-type: none"> <li>» To reflect on the start of the course module</li> <li>» To visualise where each participant wants to be at the end of the course</li> </ul>
RUNNING THE ACTIVITY	All Participants write a letter to themselves. In this letter, they describe why they have started this course, what they expect to happen in the course of time and then visualise where exactly they will be at the end of it. They describe this as vividly as possible. Then the participants put the letters into envelopes addressed to them, which are collected by the trainer who promises to post them after the end of the course.
REFLECTION/EVALUATION	The trainer posts the letters after the end of the course. The participants will be able to see whether they have met their expectations.

ACTIVITY 12: PARTNER INTERVIEW	
TIME	60 minutes
RESOURCES	Paper, pens
AIMS	To get to know each other
RUNNING THE ACTIVITY	The participants form groups of two, who do not know each other yet. They ask each other questions, for example about their profession, their age and/or about their expectations and so on and collect the answers.
REFLECTION/EVALUATION	In the plenary, everyone introduces her/his partner. There should be also time for additions. After that, everyone should have a look at the diversity of the group.

ACTIVITY 13: FORMATION OF SCULPTURES	
TIME	60 to 90 minutes
RESOURCES	Different materials for the groups like pens, paper, ropes, chairs, balls and so on
AIMS	Collection of different ideas to form ONE PICTURE in the end; to get to know the group and its expectations better
RUNNING THE ACTIVITY	The participants form small groups and talk about different expectations/pictures/thoughts of what a SeniorGuide should be. After that, each group should create a sculpture, which represents the findings and present the sculptures to the members of the other groups.
REFLECTION/EVALUATION	Have a look at the different sculptures of the groups, talk about them, reflect what everyone sees and give feedback to the "creators".

## ACTIVITY: 14 ANAGRAMS WITH NAMES

<b>TIME</b>	45 minutes
<b>RESOURCES</b>	Chairs, paper (or flipcharts), pens
<b>AIMS</b>	To get to know each other
<b>RUNNING THE ACTIVITY</b>	<p>Each participant writes her/his name vertically (each letter in one line) on a piece of paper or on a flipchart. Then she/he tries to find an attribute for each letter of her/his name that describes either her/him or something that she/he likes/dislikes.</p> <p>For example: C - chaotic H - humorous R - riddles I - India S - snow</p>
<b>REFLECTION/EVALUATION</b>	Then, all participants build pairs and present their names and attributes to their partners. In the end, every pair introduces each other to the whole group.

## STUDY CIRCLE 1 EXPLORATION PHASE

### TIME:

Study Circle 1 stretches over 3 to 4 weeks.

### LEARNING OUTCOMES:

At the end of this phase all participants will

- » Have experience of working with a team
- » Have an idea where to position their tour idea within the community
- » Have collected information about the structure of the community, potential cooperation partners, and how to promote their tour idea within the community

### RATIONALE:

Each group decides how it will communicate – email, phone, Skype, letter – and how often they want to meet face to face. The main aim in this phase is to activate the group's competency for self-organisation and make full use of the given resources.

During this first of three study circles, the Exploration Phase, participants meet/communicate regularly and gather information necessary to establish their own tour idea. It depends on the group's own arrangements how they distribute tasks; some team members may have access to certain sources of information, they may be more experienced with networking in the community, whilst others are good at organising the group, or searching the internet.

In case the groups need support during this phase, they are offered a voucher for five coaching sessions (@ 1 hour) by the trainer who taught the first module. It may be of advantage to confine this coaching to a particular weekday, so it will be easier to organise for the institution. The coaching sessions can take place in the location where the organisation is offering the course. Vouchers, not used in a particular phase, are not transferable to another phase.

## MODULE 2

### SPECIFICATION OF TOUR SUBJECTS AND ACQUIREMENT OF SPECIFIC COMPETENCES I

**TIME:**

The second module comprises 16 hours and stretches over 2 to 3 days.

**LEARNING OUTCOMES:**

At the end of this module all participants will

- » Have knowledge about team structure and roles in a team
- » Have specified the subject of their tour
- » Have a concrete plan how to establish their tour project
- » Have methods to get in touch with potential user organisations
- » know what to do in the following Development Phase (Study Circle 2)

**RATIONALE:**

At the beginning of the second module, participants will have time to exchange their experiences during the previous self-organised study circle and present their findings to the trainer and to the plenary. They will have the opportunity to specify their ideas for the tour and learn how to plan the project in detail. In addition, participants will acquire skills to network effectively with potential cooperation partners, thereby building on the findings of the previous Exploration Phase. Therefore, an important element of Module 2 is to provide the group with tools for efficient teamwork and improve their competencies in project management. The trainer chooses activities to foster the exchange of experiences in the plenary, but also in the individual teams. In addition, this module prepares the teams for the following self-organised Development Phase.

ACTIVITY 1: FILM TITLE	
TIME	20 minutes
RESOURCES	Cards, pens, pin board, pins, CD player and CDs
AIMS	<ul style="list-style-type: none"> <li>» To exchange experiences during previous study circle</li> <li>» To update all participants</li> <li>» To stimulate imagination</li> </ul>
RUNNING THE ACTIVITY	All participants take a pen and a card. They sit back and relax (music can be played by the trainer) and remember the last few weeks of self-organised learning. They shall find a suitable film title for this phase. All participants write their titles on the cards.
REFLECTION/EVALUATION	Each participant presents her/his card, the trainer pins all cards on a pin board: differences and similarities are noted. All participants discuss the various ways of perception.

ACTIVITY 2: TEAM POSTERS	
TIME	40 minutes
RESOURCES	Flipchart paper, pens
AIMS	<ul style="list-style-type: none"> <li>» To reflect group processes during Exploration Phase (study circle 1)</li> <li>» To present the findings during Exploration Phase (study circle 1)</li> </ul>
RUNNING THE ACTIVITY	<p>The large group is now again split into the teams, which have already been formed in module 1 and have worked together during the previous phase. Each team receives a poster with the following fragments of sentences as "teasers":</p> <ul style="list-style-type: none"> <li>» We forgot to mention...</li> <li>» We have enjoyed...</li> <li>» We had difficulties...</li> <li>» We found it helpful...</li> <li>» Next time we will...</li> <li>» We wonder why...</li> </ul> <p>The teams now discuss what happened during Study Circle 1 and complete the sentences. They then go on to summarise the most important findings they discovered during this Exploration Phase.</p>
REFLECTION/EVALUATION	The teams present their posters in the plenary; differences and similarities are up for discussion. The trainer gives advice, answers questions when necessary.

### ACTIVITY 3: SHIP'S CREW

<b>TIME</b>	60 minutes
<b>RESOURCES</b>	Chairs
<b>AIMS</b>	<ul style="list-style-type: none"><li>» To find out about team roles</li><li>» To reflect one's own position in a group</li></ul>
<b>RUNNING THE ACTIVITY</b>	<p>Chairs are placed in an oval in the centre of the room leaving a space of about 6m<sup>2</sup> in the middle. The trainer now asks participants to imagine the oval is a ship and tells them to go on board without talking. Each participant thinks of the different professions and roles a well functioning ship needs, and takes the role that they think they can fulfil best in the group. It is important to do this in absolute silence. The participants are asked to imagine vividly what their function is on board. At this stage, only they themselves know whom they are playing. After this each participant stays in the position (no more acting, the position is frozen)</p>
<b>REFLECTION/EVALUATION</b>	<p>The participants talk about their experience in the plenary. Special features of the ship's crew are noted- e.g. how many captains, steersmen, cooks etc. were there – and on a flipchart, the trainer collects the different roles and relates them to actual roles in a team. (e.g. as described in activity 4)</p>

ACTIVITY 5: MARKET PLACE II	
<b>TIME</b>	30 minutes
<b>RESOURCES</b>	Market pictures created in module 1, flipchart, cards
<b>AIMS</b>	<ul style="list-style-type: none"> <li>» To reflect the original idea for tours</li> <li>» To specify the original idea for tours</li> </ul>
<b>RUNNING THE ACTIVITY</b>	The work teams take the paintings they created in module 1 and discuss where they have moved away from the original idea of the project. They specify the tour pointing out which cooperation partners they will work with, what the role of the individual team members will be and what methods they will use as tour guides for seniors: mainly oral information, or flyers, experiential methods etc. (e.g. when investigating local history together with seniors, they may involve them in face to face conversation so the seniors are not only consumers, but also help create the tour)
<b>REFLECTION/EVALUATION</b>	Concrete ideas are collected on a flipchart and, fictitious market stands are built up, so that all participants can inform themselves about the state of the art of the tours developed.

ACTIVITY 6: PRESENTATION PROJECT MANAGEMENT	
<b>TIME</b>	30 minutes
<b>RESOURCES</b>	E.g. PowerPoint, using as a basis the module material developed in the SAGE project ( <a href="http://sage.sosumedia-uv.dk/">http://sage.sosumedia-uv.dk/</a> : Module 4), PC and beamer
<b>AIMS</b>	<ul style="list-style-type: none"> <li>» To get acquainted with the main project management tools</li> <li>» To apply step by step planning to own project</li> </ul>
<b>RUNNING THE ACTIVITY</b>	The trainer gives an overview of the most important tools for project management, touching main factors like project aims, planning of time and resources, allocation of tasks, controlling, work packages, milestones etc.
<b>REFLECTION/EVALUATION</b>	Each group works out how to apply the tools to their own project (tour for seniors). The trainer coaches the teams while performing this task if necessary.



## ACTIVITY 7: STAKEHOLDER ANALYSIS

<b>TIME</b>	40 minutes
<b>RESOURCES</b>	Flipchart, pens, box with buttons of various colours and shapes
<b>AIMS</b>	<ul style="list-style-type: none"><li>» To identify stakeholders in the community</li><li>» To provide participants with methods to approach and successfully involve stakeholders</li></ul>
<b>RUNNING THE ACTIVITY</b>	<p>Stakeholders are individuals or groups who have a vital interest in the team's work. Therefore, they could be cooperation partners, but also potential clients and even competitors or rivals.</p> <p>Teams are invited to draw the surrounding environment of their project. They use a large piece of paper to outline interaction structures within the community (e.g. concentric circles, where the inner circle symbolises the project).</p> <p>Questions for analysis are</p> <ul style="list-style-type: none"><li>» What are the stakeholders' expectations?</li><li>» What do they fear in connection with the project?</li><li>» What are their interests?</li><li>» How could relations be improved?</li></ul>
<b>REFLECTION/EVALUATION</b>	<p>Each team works out an action plan how to involve the stakeholders analysed before. The action plan serves as a task list for the following Development Phase.</p> <p>Participants may also use buttons to sketch the structure of the relation between stakeholders and project/team.</p>

## ACTIVITY 8: PREPARATION OF STUDY CIRCLE 2

<b>TIME</b>	60 minutes
<b>RESOURCES</b>	Flipchart, pens, vouchers for coaching
<b>AIMS</b>	<ul style="list-style-type: none"><li>» To plan the Development Phase (study circle 2)</li><li>» To provide participants with all information needed for running the Development Phase (study circle 2)</li></ul>
<b>RUNNING THE ACTIVITY</b>	<p>Firstly, the trainer explains the aims of the study circle, reminds participants about the conditions for coaching and gives information about each teams' budget for the tour. The budget may be used for the production of leaflets, PR activities, public transport etc. They receive a model for financial planning and documentation. Then the individual teams discuss the arrangements for the next 2 to 3 months.</p>
<b>REFLECTION/EVALUATION</b>	<p>In the plenary, each circle presents how they will organise the following 2 to 3 months, the activities they plan etc. The trainer supports when necessary.</p>

<b>ACTIVITY 9: HOW DOES ORGANISATION WORK?</b>	
<b>TIME</b>	10 to 15 minutes
<b>RESOURCES</b>	Spacious room, small balls, bottle of water
<b>AIMS</b>	1. To experience group work in an organisational context.
<b>RUNNING THE ACTIVITY</b>	All participants stand in a circle. The trainer explains that now that all of them are members of one group with the aim to do ones' duties in the best way. The trainer then throws a small ball (ball in this activity is a symbol of work) to particular group member A, group member A throws the ball to group member B, B to C and so on. Each participant has to get the ball once and in a particular order – from trainer to A, then to B and etc. When all members of the group have mastered this task, the trainer starts to increase the number of the balls which are thrown. The members of the group now face difficulties because the catching and throwing becomes more and more difficult. Then the trainer starts to pass around a bottle of water (bottle of water in this activity is a symbol of communication, relationships). The bottle of water goes around the circle; when one member passes the bottle on to her/his neighbour, they have to smile at each other and say something nice. This activity shows that it is important not only to fulfill our tasks within the group but also to maintain relationships.
<b>REFLECTION/EVALUATION</b>	After the activity, all members of the group have the possibility to share their experience. What was most difficult to do? How do they feel? Whom/what did they focus on?

## ACTIVITY 10: HOUSE BUILDING

<b>TIME</b>	50 to 60 minutes
<b>RESOURCES</b>	Different size, color and thickness paper sheets, glue, sticky tape, markers, pencils and scissors, multimedia.
<b>AIMS</b>	1. To introduce team roles and to identify what is everyone's role in her/his team.
<b>RUNNING THE ACTIVITY</b>	The members of the circles of interest are invited to build their own team house using the above mentioned means. The trainer watches the process carefully. The houses should be built in 15 to 20 minutes. When the house building is finished, the trainer introduces the team members to the theory about the roles of team members– what are the main roles and what functions they serve. Then the trainer shares their observations and reveals what team roles they identified.
<b>REFLECTION/EVALUATION</b>	All group members reflect on the house building: what emotions they felt, what was difficult, what was easy to do, what interesting things they discovered about themselves, what team role they would be willing to assign to herself/himself etc.

## STUDY CIRCLE 2 DEVELOPMENT PHASE

### TIME:

This phase stretches over 2 to 3 months.

### LEARNING OUTCOMES:

At the end of this phase all participants will

- » Have cooperation partners for implementing their tour
- » Have a concrete action plan for their project including tasks, time, resources etc.
- » Have an approximate plan for disseminating the project
- » Have contacts to seniors interested in the tour

### RATIONALE:

The main aim of the Development Phase is to get in touch with potential cooperation partners that might be willing to implement the tour as a regular service after it has been tested successfully. Each group identified organisations in module 2 and now the teams can work with the results from their prep-

aration. The participants have also learned how to organise teamwork efficiently, so the further development of the tour project will benefit from this.

Activities during this phase are contact/communication with partner organisations, fine-tuning of the tour project including distribution of tasks within the team, disseminating the tour idea and get potential consumers (seniors) interested in the testing phase. In addition, the teams may already work on leaflets for promoting the tour. The drafts can then be edited in module 3. There is budget allocated to each team, which can be used for material, leaflets and the like. Teams draw up a financial plan on how they wish to use this budget.

Again, vouchers for five coaching sessions (@ 1 hour) are offered, in case a group needs support during this phase.

## MODULE 3

### SPECIFIC COMPETENCES

**TIME:**

The third module lasts 16 to 24 hours, depending on how many external experts are lecturing as guest speakers. It stretches over 2 to 3 days.

**LEARNING OUTCOMES:**

At the end of this module all participants will

- » Have exchanged experiences made during their study circles
- » Have learned methods for further research of tour elements
- » Have tried out methods of research (computer, library, interviews etc.)
- » Have acquired knowledge about special issues when guiding older people (accessibility etc.)
- » know what to do in the following Testing Phase (Study Circle 3)

**RATIONALE:**

Module 3 will provide participants with all skills and knowledge that is still necessary for running their tour project successfully. It is advisable to invite external experts such as tourist guides, marketing specialists and seniors organisations to the course. These can serve as additional sources of information. Teams can indicate to the trainer, who has been coaching them during the previous Development Phase, what kind of expertise they still need.

Another important aim of this module is to be acquainted with and try out various methods of research. This might be internet research, but also visiting libraries or receiving tips how to conduct an interview with seniors successfully.

In addition, all participants will learn about senior-friendly communication and take into account special issues when guiding older people.

ACTIVITY 1: WEATHER REPORT	
<b>TIME</b>	30 minutes
<b>RESOURCES</b>	Paper, cards, pens, crayons, pin board, pins
<b>AIMS</b>	<ul style="list-style-type: none"> <li>» To exchange experiences during the previous study circle</li> <li>» To update all participants</li> <li>» To stimulate imagination</li> </ul>
<b>RUNNING THE ACTIVITY</b>	All participants are asked to remember the Development Phase again. Everyone shall describe the "weather" - meaning the atmosphere - during this phase. The participants may write a short weather report on a card or draw a picture of the weather on a piece of paper.
<b>REFLECTION/EVALUATION</b>	The weather reports are pinned on a board; cards and pictures of team members are arranged together, so the individual teams (circles of interest) are made visible. All participants comment on the atmosphere during the Development Phase.

ACTIVITY 2: EXCHANGE GROUPS	
<b>TIME</b>	30 minutes
<b>RESOURCES</b>	Flipchart, pens
<b>AIMS</b>	<ul style="list-style-type: none"> <li>» To exchange experiences during the Development Phase</li> <li>» To compare differences and similarities</li> <li>» To compare the various ways of tackling a problem</li> </ul>
<b>RUNNING THE ACTIVITY</b>	Teams are split up and new groups are formed, each new group contains at least one member of each of the teams. The group members exchange their experiences during the previous Development Phase.
<b>REFLECTION/EVALUATION</b>	Groups summarise their experiences on a flipchart. All participants walk around to see the findings of other groups.

### ACTIVITY 3: EXTERNAL EXPERTS

<b>TIME</b>	120 minutes
<b>RESOURCES</b>	External experts like tourist guides, marketing specialists, seniors organisations etc.
<b>AIMS</b>	<ul style="list-style-type: none"> <li>» To learn special guiding techniques</li> <li>» To receive information about the target group seniors</li> <li>» To improve one's dissemination tools</li> </ul>
<b>RUNNING THE ACTIVITY</b>	Experts could be invited to class or visited in their workplace. Methods of delivery depend on the individual expert.
<b>REFLECTION/EVALUATION</b>	Teams write down important information to be used afterwards, collect information material etc.

### ACTIVITY 4: RESEARCH LABS

<b>TIME</b>	240 minutes																														
<b>RESOURCES</b>	PC with internet access or internet cafe, public libraries, participation projects etc.																														
<b>AIMS</b>	<ul style="list-style-type: none"> <li>» To learn research methods for completing tour project</li> <li>» To view similar participation initiatives</li> <li>» To improve methods for disseminating the tour</li> </ul>																														
<b>RUNNING THE ACTIVITY</b>	Participants should be offered a broad range of sources and also have the opportunity to try out various methods, such as internet research, interviews, searching books for information etc.																														
<b>REFLECTION/EVALUATION</b>	<p>The teams will draw up a chart and categorise each of the sources of information as shown in the example below:</p> <table border="1"> <thead> <tr> <th>Source of information</th> <th>Used for</th> <th>Advantage</th> <th>Requirements</th> <th>Look out!</th> <th>Personal preference</th> </tr> </thead> <tbody> <tr> <td>Internet</td> <td>Quick info</td> <td>Everything there</td> <td>Access to computer, ITC skills</td> <td>Be critical (is info out-dated etc.?)</td> <td>No, not for me!</td> </tr> <tr> <td>Library</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Interviews</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Etc.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Source of information	Used for	Advantage	Requirements	Look out!	Personal preference	Internet	Quick info	Everything there	Access to computer, ITC skills	Be critical (is info out-dated etc.?)	No, not for me!	Library						Interviews						Etc.					
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Interviews																															
Etc.																															

ACTIVITY 5: SENIOR-FRIENDLY COMMUNICATION	
<b>TIME</b>	60 to 120 minutes
<b>RESOURCES</b>	PowerPoint and material as developed in project SAGE ( <a href="http://sage.sosumedia-uv.dk">http://sage.sosumedia-uv.dk</a> Module 2), PC and beamer
<b>AIMS</b>	<ul style="list-style-type: none"> <li>» To reflect on one's own way of communication</li> <li>» To get more target-group-orientated</li> </ul>
<b>RUNNING THE ACTIVITY</b>	The trainer gives an overview of the most important factors for good communication and specially focuses on the target group seniors. Material provided in the SAGE Module 2 provides tips for a successful communication with seniors, exercises, role-plays and the like.
<b>REFLECTION/EVALUATION</b>	Each group works out how to apply knowledge to its own tour project. They draw up a checklist with the most important points. The trainer supports the teams if necessary.

ACTIVITY 6: TOUR PLANNING – ACTION PLAN																	
<b>TIME</b>	90 minutes																
<b>RESOURCES</b>	Paper, pens, flipchart																
<b>AIMS</b>	<ul style="list-style-type: none"> <li>» To organise the group efficiently in order to the research tasks</li> <li>» To find out suitable methods to tackle problems that might occur</li> </ul>																
<b>RUNNING THE ACTIVITY</b>	<p>The trainer gives an overview of the most important elements of the tour: preparation activities, running of tour, evaluation. They presents a model action plan (see example below) and suggests various ways of evaluating the tour project. (self-evaluation, evaluation by consumers, forms, interviews etc.)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Work Package</th> <th>Start</th> <th>Finish</th> <th>Activity</th> <th>Outcome</th> <th>Who</th> <th>Resources</th> <th>Obstacles</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Work Package	Start	Finish	Activity	Outcome	Who	Resources	Obstacles								
Work Package	Start	Finish	Activity	Outcome	Who	Resources	Obstacles										
<b>REFLECTION/EVALUATION</b>	With the help of the tools presented (also in Activity "Project Management"), the teams now plan their tour project in detail using the action plan model above. Dates for implementation are fixed.																



### ACTIVITY 7: PREPARATION OF STUDY CIRCLE 3

<b>TIME</b>	60 minutes
<b>RESOURCES</b>	Flipchart, pens, vouchers for coaching
<b>AIMS</b>	<ul style="list-style-type: none"><li>» To plan the Testing Phase (Study Circle 3)</li><li>» To provide participants with all information needed for running the Testing Phase (Study Circle 3)</li></ul>
<b>RUNNING THE ACTIVITY</b>	Firstly, the trainer explains the aims of the study circle. The participants have the opportunity to ask questions. Then the individual teams discuss the arrangements for the next 1 to 2 months.
<b>REFLECTION/EVALUATION</b>	In the plenary, each circle presents how they will organise the following 1 to 2 months, the activities they plan etc.

### ACTIVITY 8: COUNT UP TO TWENTY

<b>TIME</b>	The time limit depends on the number of group members, they have to repeat the activity until they will do it right.
<b>RESOURCES</b>	Spacious room
<b>AIMS</b>	<ul style="list-style-type: none"><li>» To concentrate on team membership</li><li>» To experience a sense of togetherness</li></ul>
<b>RUNNING THE ACTIVITY</b>	All group members stand in a circle, face to face. Then they start to count, one person starts counting and says "one", then the next one says "two", the third one says "three" and so on till they reach twenty (or ten). The activity will start again, if one person says two consecutive numbers, two (or more) people say the same number, one person says a number and the next person says the consecutive number. This activity demands silence; it requires the group members' concentration, careful listening and observation of each other.
<b>REFLECTION/EVALUATION</b>	When the activity is finished (that means, the group members have counted until 20 or ten without mistakes), the trainer and the group talk about this exercise: how it was, what was difficult and why, how did they manage to finish, how do group members feel now and how did they feel during the activity.

## STUDY CIRCLE 3 TESTING PHASE

### TIME:

The Testing Phase stretches over 1 to 2 months.

### LEARNING OUTCOMES:

At the end of this phase all participants will

- » Have tested their tour in practice
- » Have feedback and support by seniors and other participants
- » Have identified strong and weak elements of their project
- » Have ideas for marketing the tour in the future

### RATIONALE:

The main aim of Study Circle 3 is testing the tour projects of all teams in reality. Teams have already fixed a date for the test in Module 3, so the dates are scheduled and known to the whole group of course participants. In addition, leaflets and possible mate-

rial for public relation have been edited and finalised in the previous module. Also, an action plan for implementation has been designed. It is desirable that all course participants and trainers of the Senior-Guides Training Pilot are invited to participate in the tour testing so that everyone will have the opportunity to observe how the teams put their idea into practice.

Tour participants will therefore be invited to evaluate the tour project, so will cooperating organisations and there is also room for self evaluation by the team. Evaluation results will form an important basis for further improving the tour project. It will be an integral part of Module 4 to compare and discuss evaluation results and to work out a plan for future marketing and implementation.

## MODULE 4

### REFLECTION, EXCHANGE & FUTURE PERSPECTIVES

#### TIME:

The fourth module last 16 hours and stretches over 2 to 3 days.

#### LEARNING OUTCOMES:

At the end of this module all participants will

- » Have a plan for implementing the tour in the future
- » Have exchanged ideas for follow-ups in the group
- » Have analysed the training course and have a clear picture about earnings and losses

#### RATIONALE:

The final module of the Senior-Guides Training Course focuses on two major issues

- » To review the whole training
- » Starting from the results of evaluation of the tour testing, to plan the implementation of future activities

The Trainer should spare sufficient time for celebrating the successes of the teams and remembering the last 6 months. There should be time for giving gen-

eral feedback to each other, not only focusing on the tour testing, but also considering cooperation and communication throughout the course.

Even though a formal evaluation - which will be mainly returned to the organisation for further improvement of the course - will be part of the Senior-Guides Training Pilot (see point 3.3), it is important at this stage to review the whole training also directly in class. The trainer should choose her/his activities accordingly. Another vital aspect of this last module is to merge tour experiences in the group, to compare evaluation results and to draw up a plan if/and how individual teams will continue their cooperation in the future. This might also be the time for some course participants to leave the team, however, as we have used a whole group to support and carry out a tour project from the beginning, this will not necessarily mean an end to the tour project as such.

In Module 4 course participants will also be briefed about the final event (see point 4) and decide how they wish to present their results there.

ACTIVITY 1: RATING	
TIME	30 minutes
RESOURCES	2 chairs, large empty space in the training-room
AIMS	<ul style="list-style-type: none"> <li>» To visualise the overall satisfaction with the previous Testing Phase</li> <li>» To exchange views with other course participants</li> </ul>
RUNNING THE ACTIVITY	<p>Two chairs stand on each far end of the training room, marking position 0 and 100 on a scale.</p> <p>The trainer now asks all participants to imagine a scale from 0 to 100, 0 symbolising zero satisfaction with the performance of the own team in the tour testing, 100 meaning absolute satisfaction with the performance. All participants now take their position on the scale and thus visualise, how satisfied they were as individuals with their team's performance.</p>
REFLECTION/EVALUATION	First, those participants who find themselves on a similar position exchange their feelings about the testing phase. Then the trainer asks individual participants to describe their experiences that led them to their particular rating of the testing phase.

ACTIVITY 2: THE SENIOR-GUIDES ONION II	
TIME	30 minutes
RESOURCES	Big free space in a room, chairs, flipchart, pens
AIMS	<ul style="list-style-type: none"> <li>» To identify strong and weak points of the testing phase</li> <li>» To exchange views with others</li> </ul>
RUNNING THE ACTIVITY	<p>Participants form an inner and an outer circle (these are the onion layers).</p> <p>Each couple facing each other has 2 minutes to exchange about what they think were the strong and weak points of the Testing Phase.</p> <p>When the time is over the trainer asks the "outer onion skin" to move to the right. The new couples also exchange themselves about the strong and weak points. The activity is over when the couples that met at the start are facing each other again.</p>
REFLECTION/EVALUATION	The group arranges the chairs in a circle and shares their findings. The trainer collects the weak and strong points on a flipchart. The group discusses the results.

### ACTIVITY 3: WHERE DO WE GO FROM HERE?

<b>TIME</b>	180 minutes
<b>RESOURCES</b>	Flipchart, paper, cards, pens
<b>AIMS</b>	<ul style="list-style-type: none"> <li>» To present experiences while testing the tour</li> <li>» To reflect and evaluate the individual tour projects</li> </ul>
<b>RUNNING THE ACTIVITY</b>	<p>In this activity, the individual tour teams (circles of interest) look closely at their experiences and analyse the results of the evaluation. The teams describe the weak and strong points of their tour; the general performance of the team, the original tour idea and the implementation during the testing phase are observed critically and the teams summarise, where they have met the original aims and what they have learned from the project. A rough plan for future follow-ups is drawn up. This could also lead to cancelling the tour idea for the future because it has not proved successful or team members do not feel committed to it anymore.</p> <p>In addition, an outline is developed to display the team's tour at the final event, including an action plan for who will be responsible for which activity.</p>
<b>REFLECTION/EVALUATION</b>	<p>Now one team member of each team changes to another team and looks at the group's findings. Looking at the results and draft planning, she/he gives feedback and advice and thus helps with fine-tuning.</p> <p>After this, each team presents their results to the plenary.</p>

### ACTIVITY 4: THE FISHERMAN

<b>TIME</b>	30 minutes
<b>RESOURCES</b>	Two picture on two pieces of paper: fishing net and the sea, cards, pens, glue
<b>AIMS</b>	<ul style="list-style-type: none"> <li>» To reflect the whole training</li> <li>» To filter out the gains and losses</li> </ul>
<b>RUNNING THE ACTIVITY</b>	<p>Two large pieces of paper are presented: The first depicts a fishing net and the second the sea.</p> <p>Participants write on cards what they caught in their fictitious fishing net during the Pilot Course and what they left to the sea. In doing so, they differentiate between what they will take with them and what they would rather leave behind.</p>
<b>REFLECTION/EVALUATION</b>	<p>Cards are stuck either to the fishing net or to the sea. Participants compare results and exchange with one another in the plenary.</p>

<b>ACTIVITY 5: THE CIRCLE OF EXPERIENCE</b>	
<b>TIME</b>	40 minutes
<b>RESOURCES</b>	Card, pens, glue and a large circle cut out of paper and divided into 8 segments. In each segment, a suitable picture illustrating the emotions below is stuck together with a card containing the actual word. In the centre of the circle a card with the following message is stuck: "I found the Senior-Guides Training Pilot..."
<b>AIMS</b>	<ul style="list-style-type: none"> <li>» To give a personal feedback to the group and the trainer</li> <li>» To exchange views with each other</li> </ul>
<b>RUNNING THE ACTIVITY</b>	<p>The circle, made of paper, is placed in the middle of the room; chairs are also arranged in a circle around it. Participants now take cards, write down events, experiences throughout the training, and allocate them to the segments of the circle.</p> <p>At the end, a picture shows how people experienced the Senior-Guides Training Pilot. The cards give clues about what each participant found</p> <ul style="list-style-type: none"> <li>» Amusing...</li> <li>» Irritating...</li> <li>» Confusing...</li> <li>» Frightening...</li> <li>» Stupid...</li> <li>» Enjoyable...</li> <li>» Comforting...</li> <li>» Exciting...</li> </ul>
<b>REFLECTION/EVALUATION</b>	All participants have sufficient time to walk around the circle and look at the results. Then trainer and participants exchange and summarise their impressions of the pictures, asking questions where things might be unclear, and where further explanation might be needed.

## Evaluation of the Training Pilot

The evaluation of the guided tours must be considered an integral part of their development. All major actors – the individual Senior-Guides, the participants and the cooperating organisations – should have a voice in this process. It is important to adopt a positive evaluation philosophy: As it is impossible to generate a perfect outcome from scratch, this task is not to lament failures and mistakes, but to detect approaches and opportunities for improvement (and reach an optimal result in the long run).

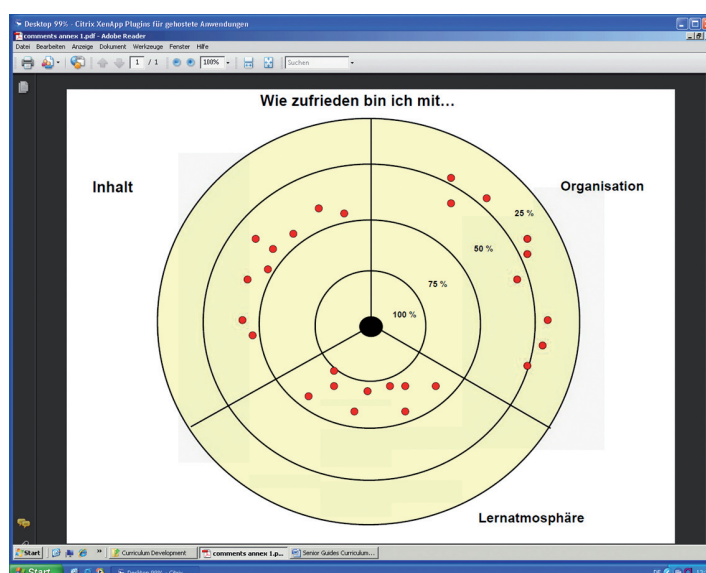
In their functions of developers and testers of the guided tours, the Senior-Guides should also decide about the contents and methods of evaluation. The trainer, however, must provide them with appropriate information and support to enable this decision. A rich source for methods of self-evaluation is the European project SEALLL – Self Evaluation in adult lifelong learning, from which particular tools can be chosen at: [http://www.sealll.eu/eval\\_tools.php](http://www.sealll.eu/eval_tools.php) or in the document library at: <http://www.sealll.eu/docs.php> where a handbook is available in English, Dutch, Lithuanian, Polish, Turkish, Swedish and German.

Besides this source, the following approaches can be applied:

### 1. Participants of the training courses (Senior-Guides): Evaluation by bullseye

The bullseye method is especially apt for swiftly gaining a group opinion concerning particular aspects of an event or a training programme, such as contents, methods, outcomes, cooperation, atmosphere etc.

In a first step, up to five topics under study are jointly decided. On a poster, a bullseye is created



with 100 scores in its centre and four rings indicating areas of 75, 50, 25 and 0 scores. The bullseye is then divided into the number of selected topics and each section is marked accordingly. Each participant is invited to place a sticker in each of the sections to express their satisfaction with what was achieved.

The results of the evaluation are immediately visible and provide a good basis for a group discussion to follow. In this discussion, the aspects can be considered in-depth and improvements jointly developed.

## *2. Participants of guided tours: Evaluation by questionnaires*

Developing a questionnaire includes a number of pitfalls, but it is helpful to receive a feedback for matters of interest from a larger number of people which whom individual in-depth conversations are not or not systematically possible.

Again, it should be the task of the Senior-Guides to decide about the relevant evaluation topics. As an easy to apply structure, the following template could be used and further developed, although it should be a maximum of three pages.

See Annex

The analysis of the results is not difficult: The boxes ticked according to each category are summarised in a tally sheet and then the arithmetic means can be calculated.

For example: In category 1.1 "Information prior to the tour", nine participants "totally agreed" and three participants "agreed". If the degree of agreement is transferred to a scale from 1 – 5 with 1 indicating the best rating and 5 indicating the worst, the mean value is calculated as follows:  $(1 \times 9) + (2 \times 3) = 15 : 12 = 1,25$ . That is an excellent result, which shows that in this area little improvement, if any, is needed.

The answers to open questions are collated and grouped, if possible, according to the subjects and the frequency of mentioning.

## *3. Cooperating organisations: Evaluation by interviews*

Compared to tour participants, there will be a relatively small number of cooperating institutions with whom personal interviews can be administered. As an advantageous aspect, a dialogue is possible which allows for follow-up questions to clarify topics and offer in-depths insights.

In the development of the lead questions, it is recommended to differentiate between the assessment of the concept on one side and the test tours on the other. If there were a need for improvement, it would be important to know if it is a structural or an implementation problem. For example, the following questions could be asked:

- » Why did you participate in the project? What were your expectations?
- » Were these expectations fulfilled?
- » What do you like best in the Senior-Guides concept? Where do you have doubts?
- » What went well in the test tour? What difficulties had to be overcome?
- » Will you remain partner in our future tours?
- » Which changes would you recommend?

The answers to the questions should be documented by recording or writing. Comparing the answers to the same question by different cooperation partners might hint at aspects with structural source (which should be immediately tackled) or it might clarify that a certain problem occurs only under specific conditions and has no systematic impact.

For both tools – interviews and questionnaires – the following good advice of the SEALLL project should be kept in mind: "Pay attention to the risk of posing

- » Leading questions. (Do you agree that the school leader is the cause of all the problems?)
- » Questions leading to a bias given the position of



the respondents. (Do you think the workload is too high in this school?)

- » Questions evoking politically correct answers. (Do you invest your energy in students no matter their background, their looks, or their socio-economic status?)<sup>1</sup>

The first turn of questionnaires and interviews should be considered as a pilot evaluation. Upon completion, the questions should be critically checked and revised, if necessary.

<sup>1</sup> [http://www.seall.eu/docs/manual/SeallI01\\_UK\\_web.pdf](http://www.seall.eu/docs/manual/SeallI01_UK_web.pdf), page 38

## *Final Event and Award of Learners*

The final event where the project and training results are presented to the public is a main instrument of disseminating the Senior-Guides project in each partner country. It is also a good opportunity to honour course participants with a certificate and to give them a chance to present their tour project to a wider audience.

The final event can also serve as a starting signal for follow-ups even after the lifetime of the European cooperation because it provides an opportunity to invite stakeholders, politicians, and important partners from the community who will be interested in implementing the one or other tour.

In addition, it is a good way to inform the press and local/regional networking organisations.

During the final module, there will be time for planning the final event and distributing responsibilities amongst organisation, trainers and course participants.

- » The final event should contain the following elements
- » Presentation of Senior-Guides Project
- » Presentation of the results of the evaluation of tours and training
- » Information (market, information stands, group performance etc.) about tours
- » Award of course participants

## *Further reading and sources*

- » Rabenstein Reinhold et al, Das Methoden-Set. 5 Bücher für Referenten und Seminarleiterinnen (2004)
- » Rabenstein Reinhold, Reichel Rene, Kreativ beraten. Methoden, Modelle, Strategien für Beratung, Coaching und Supervision (2001)
- » Rogers Alan, Teaching Adults (2003)
- » Scala Eva et al, Einfach systemisch. Systemische Grundlagen und Methoden für pädagogische Arbeit (2007)
- » The EDAM evaluation platform, [www.edam-evaluation.eu](http://www.edam-evaluation.eu)
- » The MUTUAL Compendium of Intercultural Education (2007)
- » The SAGE Compendium on Participation of Seniors (2008)
- » The SLIC Workshop Handbook, Sustainable Learning in the Community (2009)
- » Training Youth, Tool-Kit on Training Essentials (2002)
- » Ageing in society: European perspectives on gerontology/edited by John Bond. London etc: Sage (2007).
- » Aging and older adulthood. Joan T. Erber, Belmont (Calif.): Thomson/Wadsworth (2005).
- » Aging, health, and public policy: demographic and economic perspectives/editor, Linda J. Waite, New York: Population Council (2005).
- » Encyclopedia of gerontology: age, aging, and the aged/editor-in-chief, James E. Birren. San Diego: Academic Press (1996).
- » Social work with older people/Judith Phillips, Mo Ray, Mary Marshall. Basingstoke [etc.]: Palgrave Macmillan (2006).
- » Social work with older people: context, policy and practice/Mark Lymberly. London [etc.]: Sage, 2005.
- » Socialine gerontologija: ištakos ir perspektyvos/editor Nijole Veckiene. Vytauto Didžiojo universitetas, Socialinio darbo institutas. Kaunas (2004).

# Evaluation form for participants of pilot tours

At the end of this tour, we would like to know whether you were satisfied with the organisation and the contents. Please dedicate 10 minutes to improve the quality of future tours!

1. ORGANISATION				
1.1 The information, which I received prior to the tour, was useful.				
<input type="checkbox"/> totally agree	<input type="checkbox"/> agree	<input type="checkbox"/> undecided	<input type="checkbox"/> disagree	<input type="checkbox"/> totally disagree
1.2 The duration and timing of the tour were just right.				
<input type="checkbox"/> totally agree	<input type="checkbox"/> agree	<input type="checkbox"/> undecided	<input type="checkbox"/> disagree	<input type="checkbox"/> totally disagree
1.3 ..... (to be added by Senior-Guides)				
<input type="checkbox"/> totally agree	<input type="checkbox"/> agree	<input type="checkbox"/> undecided	<input type="checkbox"/> disagree	<input type="checkbox"/> totally disagree
2. CONTENTS AND METHODS				
2.1 The presentations of the different working areas were informative.				
<input type="checkbox"/> totally agree	<input type="checkbox"/> agree	<input type="checkbox"/> undecided	<input type="checkbox"/> disagree	<input type="checkbox"/> totally disagree
2.2 The exchange with the other participants was interesting.				
<input type="checkbox"/> totally agree	<input type="checkbox"/> agree	<input type="checkbox"/> undecided	<input type="checkbox"/> disagree	<input type="checkbox"/> totally disagree
2.3 ..... (to be added by Senior-Guides)				
<input type="checkbox"/> totally agree	<input type="checkbox"/> agree	<input type="checkbox"/> undecided	<input type="checkbox"/> disagree	<input type="checkbox"/> totally disagree
3. OWN INVOLVEMENT				
3.1 I felt well involved in the tour.				
<input type="checkbox"/> totally agree	<input type="checkbox"/> agree	<input type="checkbox"/> undecided	<input type="checkbox"/> disagree	<input type="checkbox"/> totally disagree
3.2 I was able to express questions and uncertainties.				
<input type="checkbox"/> totally agree	<input type="checkbox"/> agree	<input type="checkbox"/> undecided	<input type="checkbox"/> disagree	<input type="checkbox"/> totally disagree
3.3 ..... (to be added by Senior-Guides)				
<input type="checkbox"/> totally agree	<input type="checkbox"/> agree	<input type="checkbox"/> undecided	<input type="checkbox"/> disagree	<input type="checkbox"/> totally disagree
4. OUTCOMES				
4.1 I have gained useful information about fields of activities for senior citizens in our town.				
<input type="checkbox"/> totally agree	<input type="checkbox"/> agree	<input type="checkbox"/> undecided	<input type="checkbox"/> disagree	<input type="checkbox"/> totally disagree
4.2 I am considering becoming active in one of the organisations presented in the tour.				
<input type="checkbox"/> totally agree	<input type="checkbox"/> agree	<input type="checkbox"/> undecided	<input type="checkbox"/> disagree	<input type="checkbox"/> totally disagree
4.3 ..... (to be added by Senior-Guides) ..... (to be added by Senior-Guides)				
<input type="checkbox"/> totally agree	<input type="checkbox"/> agree	<input type="checkbox"/> undecided	<input type="checkbox"/> disagree	<input type="checkbox"/> totally disagree
5. GENERAL IMPRESSION AND FURTHER COMMENTS				
5.1 My general impression of the tour is positive.				
<input type="checkbox"/> totally agree	<input type="checkbox"/> agree	<input type="checkbox"/> undecided	<input type="checkbox"/> disagree	<input type="checkbox"/> totally disagree
5.2 The following topics were particularly motivating:				

5.3 Too much time was spent on:

5.4 Too little time was spent on:

5.5 What I missed completely in this tour:

5.6 What I liked especially about this tour:

## 6. PERSONAL BACKGROUND

My age and gender:

Year of birth:

female

male

My current profession or the one which I had before retirement:

Profession:

My experiences as a volunteer:

I work as a volunteer

have previously been a volunteer

I have never volunteered before

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