

Facilitating intergenerational solidarity and learning through building friendships between youngsters and elderly



PR2

# Piloting Report



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## 1. Introduction

The piloting of the E-learning course 'Youth Befriending Elderly' has been implemented with support by the Association Humanost who has wider experience in providing services and implementing initiatives for improving the conditions and quality of life for persons at social risk, including education of care assistants for the elderly in home conditions and strengthening the capacities of young people at national level.

The piloting has been implemented in KMOP Skopje premises and involved in total 7 young people aged 15-29. Among them, there were professionals who already have experience in providing services for elderly people. The piloting event served as a platform for sharing experience among young people as well as encouraging active participation in the community.

The event had a duration of 2 hours and provided an opportunity for young people to test the functionality of the e-learning course, to learn new things about befriending services and network.

## 2. Methodology

For the purpose of a smooth running of the piloting event, both KMOP Skopje with support by the Association Humanost recruited the suitable participants, based on the criteria: aged 15-29, interest and motivation to engage in befriending activities and services for the elderly people, to network and learn more about the topic, as well commitment to initiate a positive change in the community.

In order to be more accessible for the interested participants, the event was conducted in a hybrid format. The event started with a brief presentation of the BONDING project, project consortium and project results.

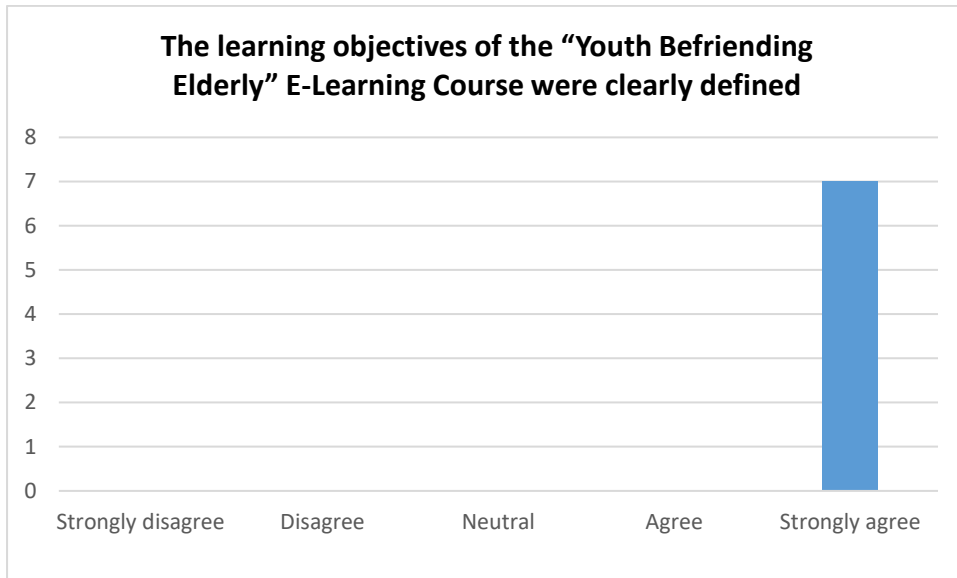
The training program has been designed and aligned to the participant's level of knowledge and understanding of befriending services and volunteering activities, emphasising the benefits from it, such as soft skills and knowledge about values and principles of voluntary services, behavioural qualities and attitudes, relationship-building and conflict-management techniques, ways to communicate with older persons, etc. The trainer implemented a set of activities based on non-formal education aiming to increase the group cohesion and interaction by creating a safe space where everyone can share their points of view.

The facilitator guided the participants to register on the platform and to enrol to the e-course, as well as providing in-depth training on the befriending services. The modules provoked a discussion among the participants about the maintenance of the relationship with the elderly people after the provided service. Furthermore, the facilitator introduced the self-assessment tool in the end of each module aiming to inspire the self-testing of the acquired skills and knowledge.

In order to gather participant's feedback and suggestions for improvement, the facilitator distributed an evaluation form to the group.

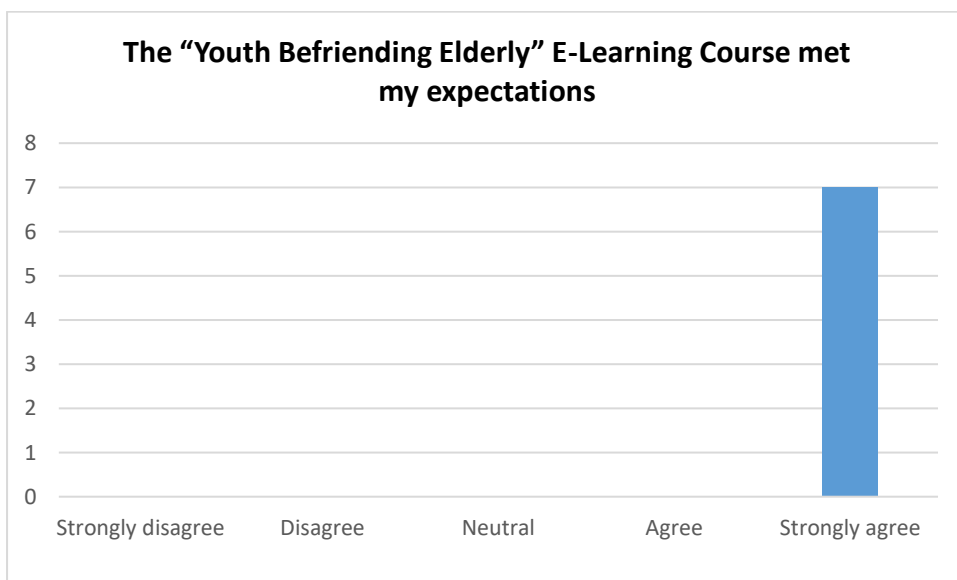
## 3. Results

The evaluation form was filled by 7 participants. Most of them were students, while only 2 of them were professionals, a graduated psychologists that already have experience in working with elderly people and supporting their social inclusion and improving overall quality of life. According to the feedback, most of the participants expressed a satisfaction with the learning objectives of the e-learning course and they were clearly defined and presented. **(Graph 1)**

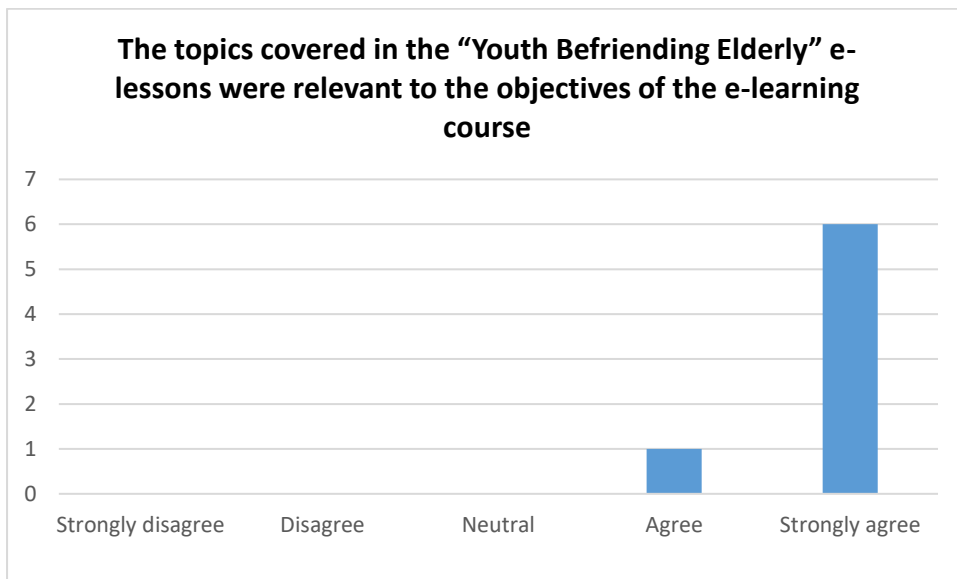


**Graph 1: The learning objectives of the “Youth Befriending Elderly” E-Learning Course were clearly defined**

Furthermore, the participants expressed a high level of satisfaction and stated that the e-learning course met their expectations. **(Graph 2)**

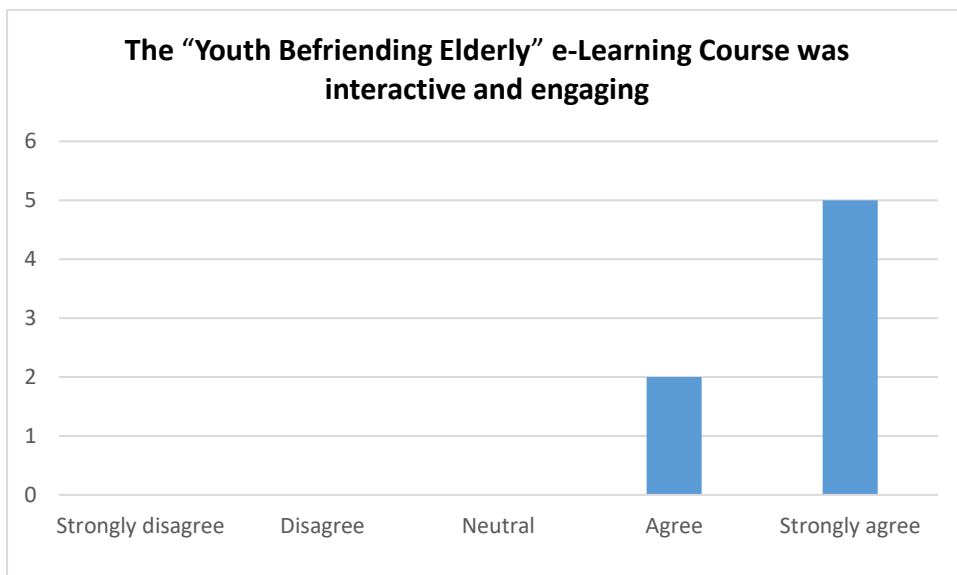


**Graph 2: The “Youth Befriending Elderly” E-Learning Course met my expectations**

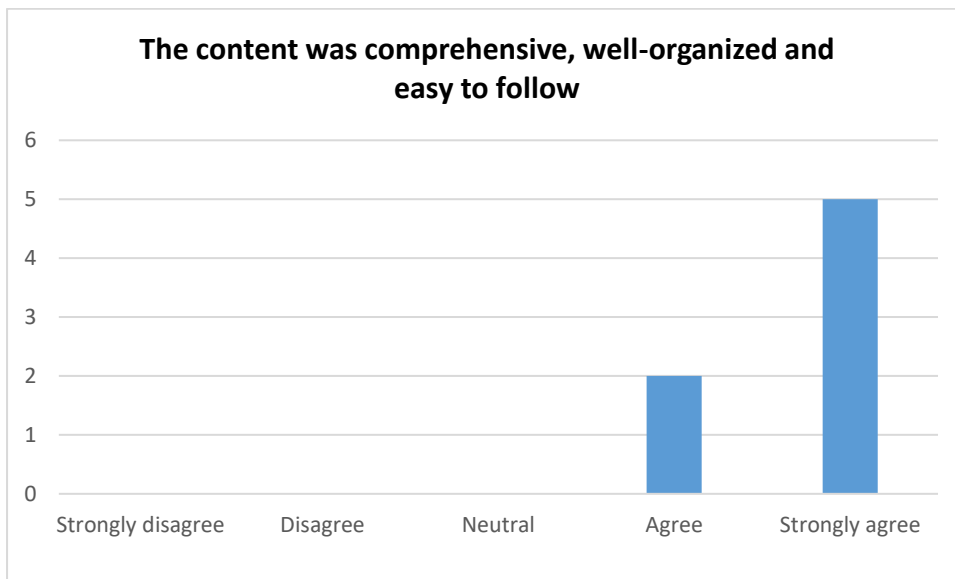


**Graph 3: The topics covered in the “Youth Befriending Elderly” e-lessons were relevant to the objectives of the e-learning course**

Moreover, the participants perceived that the topics covered in the e-learning lessons were relevant to the objectives of the e-learning course (**Graph 3**). Furthermore, most of the participants evaluated that the e-learning course was interactive and engaging (**Graph 4**) as well as comprehensive, well-organized and easy to follow that contributed to a valuable learning experience (**Graph 5**).

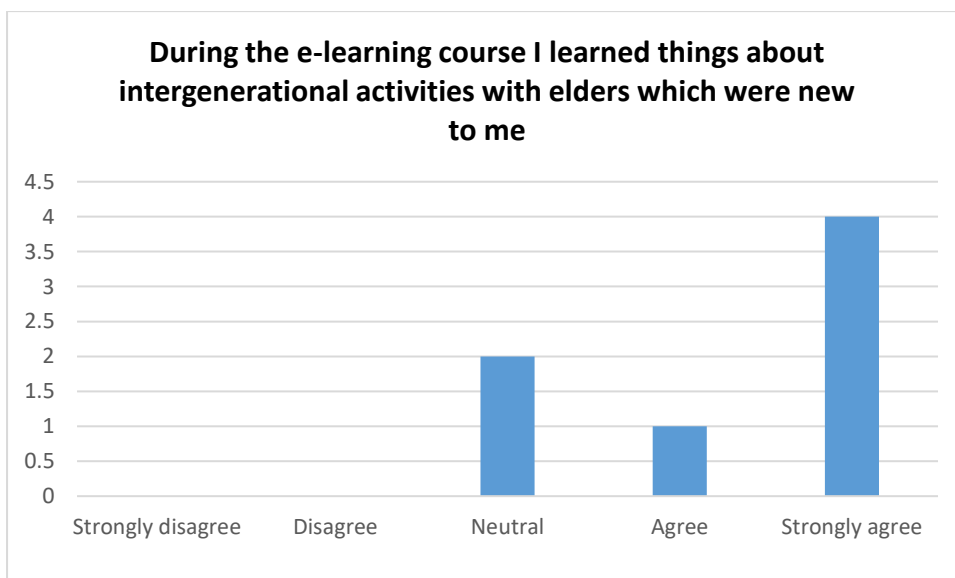


**Graph 4: The “Youth Befriending Elderly” e-Learning Course was interactive and engaging**



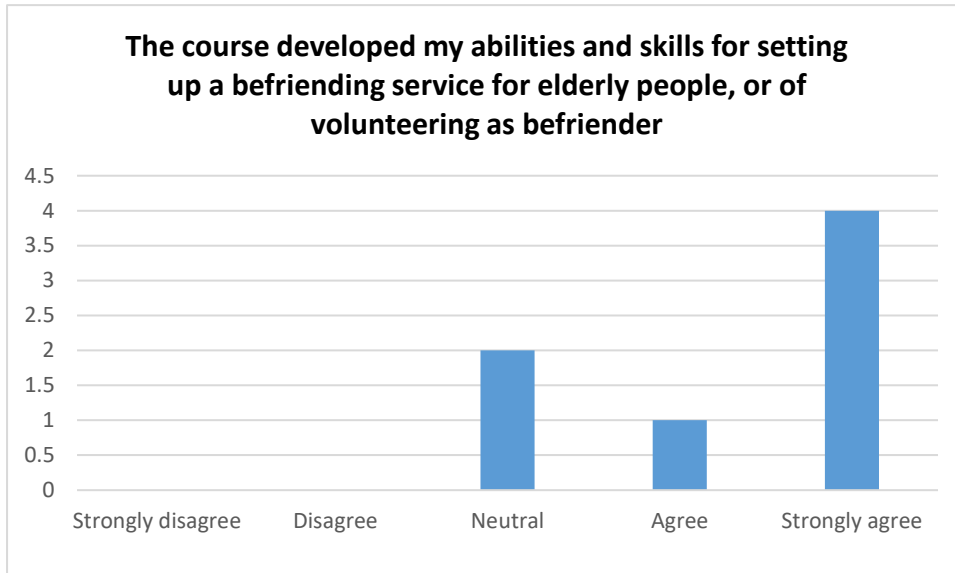
**Graph 5: The content was comprehensive, well-organized and easy to follow**

Considering that some of the participants are already professionally engaged and provide support to elderly people, most of them expressed that they had an opportunity to learn new things about intergenerational activities with elders (**Graph 6**).



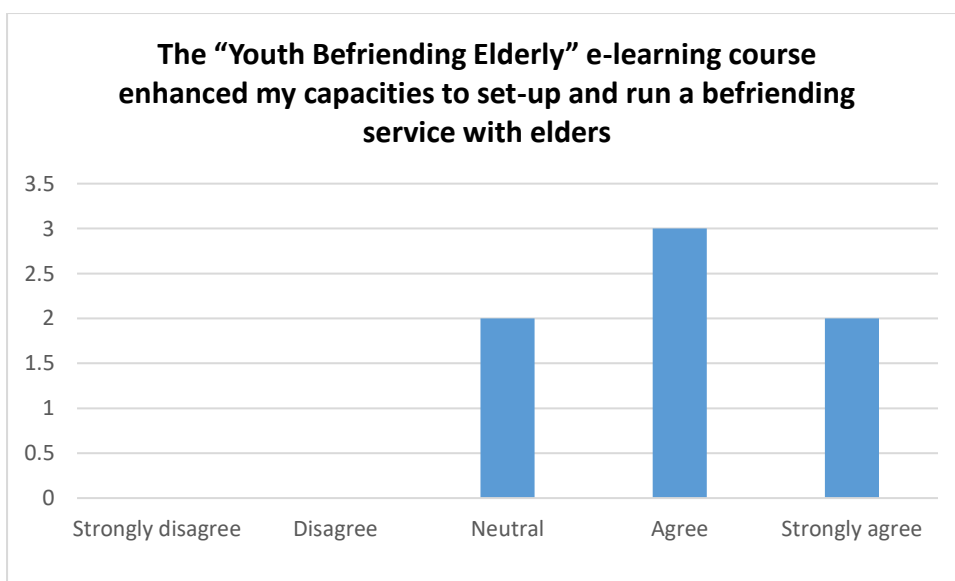
**Graph 6: During the e-learning course I learned things about intergenerational activities with elders which were new to me**

The majority of the participants reported that with their participation they developed their abilities and skills for setting up befriending services for elderly people or of volunteering as befriender. Only 2 participants reported that they nigher agree or disagree (**Graph 7**).



**Graph 7: The course developed my abilities and skills for setting up a befriending service for elderly people, or of volunteering as befriender**

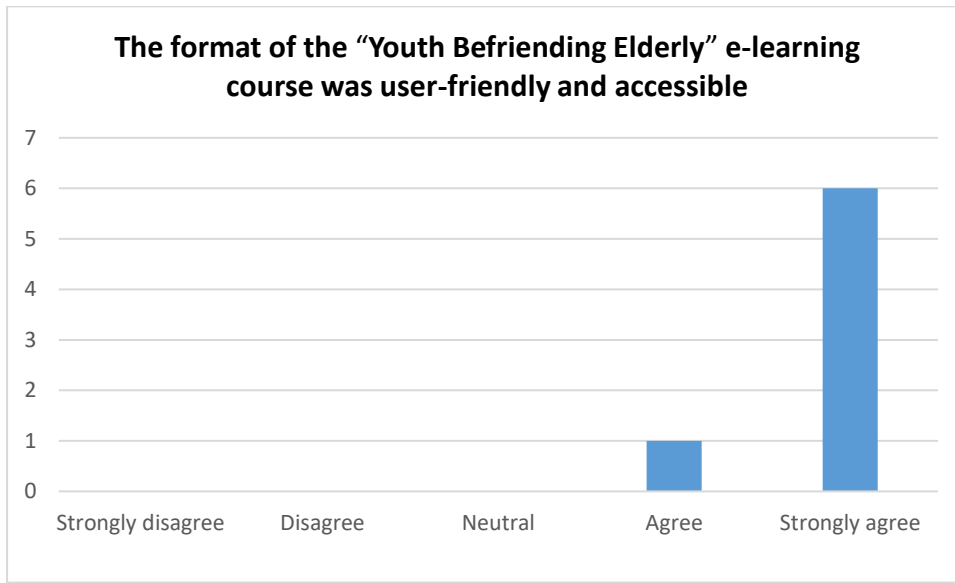
The equal number of participants reported that the e-learning course enhanced their capacities to set-up and run a befriending service with elderly people, while still the biggest number of the participants thinks that they had an opportunity to improve their capacities (**Graph 8**).





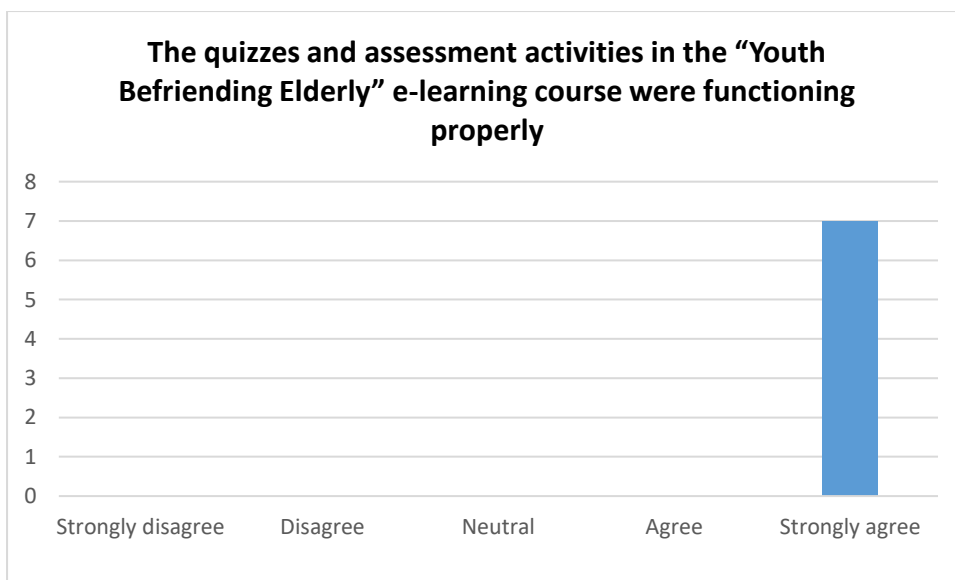
**Graph 8: The “Youth Befriending Elderly” e-learning course enhanced my capacities to set-up and run a befriending service with elders.**

Almost everyone reported that the e-learning course was user-friendly and accessible, which is directly related to their satisfaction and motivation to finish all modules available on the platform (**Graph 9**).



**Graph 9: The “Youth Befriending Elderly” e-learning course was functioning properly**

All participants reported that the available quizzes and assessment activities in the e-learning course were functioning properly (**Graph 10**).



**Graph 10: The quizzes and assessment activities in the “Youth Befriending Elderly” e-learning course were functioning properly**

The participants highlighted the following **strengths** of the e-learning course:

- **User-friendly language:** The e-learning course presented the educational content in easy, youth-friendly language that motivated them to continue their learning.
- **Accessibility:** They course is easily accessible from electronic devices, computer, smart phone, tablet.
- **Interactive and engaging:** The assessment tools available in the end of each module supported their learning process and motivated to look for more resources on the topic of intergenerational solidarity and to set-up befriending services.
- **Design of the platform:** Good visual identity and design of the platform.
- **Youth-friendly and fun learning experience:** Overall good learning experience based on non-formal education and methods.

Suggestions for further **improvement:**

- **Multimedia resources:** The educational content should provide videos or audio materials that will support learner’s experience.
- **Accessibility for persons with disabilities:** The content is not adapted for all types of disabilities, which significantly limited its visibility and impact.
- **Lack of engagement between other learners from the same or other countries:** The participants expressed the need to network with their peers from other countries, to exchange good practices and learn together.

## 4. Conclusion

The piloting had an opportunity to gather a diverse group of young people aged 15-29 based on their educational background, professional experience, volunteering activism etc. Their feedback provided valuable feedback on their overall high level of satisfaction from the e-learning course, as well as pointing out the strengths and suggestions for further improvement. According to their feedback the educational content has user-friendly and engaging language that increase their motivation to follow the course. Furthermore, the general concept as self-paced proved them an opportunity to increase their skills for time management, self-reflection and activism at local level.

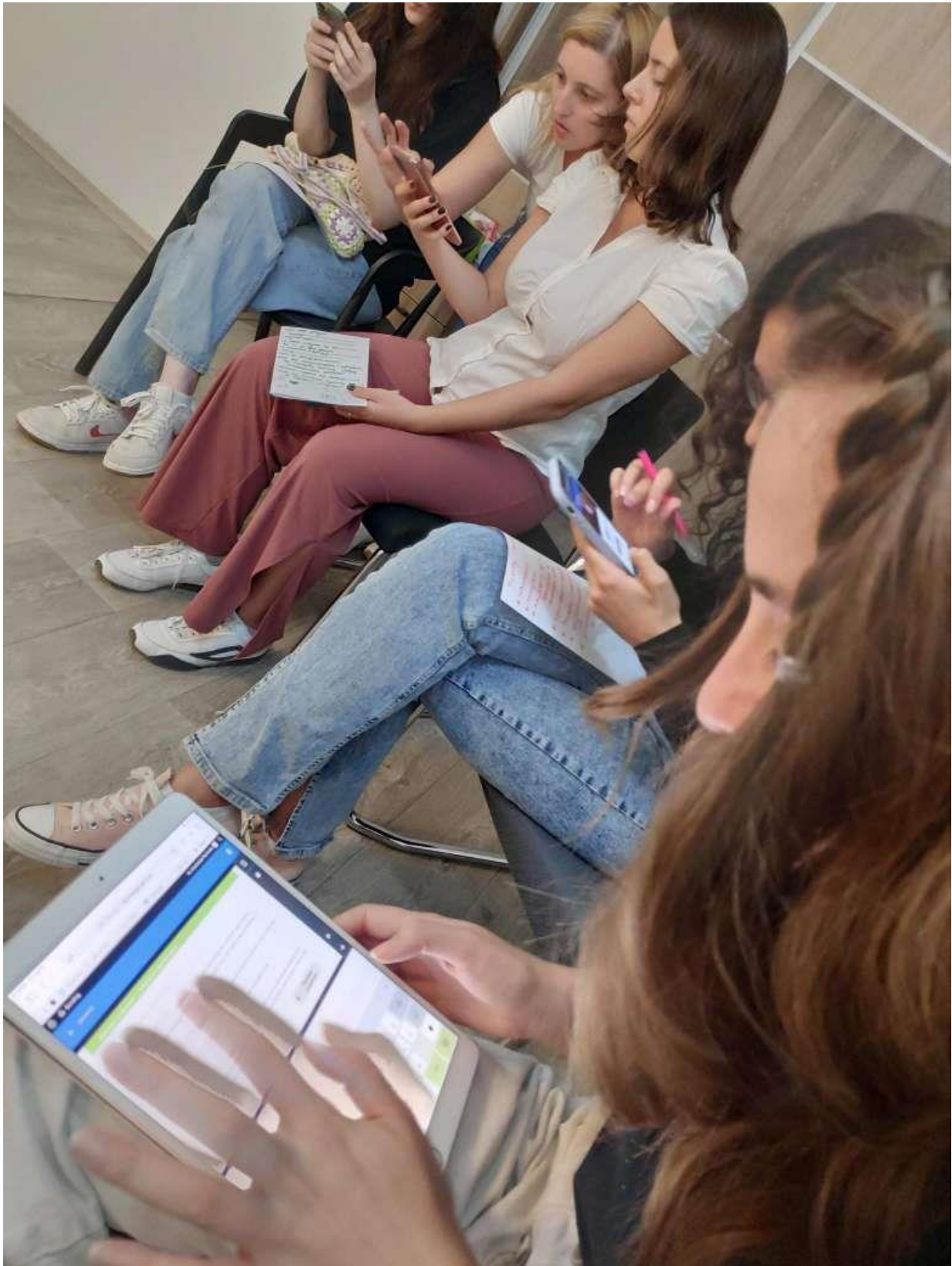
Moreover, the participants pointed out that during their learning they felt the need to network with their peers from other counties to exchange their opinions, good practices and learn together.

Furthermore, they have emphasised that the e-learning course should be accessible for persons with different types of disabilities as well as to include video or audio materials that will support their learning process on the topic. They have also suggested to include high school students, considering their motivation and willingness to get involved in local initiatives.

## 4. Photos









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