Social Web Skills for Elder People

Evaluation Report

July 2012

Acknowledgements:

At this point we would like to thank all representatives of the project partners, the strategic partners and all external network partners, who have participated in the evaluation. Special thanks to Perdita Wingerter, Silvia Schroeder-Danninger, Jürgen Schroeder, and to the project coordinators Sonja Bercko and Wolfgang Eisenreich. Without the valuable input of these people the present report could not have been accomplished.

For the evaluation team:

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Introductory Remarks

The following description of the Evaluation Report's structure relating to the GRUNDTVIG Learning Partnership "Social Web Skills" serves the reader as a guide to the contents of the report.

Chapter 1 gives an overview of the project background and its objectives and introduces the project partners and describes their tasks.

Chapter 2 is concerned with the evaluation approach, indicates the goals and the benefit of the evaluation and describes the methodological approach of the data collection and evaluation processes.

The core piece of the report is chapter 3, comprising the results of the evaluation. As indicated in chapter 2, the sources of all descriptions are results of the documents' analysis as well as results of personal interviews. The evaluation refers to the description of the **results** of the project "Social Web Skills", grouped by **achievements** and **effects**. The reader first obtains an overview of achievements of the project especially in regard to how the achievements correspond with the objectives of the project. The innovative elements of the proposal as well as all activities defined in the project application are described. The description also integrates the basic parameters of the project work.

Chapter 4 describes the impact of the activities and the products of the project, as they appear at the end of the project (July 2012).

In all European projects, gender mainstreaming and diversity aspects as well as the role of ICT play an important role. In chapter 5, these aspects are described.

Chapter gives a tabellaric overview about the comparison between the planned project and the reality (target/actual comparison).

1. Project Background

1.1 The Programme

The programme GRUNDTVIG is the action programme of the EU Commission related to adult education. Together with the other action programmes of the Lifelong Learning Prograamme, it serves as a tool for the implementation of European educational policies and incorporates the general objectives of the European Union to reduce inequality of various kinds and foster equal opportunities.

It thereby contributes to the creation of a Europe of knowledge and helps to make Europe a competitive and dynamic market through education.

The transnational cooperation GRUNDTVIG projects and Learning Partnerships examine, develop, disseminate and link innovation and quality in adult education through European partnerships. They are composed of various actors in the field of education, such as schools, universities, universities of applied sciences, research institutions, enterprises, social partners, professional or voluntary organisations, who may come from any of the EU member states, the EEA-states Iceland, Liechtenstein or Norway as well as from Turkey.

1.2 The Justification of the Project

The project application gave the following justification for the project:

"Nowadays, older people try to learn how to use computers. They look for short duration courses specially prepared for them (e.g. in the 3rd age university). They do this in order not stay back, to understand their grandchildren, understand the language and the concepts they use. They also see ICT as a way to overcome loneliness and to stay connected to family and friends. The tools that they look for are word processor, internet and specific applications and those related to photography or multimedia. The problem is that those courses are not designed for them but for regular students where teachers have a program to accomplish taking into consideration the professional market needs.

Older people have different needs, different speed of learning and different goals. Moreover, it is recognized that the web 2.0 is a way of being in touch with the beloved ones as well as a way to develop or produce something. The web 2.0 provides the user with the tools in order to shift paradigm from a 'user to a creator. It is an interactive place for people to congregate and do things together. It is also a place to collaborate, get actively involved in creating content, generating knowledge and sharing information. After using the web 2.0 the user feels he/she has done something and he /she may be proud of that result.

We, in a previous project (Inter generational ICT skills) acknowledged that the activities done together between older and young people revealed to be an excellent way both for the older to learn about technology, and for the younger to learn about the life history of the older people. A sense of acceptance and tolerance was developed. Moreover, we realized that such kind of activities done together using as theme the personal life of the old person contributed to the registration of life moments that were shared among the two generation and a feeling of understanding and tolerance. Taking into consideration the lessons learned in that project we want to expand and apply these to the learning of the web 2.0. In order to accomplish our objectives we will develop a model to help to transfer knowledge from young people to older people. Instead of developing a regular course, with a lecturer and a number of students following the instructions of that lecturer, we want to develop a model where the learner learns but without noticing, enjoying the activities and situations that will be specially prepared for them. During these activities, young people will acknowledge and learn that the older has once also been young, has a past and lots of stories to tell and share. Both, young and older, will be richer at the end of this process.

1.3 Project objectives

The Learning Partnership "Social Web Skills" has responded to the situation described above and has formulated the following general objectives:

- to improve the quality of life of older people

- to support the realisation of a European area for lifelong learning; (this project will help to develop the necessary skills to learn continuously and to participate actively in society)

- to help improve the quality, attractiveness and accessibility of the opportunities for lifelong learning available within Member States;

- to reinforce the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue, gender equality and personal fulfilment;

- to help promote creativity;

- to contribute to increased participation in lifelong learning by people of all ages, including those with special needs and disadvantaged groups, regardless of their socio-economic background;

The specific objectives of the partnerships were
- to contribute to the development of ICT skills, in particular those related to the web 2.0, among older people

- to contribute to the development of understanding and tolerance in young people regarding the older people

- to develop a model to improve digital literacy and minimise ICT exclusion

The evaluation team has come to the conclusion that most objectives have been achieved. A detailed analysis of the achievements will be given in chapter 3.

1.4 Partners of the project partnership

The Learning Partnership was composed of only three institutions acting as operative (funded) partners. Two applicants, among them also the project promoter ISCAP (Instituto Superior de Contabilidade e Administração do Porto), did not receive funding from their National Agencies and could therefore not participate.

This chapter describes their expertise and background in relation to the current Learning Partnership, summarized from the application and complemented by information obtained during the interviews, as well as their responsabilities for the work packages.

Organisation	Country	Expertise and background in relation to the project, role and responsabilities
INTEGRA	Slovenia	The non-profit institut INTEGRA specialises on rehabilitation and re-integration into society training of social competences teambuilding and balance of competences learning by contrasts (diversity & gender) labour market related subjects such as job coaching train-the-trainer programs In cooperation with the "University of the Third Age Velenje", INTEGRA organises also the "Senior Club" with regular meetings aimed at the activation of senior citizens enabling them to contribute their life experience on the one side and to adapt to the technical and cultural changes in the society on the other side. Special workshops focus on the active empowerment of seniors and their ability to train their mental skills. For the objectives of this learning partnership, the combination of INTEGRA's longstanding experience in working with seniors with the involvement in such important theme will be an invaluable enrichment. INTEGRA was nominated as potential coordinator if thepromoter would not receive funding. INTEGRA was also supporting partners without former experience in the life-long learning programme.
GLL	Germany	"Gemeinsam leben und lernen in Europa e. V." (GLL) is a non-profit network-organisation in the region of eastern Bavaria, with its head office in Passau. The main emphasis of their work is to initiate cooperation, activities and projects among the different individuals and organizations who are all working to promote equality. Its activities and projects are a contribution to helping eliminate discrimination and inequality in society, education and in the world of work, and to achieve an equal opportunity for everyone. Discrimination and inequality due to gender, place of origin, age, health restrictions, insufficient education and qualification or other social factors should above all be combated in a sustainable manner by the promotion of lifelong and learning, the advancement of volunteer work within the community, the support of affected people as well as by educational work and innovative form of mainstreaming activities. GLL promotes the mutual understanding and learning of each other as well as cooperation between all age groups as well as the people in Europe. The proposed project would be an important contribution to our goals and activities. Working already with young people and elder in many ways and having implemented various ICT projects and projects on tolerance and diversity already, GLL can contribute a lot of experiences and new ideas in the partnership. GLL will

		participate in all the activities of the project mentioned in the work programme together with all the other partners
AHA-PUNKT	Austria	AHAPunkt offers vocational guidance and counseling for employed and unemployed people in order to qualify employees and unemployed people in social skills, gender and diversity aspects. Further more it provides train-the-trainer programs for counselors, trainer and psychological advisers in regard to innovative methods and tools in the field of vocational guidance, social skills, gender and diversity (especially age/generation, migration). AHAPunkt is expert on the field of action oriented and experimental based methodology of young and senior learners.
		AHAPunkt is also experienced as a cooperative developing partner in several projects of the Lifelong Learning Programme and will contribute to this partnership its experience in violence prevention experience.
		AHAPunkt will participate in all the activities of the project mentioned in the work programme together with all the other partners

These partners participated in the project as it had been outlined in the project proposal without major divergences in their roles and activities.

1.5 Distribution of Tasks

The operative level contained a number of tasks. In the first meeting, the responsability of the partners concerning each task had been discussed and decided. This was necessary because the partnership had two partners less than planned, and the tasks had therefore to be re-scheduled.

COORDINATION, SUPPORT:
For all co-ordination activities INTEGRA was responsible. This included also support of the German partner who was new to the GRUNDTVIG Programme.

MEETINGS, STUDY VISITS:
The partnership has arranged three plenary meetings and various study visits. They have been organised by the hosting partner.

WEBSITE:
The Website been updated on a regular basis and will be maintained at least for two more years after the end of the partnership.
Responsible: The website was developed by AHAPUNKT and was later moved to a content management system maintained by GLL.

COUNTRY ANALYSIS:
Each partner made research in his/her own country and provided a short report about the situation of ICT skills of seniors.
Responsible: AHAPUNKT as lead partner, contributions from each partner

GUIDELINES:
The partnerships developed a model with materials for knowledge transfer between generations concerning ICT skills and particularly the web 2.0
Responsible: INTEGRA

FLYERS:
The English version of the flyer was the model for all other languages. Each partner was responsible for his/her own language version
Responsible for the english version: AHAPUNKT

DISSEMINATION:
Each partner was responsible for national dissemination activities and least one press information.
NTEGRA has organised information seminars at the communal library in Velenje, and informed other VET providers through its membership in various organisations.
GLL developed activities to incorporate the lessons learned in this project, and prepared training courses for seniors taking into consideration the results obtained.
AHAPunkt has incorporated the best practices into their daily activities and training programs.
Responsible: GLL, each partner

EVALUATION:

Evaluation concerns the activities, achievement of objectives, satisfaction of staff and learners and impact of the project and involves all team members.
Responsible: INTEGRA with contributions from each partner.

2. EVALUATION CONCEPT

The following pages serve as an overview of central questions of the evaluation at hand. Additionally they display the methodological approaches and working processes of the evaluation project as well as the structure of the final report.

2.1 Scope of the Evaluation

The evaluation is meant to be seen as the final assessment of the project. The description of the **results (output** und **impacts)** brought about by the project partnership with regard to **general conditions (context)** of the Learning Partnership "Social Web Skills" makes it possible to assess the extent how the project´s objectives have been achieved.

Definition of roles within the project

The project partner INTEGRA was responsible for the evaluation. In this function, INTEGRA perfomed the internal evaluation and established a contract with an external evaluator. Due to organisational reasons, INTEGRA decided to hire the Czech adult education provider Learning4Life to carry out the external evaluation.

This report was jointly developed by INTEGRA and Learning4Life. The other project partners took on the part of commentators who had the opportunity to communicate their points of view.

The evaluation process included internal evaluation with the main focus on the content development and the assessment of the products of the partnership. The external evaluation concentrated on the cooperation among partners and psychohygienic aspects and on communication and degree of satisfaction with the development of various products.

The external evaluation experts guarentee transparency opposite their partners with regard to the evaluation processes and its results. This involvement required the following procedures:

- Sending questionnaires about the effectiveness of the partnership and about thematic aspects to the partners
- Sending the tabular TARGET/ACTUAL comparison (criteria catalogue) to the coordinator with the request to check the formulated targets with the respective actual states
- Telephone interviews or personal interviews
- Presentation of the draft final report to the coordinator
- Incorporation of the statements in the final report

2.2 Central Questions

2.2.1 The objectives of the project

The evaluation of the central objectives of the project application is focused on in the description of the output (achievement) and impact (effect) in consideration of the context (framework).

This results in a division of questions according to the following aspects:

- new concepts, offers, and/or products
- how to reach the target group
- networking (that is structuring of the communication and cooperation within the Learning Partnership)

These questions are dealt with within the following structure:

- What is the output of the project?
- What is the impact of the project?
- Which conditions have turned out to be promoting or impedimental, and which is the overall context of the project?

2.2.2 Questions referring to the aspect of „new concepts, offers, and products"

Output:
- What new and innovative concepts, offers and/or products have been developed?
- What activities have been placed in order to support the target group on a personal level (key word „empowerment")?

Impact:
- Which innovative learning models have in fact been realized?
- To what extent have these innovative concepts, offers and/or products contributed to motivate elder people to use the Web 2.0?
- Have aspects of self-organized learning been included?

Context:
- Which other similar projects/initiatives exist or have been developed?

2.2.3 Questions concerning how to reach the target group

Output:
- What are the activities which have been applied to reach the target group?
- What activities have been applied to inform the public about the project?

Impact:
- To what degree have the needs of the participants been met by the project offers?

Context:
- Which conditions have turned out to be promoting or impedimental?

2.2.4 Questions concerning the „networking" (structures of communication and cooperation procedures)

Output:
- What steps have been taken to succeed in establishing links between the project partners?
- What steps were taken in order to initiate a development dialogue?

Impact:
- To what extent could the networking of activities been put into practice?
- Which of the activities given could successfully been linked with each other?
- What were the synergies like which could finally develop through the cooperation of diverse local and national institutions or organisations?
- What are the effects of the networking activities applied to the project?
- How far has the co-operation and communication between the partners supported the procedure?

Context:
- Which general conditions have had a positive or negative impact on the networking of the various activities?

2.2.5 Questions referring to the cross-sectional topic of „Diversity and Gender Mainstreaming"

Output: Which Gender Mainstreaming (GM) strategies were applied to individual workpackages and the project as such?

Impact: Have the activities, the set project objectives proved to be appropriate in the course of the project?

Context: Which general conditions have influenced the application of GM strategies in a positive or negative way?

2.3 Implementation of the Evaluation Report

For the collection of the data necessary for the analysis of output, impact and context various methods were applied:

1. Questionnaires and interviews
2. Documents analysis
3. Tabular target/actual comparison of project objectives

Questionnaires: The evaluation team used several questionnaires: about participation at meetings, about the quality and effectiveness of the partnership, about thematic aspects and about the assessment of the project's products within a wider context.

Documents analysis: The analysis is based mainly on the evaluation of all products and internal reports, meeting protocols as well as of other correspondence between the project partners. The documents were collected by the coordinating partner and made available to the evaluators. Also, the website was analysed in regard to the up-to-dateness of its content..

In order to obtain an overview of the performance of the Learning Partnership "Social Web Skills", a tabular target/actual comparison was produced. It contains a comparison of the objectives defined in the project proposal with the information provided by the partners relating to the actual achievements. The information provided by the operative partners was reviewed in regard to their correspondence with the data from the available reports and documents. The complete comparison can be found in chapter 5.

For the evaluation itself, the target/actual comparison was an important tool to obtain a general overview of the achievements of the project partnership.

In order to incorporate internal points, a survey was carried out on the basis of an evaluation questionnaire that had been sent to all partners. It contained 20 questions concerning the effectiveness of the partnership as well as 10 questions abouth thematic aspects.

3. DETAILED RESULTS

The following overview on the activities and achievements of the Learning Partnership is based on the information from the mid-term report and on the draft-version of the final report, as well as on target/actual comparison, which was also developed in cooperation with the co-ordinator. The report covers the entire project period from the start of the project (August 2010) until July 2012.

The information received from the coordinator and other documents was reviewed in regard to correspondence and plausibility with the information from the target/actual comparison. The description is not strictly oriented along the achievements of the individual work packages but focuses on the questions of the evaluations resulting from the objectives of the project partnership (see chapter 1.3).

3.1 Project management

The project management structure is based on experience the coordinator obtained from other transnational European projects, especially from GRUNDTVIG and LEONARDO DA VINCI multilateral projects.

The project has been designed in close cooperation with the applicant ISCAP that has been collaborating with the coordinator in the past in other European projects.

The nature of the Learning Partnership requests that each partner is responsible for the contact with his National Agency. No joint agreements about financial management and the distribution of funds have to be made. The lump sum funding also reduces the needs for detailed cost reports in the mid-term and final report. However, there are certain rules about transparency and plausibility of costs and especially about the documentation of the mobilities.

In each country, a project leader had been appointed. They reported to the project coordinator about the timely completion of specific tasks, reports, materials or other defined results. The project leaders also acted as representatives of the partners in the meetings.

The actual project activities were taken over by these project leaders who formed a homogeneous project team without vertical structures.

Meetings

The mobilities of the partners were distributed in alltogether meetings (study visits) and bilateral visits.

- December 2010: Kickoff Meeting, Vienna (all partners). The evaluation of this meeting demonstrates the essential role played by initial project meetings. Even though a full project description was circulated well before the meeting, it is still necessary to meet face-to-face to clarify matters, conceptualise the project as a whole as well as in detail and to seek further exploration of specific points.

- May 2011, Passau: elaboration of the draft version of the intergenerational concept. Focus on the acquisition of young people as tutors. Proparation of the materials for the interim report

- November 2011, Vienna: continuation of the work on the intergenerational concept, incorporation of the feedback from older participants

- February 2012, Passau: Reviewing the partnership and scheduling of the upcoming steps, presentation of the courses organized in Germany/Slovenia and sharing experiences. Planning of the upcoming workshop in Slovenia

- March 2012, Velenje: active participation in the International intergenerational Festival in Velenje, where several of the participants presented their point of view. The main focus of the festival was to spread the idea of cooperation between the generations in various fields of life, to connect generation and empower individuals of all ages to become actively involved in the community.

- May 2012, Piran: Final meeting, review of the work done and of lessons learnt. Preparation of the final report

- July 2012, Vienna: This bilateral meeting served mainly for the elaboration of the evaluation report,, as well as for dicussing possibilities of continuing the collaboration through other project activities in the future.

3.2 Evaluation of the Partnership

In order to assess the effectiveness of the partnership, and to learn for future projects, each partner received a questionnaire that contained 17 questions about aspects of collaboration between the partners.

Concerning the management of the project, the results are very encouraging. There was a high degree of satisfaction with the tasks allocated; the realistic nature of the deadlines; the flexibility of the co-ordinator when deadlines needed to be re-negotiated; the working atmosphere of the meetings; and the overall management of the project. No language or cultural barriers were felt to be harmful to the project and no conflicts had arisen among the partners.

Alltogether, eight questionnaires were collected, and the following pages show the questions and answersabout the effectiveness of the partnership and a selection of the most striking comments

1. I enjoyed being part of an active interdisciplinary working group, and to have a new experience of cooperation

I agree completely	I agree	I have my doubts	I do not agree at all
1	2	1	
Comments: I agree first part of partnership and I have my doubts last part of partnership			

Being part of working group gave me experiences about organisation, teaching, learning and combining knowledge with others. Gained knowledge is helpful in everyday life.

2. We worked together in a harmonious and effective way in an EU-wide network with different partners

I agree completely	I agree	I have my doubts	I do not agree at all
2	1	2	
Comments: I agree in completely in the first two meetings and the bilateral visits, I have my doubts in the last meetings, I agree in the second last meeting Depending on the partner, I hasn't always felt harmonious work despite the fact that we were said very heartily farewell. Intergenerational international cooperation connected people with different interests, because of motivation.			

3. I gained experience of international projects

I agree completely	I agree	I have my doubts	I do not agree at all
2		1	
Comments: Aims and objectives with clear tasks, responsibilities and deathline should be agreed at the first meeting. The milestones could check their performance and suitability and implement appropriate new plan. Different interests of individuals build project.			

4. The project had clear aims and objectives

I agree completely	I agree	I have my doubts	I do not agree at all
2		1	
Comments: Aims and objectives with clear tasks, responsibilities and deathline should be agreed at the first meeting. The milestones could check their performance and suitability and implement appropriate new plan. Talking with group/team about expectations is a way to realize aims and to build project in the best way to satisfy everyone's needs.			

5. The proposed work plan, the tasks and the deadlines were clearly defined and allocated

I agree completely	I agree	I have my doubts	I do not agree at all
1	2		
Comments: missing clear coordination Proposed work plan, the tasks and the deadlines were clearly defined and allocated not all at the first Meeting. Well-designed project.			

6. The project had a positive climate which encouraged close collaboration and good relations between partners

I agree completely	I agree	I have my doubts	I do not agree at all
1	2		
Comments: I belive that all partners didn't invest in the project all the time their positive energy; perhaps because they didn't have clearly defined the objectives and responsibilities for them. Compliance with project partners and cooperating team helps.			

7. It was possible to getting to know each other in creative, open and informative meetings

I agree completely	I agree	I have my doubts	I do not agree at all
2	1		
Comments:			
The pooling of interests helps.			

8. The meetings were organised with a friendly, relaxed atmosphere

I agree completely	I agree	I have my doubts	I do not agree at all
2	1	1	
Comments:			
It depends of satisfied needs.			

9. The meetings inspired partners to work well together to achieve good results

I agree completely	I agree	I have my doubts	I do not agree at all
	3		
Comments:			
Mostly we worked well together.			
Gathering between partners makes bigger interests.			

10. The meetings promoted the mutual exchange of knowledge, thinking and experience

I agree completely	I agree	I have my doubts	I do not agree at all
	3		
Comments:			
Exchanging experiences and thoughts directly shortened time.			

11. We shared a common interest about increasing the motivation of seniors for web 2.0 applications

I agree completely	I agree	I have my doubts	I do not agree at all
2	1		
Comments:			
Team work is always more productive because of different experiences.			

12. We shared a common interest about increasing the motivation of young people to learn from seniors

I agree completely	I agree	I have my doubts	I do not agree at all
2	1		
Comments:			
Intergenerational conversation unites generations			

13. The distribution of tasks among the partnership was fitting

I agree completely	I agree	I have my doubts	I do not agree at all
1	1	1	
Comments: Somethimes they were sent in German, which was not the language of our partnership. Learning from each other, improving our knowledge with different and same tasks.			

14. Each partner contributed his/her share to the project what he/she was supposed to deliver

I agree completely	I agree	I have my doubts	I do not agree at all
	1	2	
Comments: One of the partner has contributed less. Trying to make entirety with own expiriences and combine it with time.			

15. This partnership allowed our organisation to work on this subject for the first time at European level

I agree completely	I agree	I have my doubts	I do not agree at all
1	1		1
Comments: We've worked and still do on many LLL, Erasmus, Grundtvig programs, etc. As much as I heard it is first time for project like this one is.			

16. We have gained good expert contacts in other countries, and contact with international partners in the field of education and counselling

I agree completely	I agree	I have my doubts	I do not agree at all
11	2		
Comments:			

17. We have gained new partners, potential further cooperation and insight into European project management

I agree completely	I agree	I have my doubts	I do not agree at all
1	2		
Comments:			

18. We plan future activities in European projects

I agree completely	I agree	I have my doubts	I do not agree at all
1	1	1	
Comments: I don't know			

3.3 Evaluation of the products: Country Analysis and Guidelines

Each partner eleborated a report about certain aspects in his country. These reports have been compiled to one rport that is available for download at the "Social Web Skills" websit under the section "project results".

The main didactic project are the "Guidelines for a »Social Web Skills« Training". They give an overview about the necessary prerequisites (technical infrastructure, knowledge of participants and trainers, group size). As the evaluation of the concept will show, it is important to focus attention on ow to find young tutors, how to organise preparatory course for them, and how to find senior participants. The evaluation of the concept also revealed that special attention has to be laid upon the first introductory sessions for the seniors.

The Guidelines also contain information about the most impoirtant training modules of social Web 2.0 applications:
- Internet Information pages and platforms
- Newsletter
- Blogs
- Forums
- Buying and booking online
- Upload and view images
- Watch and upload and videos
- Text chatting
- Skype (or other video communication)
- Social networks: Facebook, Twitter

The partnership has developed two Learning concepts: The activity-based intergenerational learning concept, and the „Buddy-System. These concepts have been tested during the workshops with senior learners in Slovenia, Austria and Germany.

3.4   Evaluation of the teaching approach

The goal of the project "Social Web Skills" is to develop a concept for teaching elder people (50+) on how to use social networks. To create an intergenerational experience, younger tutors will teach seniors. Ideally, after having learned how to use social networks, the elder generation will be able to get in touch with the younger generation (e.g. grandparents with grandchildren) and both generations will profit from that exchange.

Key Learning Points

The young trainers should be trained in advance by a senior to make sure they know how to talk to the senior participants:
- talk slowly
- explain terminology
- a glossary including important internet terms should be handed out to the participants
- avoid using English terms and technical expressions
- frequently ask if everything was understood
- be able to react spontaneously to seniors' needs
- always make sure participants are still able to follow

The seniors should be given an introductory lecture on the opportunities and risks on social networks:
- seniors should be given the chance to express their fears freely to give them the feeling they are taken seriously
- risks should be mentioned but not overemphasised: seniors are often too scared of using the internet because they are overprotective of their personal data
- different possibilities of data protection should be introduced
- this lecture should be held by a senior as this improves the level of trust

After introducing the risks and opportunities in general, there should be given an overview on the modules (e.g. Facebook, Wikipedia, blogs, emails); afterwards the seniors can choose from the different modules and do not have to attend every meeting if they are not interested in every module. This meeting should only last from 1 ½ to 2 hours as it is hard to follow for longer than that when you are not used to attending classes anymore

In advance, the seniors should be involved in planning the content of the different modules as the content has to be interesting for seniors:

- tutors have to be aware of the fact that they do not share the same interests with the seniors
- specific webpages, blogs, forums etc. tailored to needs and interests of seniors should be found in advance
- raise awareness of different realities of seniors and tutors in advance

Senior participants should have previous experiences in working with the computer and know common software as there is not enough time to explain basic key features.

In terms of content it is worth considering one topic for all modules to have a combining element. A topic that can be explored both from the theoretical and the practical side is the best way to really create an exchange

In Slovenia, the activity-based intergenerational learning concept used as example the theme "cooking":

- do research on recipes and ingredients (by using Google, online encyclopaedias, forums etc.)
- cook together: seniors may now teach their young tutors
- write report on cooking lesson and upload experiences and pictures on Facebook/ write about experienced in Blog

If an introduction to Second Life is desired one should be aware of the fact that this module might be more difficult to introduce if not prepared thoroughly:

- be aware that it takes a lot of time to create figures, ways of walking etc.
- it is important to prepare interesting places and meeting points in advance to avoid empty places
- raise awareness to the fact that strange encounters could occur (flirtations, invitations for having sex, rude people etc.)
- although the navigation can be done in German a lot of words are in English
- usually seniors who can come to class are not immobile and therefore might be more interested in meeting people in real life
- it is important to make sure the seniors really want to learn it but experience has shown that this module can most likely be left out

3.5   Dissemination

Flyers

For each language of the project partnership, a flyer in the leporello format has been produced. It contains a general description of the project, its logo and informs the reader that the products can be downloades at the project website. The flyer contains also the name and address of each respective partner. For European dissemination purposes, also an English version has been produced.

Website

The website (www.sowskills.eu) is another main product of the project. The website informs in three languages (Slovenian, German, English) about the Learning Partnership and its achievements.

The homepage informs about Social Webskills for older people. In addition, the website has navigation points to
- project description and project objectives
- project partners
- project results
    - project flyers
    - Country Analysis
    - Guidelines

The website will remain online until autumn 2014.

4. Achieved effects of the activities and products of the project (= Impact)

Chapter 3 has revealed the achievements of the project partnership. The effects of these achievements are now dealt with in the following section. They have mainly been deduced from face-to-face and telephone interviews, and feedback from questionnaires from people involved in the project.

4.1 The Social Web Skills Approach

Almost all the respondents feel that working in the Social Web Skills Learning Partnership has given added value to their organisations, in terms of deeper knowledge about young people and how to attract and motivate them; knowledge of other countries and people from other parts of Europe; opportunity to make wider international links.

In the following, the results from the analysis of the impact of the project for the partnership are being shown. The questionnaire contained 10 questions regarding the thematic aspects of the Social Web Skills approach at the partners.

1. We have gained insight into a new field and different cultures, and access to useful material and new approaches

I agree completely	I agree	I have my doubts	I do not agree at all
1	2		
Comments:			

2. I consider the results being innovative

I agree completely	I agree	I have my doubts	I do not agree at all
1	1	1	
Comments: We must realize that there was a mobility partnership in which we sharing our experience; But with echanging experiences from various cultural fields we have also acquired some new skills. New approaches in teaching - using different multimedia bases: • Working with Interactive table, • Power Point Presentations with pre-selected typography, photography, • Working on Operations System Windows 7, Working with different Web 2.0 applications which supports sound, graphic, moving pictures, sharing knowledge			

3. The project has opened new horizons in the thematic field of education

I agree completely	I agree	I have my doubts	I do not agree at all
1	2		
Comments: We offered a new form of education because there is a mutual exchange of experiences and knowledge between the generations.			

4. The project has established a new topic within adult education

I agree completely	I agree	I have my doubts	I do not agree at all
1	1	1	
Comments: Different ways of learning each others			

5. I believe that the results can easily be put into my practice in education

I agree completely	I agree	I have my doubts	I do not agree at all
1	1		
Comments: Gathered knowledge is helping in everyday life.			

6. The project will stimulate interest and demand for such education activities

I agree completely	I agree	I have my doubts	I do not agree at all
3			
Comments:			

7. The project has created for my institution a new field of operation.

I agree completely	I agree	I have my doubts	I do not agree at all
1	1	1	
Comments: Much personal experiences from the theory field and practical experiences from our other projects were transferred to this project.			

8. The project produced useful tools for future work

I agree completely	I agree	I have my doubts	I do not agree at all
1	2		
Comments: Particularly using different Multimedia bases (computers) and knowledge of them.			

9. The website provides a platform for future development and contact

I agree completely	I agree	I have my doubts	I do not agree at all
1	2		
Comments:			
If it will be updated at least next two years and if it will be accessible in all partners' languages and in English. It should also be able to link to the partners' Facebook. Well structured informations about project helps others to find all informations about developments			

10. Motivational aspects play an important role in the teaching/training activities of my institution.

I agree completely	I agree	I have my doubts	I do not agree at all
2	1		
Comments:			
Motivation derives from excitement which leads to the interests of inviduals.			

11. Other comments I want to add about the partnership

Comments:

5 TARGET/ACTUAL COMPARISON

The following table represents the review of the work programme covering the objectives and activities as indicated in the project proposal. The columns "activities´and outputs/target" contain the original wording of the proposal or an abbreviated version. The review of the actual activities took place on the basis of a document analysis and an interview with the project coordinator.

Activity no.	Activity/mobility description	Actual state
1	Project management, coordination, monitoring and evaluation	All partners had (some or broad) experience in the management of European educational projects. Therefore, they benefitted from mutual exchange of experience.
2	Kick off meeting - welcome by host organization, introduction of participants, presentation of the project and of details of the workpackages, workshop about project management and funding, contractual aspects, visit to school, social programme (October 2010)	The plenary kick-off meeting took place in December 2010. No visits were made at that occasion (They have been made at the meetings in February 2012 in Passau and in March 2012 in Velenje)
3	Identification of already existing models to transfer knowledge between generations (Sep 2010)	This part of the work was spread over the whole year 2011, the conclusions are summarized in respective chapters in the County Analysis
4	Midterm plenary meeting - Presentation and discussion of the country analysis; Presentation of the project achievements of the first phase development; Presentation of the midterm evaluation; Contractual aspects; Aspects concerning dissemination (March 2011)	The meeting was not declared as midterm plenary meeting (see activity 6!) and held in May 2011. Otherwise, the contents of the meeting do not show any deviation.
5	Model developing - preparation / development of the materials for knowledge transfer between generations concerning ICT skills and particularly the web 2.0 (March 2011 – August 2012)	The models were developed and tested in workshopy in Slovenia, Germany and Austria in the time between December 2011 and May 2012.
6	Midterm plenary meeting - welcome, presentation and discussion of the development of the materials for knowledge transfer between generations; preparation of learners' meetings (April 2011)	The meeting took place in November 2011 in Vienna. No other deviation.´

7	workshop 1 - learners meeting - materials developed will be used and tested by learners. Results will provide information to improve materials (Oct 2011)	Each country organised a workshop with senior learners. Some of the learners participated in the study visits to Vienna (Nov 2011), Passau (February 2012) and Velenje (March 2012)
8	workshop 2 - learners meeting - final test of the materials developed, Trainees (old and young people) will perform together some activities in order to teste the materials and model of knowledge transfer (May 2012)	see remarks to activity 7
9	project and module website - aims: promote the project (Nov 2010 – Aug 2012)	The website was installed in December 2010 after the kickoff meeting where the structure of the website had been discussed. In April 2011, the logo was inserted into the website
10	dissemination of the project (Oct 2010 – Aug 2012)	The outstanding dissemniation event was the presentation of the Learning partnership at the International Intergenerational Festival in Velenje (March 2012)
11	final meeting - presentation of a general review and summary of all projects' activities and achievements, feedback and discussion about cooperation; future activities and projects (July 2012)	The meeting took place in Fiesa (Piran) in May 2012.

6 APPENDIX

Questionnaire for participants (senior learners) at the workshops that had been distributed at the beginning of the course and at the

EVALUATION FORM - BEFORE

Title of workshop:

_____

Date:

Name of Trainer(s):

Details of participant:

Name: _____

gender	○ male	○ female
origin	○ DE ○ AT ○ SLO	○ others
mother language	○ german ○ slovenian	○ others
Year of birth:	_____	
Professional background:		

_____

_____

Prior know how: Do you know following applications? What your level of usage?

	Very good					not at all
Internet usage:	○	○	○	○	○	○
Websites	○	○	○	○	○	○
Blogs	○	○	○	○	○	○
Newsletter	○	○	○	○	○	○
Forums	○	○	○	○	○	○
Social Netzworks (e.g. Facebook)	○	○	○	○	○	○
Twitter	○	○	○	○	○	○
Regional meeting places	○	○	○	○	○	○
Chat	○	○	○	○	○	○
Skype	○	○	○	○	○	○
Picture: viewing and uploading	○	○	○	○	○	○
Videos/films: viewing and uploading	○	○	○	○	○	○
Online booking and buying	○	○	○	○	○	○
Second life	○	○	○	○	○	○

end.

EVALUATIONSBOGEN - afterwards

level of satisfaction

	Very good					not at all
workshop as a whole	O	O	O	O	O	O
duration/time		O	O	O	O	O	O
organisation and framework		O	O	O	O	O	O
level of professionalism, quality, know how of trainer(s)	O	O	O	O	O	O
practical relevance		O	O	O	O	O	O
opportunities for questions, interactivity		O	O	O	O	O	O
group of participants		O	O	O	O	O	O

content of workshop:

	Very good					not at all
Internet usage:	O	O	O	O	O	O
Websites	O	O	O	O	O	O
Blogs	O	O	O	O	O	O
Newsletter	O	O	O	O	O	O
Forums	O	O	O	O	O	O
Social Netzworks (e.g. Facebook)	O	O	O	O	O	O
Twitter	O	O	O	O	O	O
Regional meeting places	O	O	O	O	O	O
Chat	O	O	O	O	O	O
Skype	O	O	O	O	O	O
Picture: viewing and uploading	O	O	O	O	O	O
Videos/films: viewing and uploading	O	O	O	O	O	O
Online booking and buying	O	O	O	O	O	O
Second life	O	O	O	O	O	O

What applications will you use in the future? To what degree?

	very					not at all
Internet usage:	O	O	O	O	O	O
Websites	O	O	O	O	O	O
Blogs	O	O	O	O	O	O
Newsletter	O	O	O	O	O	O
Forums	O	O	O	O	O	O
Social Netzworks (e.g. Facebook)	O	O	O	O	O	O
Twitter	O	O	O	O	O	O
Regional meeting places	O	O	O	O	O	O
Chat	O	O	O	O	O	O
Skype	O	O	O	O	O	O
Picture: viewing and uploading	O	O	O	O	O	O
Videos/films: viewing and uploading	O	O	O	O	O	O
Online booking and buying	O	O	O	O	O	O
Second life	O	O	O	O	O	O

What did you like the best? What was your most important outcome/result?

_____

_____

_____

_____

Suggestions for improvement

_____

_____

_____

_____

_____