FAITh Peer-to-peer Mentoring Programme Guide

Feeling SAfe to Transact Online In the Third Age

www.faith-project.eu

Welcome to the Peer-to-Peer Mentoring Programme of FAITh (Feeling SAfe to Transact Online In the Third Age). This guide was developed for organizations and individuals who wish to apply a learning intervention for older adults based on peer-to-peer mentoring. It provides a guide on mentoring and guidelines to use it as a method to make a learning experience engaging, meaningful and successful. It can be used for the development of digital skills for older adults, based on the project's learning material, or can be tailored to any other subject of interest and used in various educational contexts.

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FORWARD

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For more information on the project, please visit: **https://faith-project.eu/**

AN INTRODUCTION TO THE FAITh PROJECT

Our world is changing rapidly. Digital technology is having a huge impact on how we keep in touch, access services, shop, pay our bills and spend our spare time.

The digital exclusion of older people with low basic digital skills implies unequal access and capacity to use ICT and the internet that nowadays are both considered essential in order to fully participate in society. While an increasing number of services often exist only online, older Europeans are expected to use digital services in order to access health, social care, education, finance and others, but also to perform everyday tasks such as shopping, banking, traveling, etc. However, a great number of older people in Europe have very low or no capacity to use such technologies, and a high proportion has never used a computer or the internet (Ageing Europe - Looking at the lives of older people in the EU Eurostat 2019).

FAITh (Feeling SAfe to Transact Online In the Third Age) is an Erasmus+ European project with partners from Belgium, Cyprus, Germany, Greece, Italy, and Portugal. It aims to prevent and combat the digital marginalization of people 55+ years by enhancing their capacities and building their confidence and trust to use internet and ICT technologies to transact online, as a way to keep them in a state of inclusion and improve their wellbeing. In doing so, the FAITh partnership seeks to deliver an innovative Peer-to-Peer mentoring programme that builds on the principles of motivation and peer support, while engaging the family and care environment and building partnerships with the local community service network and the local market.

To that end, the main objectives of the FAITh project are:

• To build the digital skills of people 55+ to undertake a range of online transactions, while increasing their feeling of trust and safety online.

• To motivate adults 55+ to use internet and online transactions by enlisting the support of ICT competent peers as positive Role Models and training them to act as Digital Mentors.

• To raise the awareness of older people's family members and carers about their role in integrating digital technologies in the older person's everyday life, while educating them on the safe use of online processing systems.

• To raise the awareness and build the capacity of professionals from the local community and market about the digital inclusion needs of older people and effective ways to address them through age-friendly products and services.

• To raise the awareness of older people 55+ about the possibilities and convenience of doing transactions online, while informing policy at local, national and EU level about the need to take measures to keep older generations digitally literate.

Peer role models are at the cornerstone of the FAITh project, as they will serve as the driving force for the implementation of the envisaged peer mentoring and capacity building programme. Volunteer mentoring is a well-acknowledged practice in the educational and lifelong learning field as it allows the creation of a learning environment that builds on motivation, need and experience with multiple benefits for both the mentors and mentees, as well as for organizations working with the targeted groups of older adults.

The main target group and final beneficiaries of the FAITh project are older people 55+ in Cyprus, Greece, Italy and Portugal and by extension in the whole Europe, who have a low capacity to use digital technologies and thus to make transactions online, which increases the risk of digital marginalization and ultimately social isolation.

Thus the, the goal is not only to improve the knowledge and competences of people 55+, but above all, to motivate them to participate and engage actively to overcome the barriers they face in using the internet for their transactions.

SECTION I

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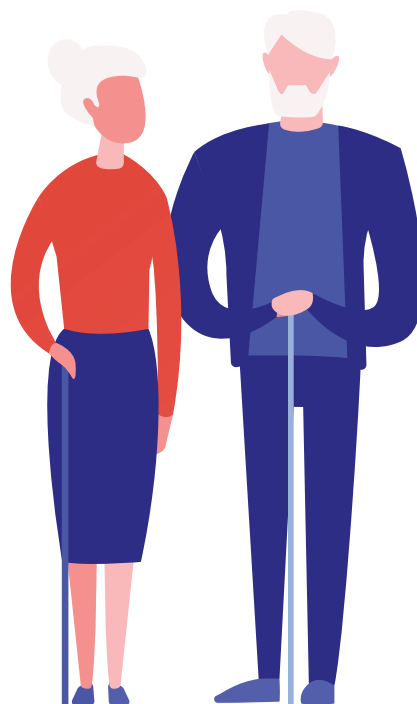
MENTORING FOR OLDER ADULTS

MENTORING FOR OLDER ADULTS

This section provides an overall understanding of what peer mentoring is and how it works, while highlighting important considerations when supporting older adults. It aims to equip mentors with skills needed to maximize mentoring opportunities and to gain a better understanding of their role as mentors.

WHAT IS A MENTOR?

More than three decades of mentoring research has yet to converge on a unifying definition of mentoring; this is unsurprising given the diversity of relationships classified as mentoring. Several disciplines, including medicine, science, law, business, and education, have historically relied on traditional mentoring. A mentor is a trusted advisor, a person who unselfishly offers support to someone who needs it. Mentors give mentees the tools they need to achieve their goals and work through challenges. The difference between an instructor and a mentor is that an instructor encourages learners to look for their own solutions, but a mentor will also give advice based on their own experience. Mentorship is important because it helps people realize their potential, allowing them to reach their goals more quickly than they would on their own. This is because it's easier to accomplish something with the support and guidance of an experienced mentor.

Mentoring as a term and practice is hardly new. As we can find in Homer's Odyssey, Ulysses left his friend Mentor to take care of his son Telemachus, as a guardian and adviser. According to mythology, the goddess Athena often took the symbolic shape of Mentor to guide Telemachus, demonstrating the importance and value of the concept.

Peer mentoring is a relationship between people who are at the same career stage or age, in which one person has more experience than the other in a particular domain. Peer mentoring can offer greater opportunity for empathy, and a sense of equity and expertise. During the desk research performed in WP2, the FAITh partnership found the view on Peer Mentoring by O'Neil and Marsick most representative for the project and its aims

"more of a two-way process than traditional mentoring; often absent from the equation are differences in levels of experience and the power of the traditional mentor. These differences can produce additional benefits. The lack of a hierarchical relationship may make communication, mutual support, and collaboration easier, as well as produce personal benefits such as mutual learning, exposure to different perspectives, and friendship. The type of interaction allowed in peer mentoring provides more of an opportunity for the relationship to become transformative."

WHY BE A FAITH DIGITAL MENTOR?

Being a mentor is a very rewarding journey. The benefits of participating can be both social, and emotional, but perhaps the strongest part is that you are making a difference in someone else's life!

A FAITh Digital Mentor helps peers with low basic digital skills to build their capacity in order to perform everyday tasks online and to keep them up to speed with the rapid changes happening in the world around us. As a result, the Mentor promotes the rights to autonomy and independence and helps raising awareness among stakeholders about the role of digital literacy in increasing social inclusion and cohesion.

With active ageing as a cornerstone of the program, FAITh will link digital empowerment to independent and self-governing autonomous lives for the participants; however, the mentoring process can make the Mentor more active, strengthen their leadership skills and improve their own self-esteem, while it will give them the opportunity to connect with the people they are helping and make new friends.

Furthermore, one of the best ways to learn is to teach. Teaching helps one strengthen existing knowledge, but it also helps them learn new skills. For instance, Mentors may improve their communication skills and learn how to be a better listener.

PEER MENTORING MODELS

Peer mentoring models are generally based on face-to-face contact. However, group mentoring and even online peer mentoring can be beneficial, depending on the circumstances. Each type of mentoring has its advantages and disadvantages, either when it comes to traditional one-on-one mentoring, where a mentee and mentor are matched, group mentoring when a single mentor is matched with a cohort of mentees or distance mentoring in which mentors and mentees are in different locations.

One-to-one mentoring

The traditional dyadic model of mentoring involves a more experienced individual who is paired with a less experienced one, in order to provide knowledge, support and encouragement. Because it's a "familiar" model, people tend to be comfortable with it. This model allows for—and even encourages—the mentor and mentee to develop a personal relationship. This support and attention from the mentor are often welcomed from older adults, who may have few people to engage with socially and suffer from loneliness. Furthermore, this model offers an approach tailored to the personal needs of the participant.

Disadvantages of one-to-one mentoring

• The success of the traditional model is to make the best match between the mentor and the mentee. If there is a lack of chemistry, it simply will not work.

• The outcomes could be limited by the availability of older adults who can serve as mentors.

Group mentoring

Many consider the personal nature of mentoring to be its main draw, so it makes sense to wonder why anyone would prefer group mentoring. While group mentoring may be less personal, there are several characteristics of group mentoring that may make up for its disadvantages:

• Interaction among mentees. Group mentoring provides for greater exposure to multiple levels of expertise and knowledge as each participant brings their own competencies to the group.

• Increased number of participants. Group mentoring allows for many of the benefits of traditional mentoring, while at the same time increasing the number of individuals who benefit from a mentor.
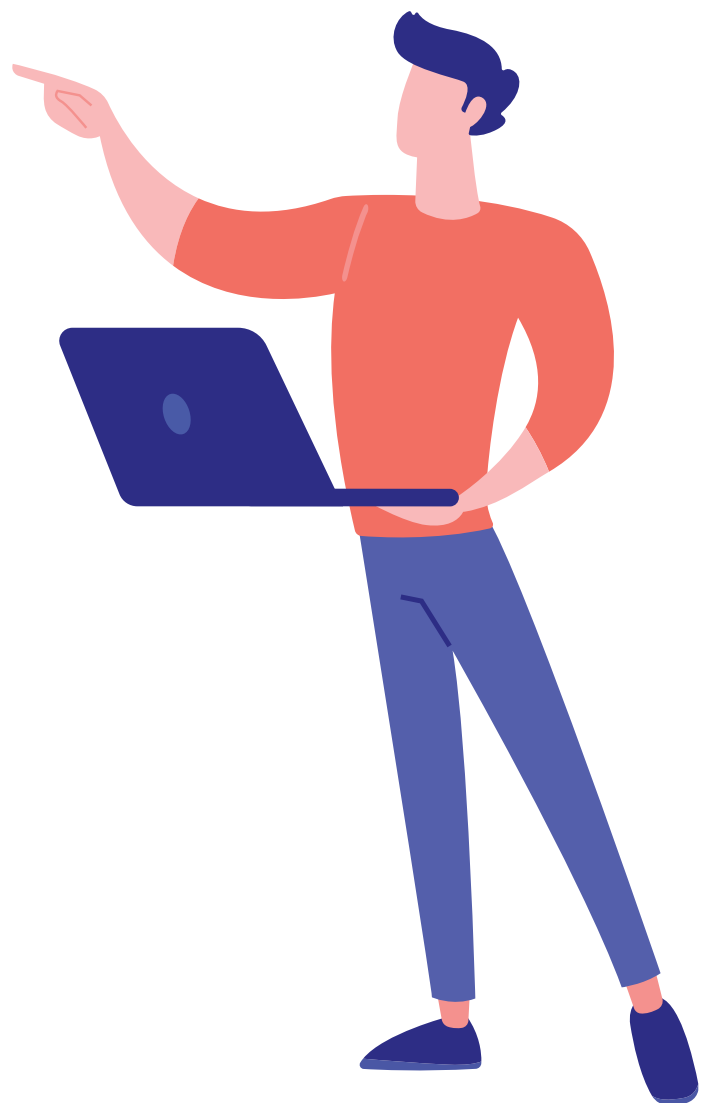
<u>Disadvantages of group mentoring</u>:

• Each member has different needs that must be balanced against the overall group needs.

• Does not offer the "personal" relationship of one-to-one mentoring.

•Scheduling meetings can be a challenge given the numbers in the group.

• Competition within the group can disrupt in mentoring success.

•Mentors need to understand and be comfortable with group dynamics and processes.

Distance mentoring

There is little evidence of the existence of peer mentoring for older adults in virtual formats. However, given the growing number of older adults using digital devices, there is an increased interest in investigating online models and their possible benefits in a peer mentoring context. Based on the partners previous experiences providing learning opportunities to older adults, it is safe to say that in addition to the normal benefits of mentoring for the general population, virtual mentoring has some benefits of its own for older adults as well:

• Mentors and mentees in different locations have access to learning from each other. This is especially important in the covid 19 era, when older participants are reluctant to attend class with other individuals.

• Virtual mentoring allows for flexible meeting times. As older adults are increasingly adopting more active lifestyles, they participate in many activities and have busy schedules.

• Distance mentoring lets more individuals participate in a mentoring program, leading to more wide-spread benefits.

Disadvantages of Distance Mentoring

• Communication challenges. Virtual communication can be limited in terms of body language and facial expressions. This is especially true for channels such as email and phone calls.

• Lack of chemistry. Mentees and mentors that aren't able to interact in person may experience an inability to establish chemistry in the mentorship.

• Technology problems. Technology failures can be frustrating to both participants and possibly cause a tense relationship.

In conclusion, there are different peer mentoring models to choose from, depending on several factors, such as the needs of the mentees, the number of mentors available and whether the mentors and the mentees are able to meet in person on a regular basis. For the purposes of the FAITh project, we propose to utilize one-to-one and group mentoring techniques, supplemented by distance mentoring, especially in the case of the online course.

HOW TO BE A GOOD MENTOR

Some important qualities in a good mentor include patience and listening skills. The most effective mentors take in what's happening, assess the path the mentee is on and then guide the person onto the right track. Mentoring is as much about counseling as it is about transferring knowledge and attitudes. Furthermore, a good mentor is driven by the desire to help peers reach their goals and get satisfaction from participation. The task of a good mentor is to support in a way that makes sense to the mentees; it is important to always keep the mentee's best interest in mind, to offer encouragement and support while sharing knowledge and life experiences.

To become a mentor, one needs to be able to customize their approach to the specific group they are mentoring. It is very important to be able to determine if a teaching approach is working or not and know how to course-correct and adapt when needed.

Communication skills

Every mentor needs proper communication skills to have a successful mentor-mentee relationship. The main priority of a mentor is to be in the mentee's "shoes". Their task is to listen, give feedback and guide. To practice this, the mentor should focus on active listening. When a mentee brings up a concern, the mentor should validate their feelings. Older adults are often afraid of the internet, of making online transactions or sometimes even using a smart phone or tablet because they think they might damage it. The mentor must listen to those fears and let them know that the mentor will try to eliminate them. At the same time, they are often concerned about burdening the mentor with all their questions. For this reason, they need constant reassurance that mentors don't mind helping.

Mentees' needs and preferences

To establish a learning environment of mutual trust and respect, it is essential to ask mentees questions regarding their needs and expectations from their participation in the programme, what they are interested in and what they enjoy. When you ask questions, you're uncovering who they are and what you should highlight during the process. Questions such as: "What is most important for you to learn?" or "What are you most afraid of when using the internet?" can be very useful for the learning experience. Mentees should be encouraged to get online at their own pace. The journey to the unknown digital world can be very intimidating, and therefore stressful for older adults, they must understand that it is ok to take their time and to make mistakes!

Sharing personal stories

Sharing stories shows the mentees that the mentor understands what they're going through. They also help build a learning environment of trust and a personal connection with the mentees.

For example, the mentor can share with the mentees how they personally struggled with ICT and the internet, what they did to get through it and how it has made their life easier.

Provide constructive feedback

Feedback is information the mentor can give to the mentees about their performance that will help them improve and is essential to ensure that they meet their learning goals. The best time to give feedback is while participants are practicing what they have learned, so they have time to apply suggestions to improve their outcome. Ideally, feedback is ongoing and continuous throughout the learning process, until the objectives are met.

When giving feedback, it is important to **highlight something positive first.** People don't just need to know what they are doing wrong, they need to know what they are doing right, so they can keep doing it. Also, the mentor should draw on their own experiences to show empathy and understanding. Understanding how the mentees feel is vital to connecting with them on a deeper level. For instance, if the mentee is feeling overwhelmed from all the information that is provided, the mentor should slow down or even pause for a little. If they are handling it quite well, they can take it a bit further.

When giving feedback, one must keep in mind never to put the mentee in an embarrassing situation and to always be specific.

Creating a positive learning environment

It is important to create a learning environment of trust and mutual respect, where participants feel comfortable and supported. Here are some tips on how to accomplish that:

• Knowing the participants and creating relationships with them.

• Promoting social exchanges for learning among peers. Group interaction is livelier when the conversation broadens beyond just alternating between the mentor and one person in the group.

• Letting participants know how they can link with each other.

• Making explicit that the mentor is interested in their success, is available to support them, and have provided or pointed them to the many ways for them to get the help they need.

Answering questions

At the end of the sessions, it is a good idea to draw the mentees' attention to what has been taught by reviewing the main points and giving a brief introduction to the content of the next session. Participants are likely to have some questions about what they have just learned. However obvious and repetitive their questions may be, they should never be ignored. In fact, they should be encouraged as they are based on the trusting relationship that exists with the mentor and the relaxed and informal atmosphere in which participants do not hesitate to freely ask questions. A good way to organize this phase of the course, to make it more effective and inclusive, is to prepare a "question board" for each lesson in which the mentor can write down all the questions asked without having to answer them all, as some may not be directly related to the content of the syllabus The mentor can explain that they will be answered when that particular issue is raised. This allows mentors to defer answering questions that are not relevant, while not jeopardizing the curiosity of the mentees

Before closure

At the end of the session, it is a good idea to draw attention to what has been covered by reviewing the main points and giving a brief introduction to the content of the next session. In addition, participants should have a homework assignment, to try and apply what they have learned. The first few minutes of the next session could be devoted to reviewing the material from the previous one and answering any questions the mentees might continue to have.

ETHICS OF THE PEER-TO-PEER MENTORING PROGRAMME

Mentoring creates opportunities for personal development and growth. Each meeting should aid in this process by focusing on topics that move the mentee forward.

Mentors and mentees have a responsibility to treat each other with dignity and respect and to behave in an ethical manner. Otherwise, neither the relationship nor the outcome will reach its full potential.

Always remember that mentoring is a relationship that is structured with the contribution of both sides. The mentor is not solely responsible for creating a successful mentoring relationship. The mentor must be flexible, honest, open and receptive to feedback and insight. Conversely, the mentee must be willing and able to take action to achieve goals, invest in learning and take steps towards necessary change. The mentee must also be willing to give feedback and talk openly about the learning process.

A few tips:

• Remember that the mentor plays an important role and must act accordingly.

• You will need to be patient: older adults might not be used to participating in learning activities and are not always familiar with computers and the Internet.

• Never assume that presenting the information and asking participants to memorize it will lead to long-term learning and understanding.

• Remember to be polite and well-mannered, even when a mentee is annoying.

• Don't do tasks the mentees should be doing themselves. They need to learn (and make mistakes) on their own.

• If in doubt, ask the instructor or project partner - don't hesitate to show that you don't know something.

• If you get into an argument with a mentee, explain the problem to the instructor or project partner, but don't blame anyone for it.

SECTION II

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THE FAITH MENTORING
PROGRAMME

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The FAITh Mentoring Programme aims to prevent and combat the digital marginalization of people 55+. In doing so, the FAITh partnership has developed an innovative Peer-to-Peer mentoring programme that builds on the principles of motivation and peer support by enhancing their capacities and building their confidence and trust to use Internet and ICT technologies to transact online, as a way to keep them in a state of inclusion and improve their wellbeing.

But that is not all: in order to have a larger and more meaningful impact, the project also enlists the support of family members and caretakers of the participating older adults; it also addresses local community services supporting older adults (learning, leisure, administrative issues, social and health care, etc.) and the local market (local businesses, providers, ICT companies, etc.), highlighting the importance of their role in keeping older adults socially included. This will provide a supportive and sustainable framework to achieve the main goal of the project, that is digital inclusion for all.

A pilot programme was designed to be delivered on a small scale in 4 partner countries, namely Cyprus, Greece, Italy and Portugal. The innovation of the FAITh project is the fact that older adults will be helping peers through the mentoring process. Within a period of 7 months, the mentees/learners will be guided by their Digital Mentors through the learning material of the project, while encouraging active participation, not only in learning itself, but in the definition of the mentoring activities from which they will benefit. In accordance with the basic principles of teaching older adults, FAITh is extremely flexible, and all activities depend on the needs and preferences of each individual participant. For this reason, a detailed schedule of the group mentoring activities will be prepared by the mentors with the support of the professional tutors and in cooperation with the mentees, establishing the activities that the mentee will benefit from at individual (one-to-one) and group activities. The result will be a personalized Mentoring Plan for each beneficiary, consisting of face-to-face workshops, online courses, family interventions and building partnerships with stakeholders,.

The following sections present an overview of the different aspects that comprise the FAITh Mentoring Programme, namely a description of the material and proposed activities produced to address the digital needs of older adults, guidelines to manage the mentoring process and monitor progress, recommendations for boosting confidence for family members and carers, and advice for creating liaisons with the local market and professionals to upgrade the results of the project.
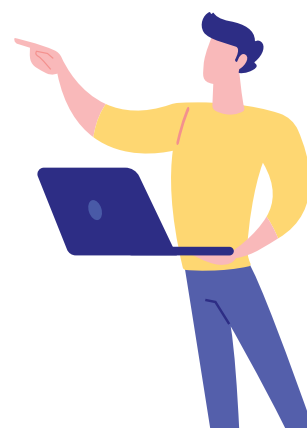
DIGITAL LEARNING FOR OLDER ADULTS

Digital learning is the cornerstone of the project. It introduces older learners to the digital world, making them feel comfortable and confident when using the internet.

The courses are divided into two main blocks:

• One for Face-to-face learning, covering basic ICT and Internet skills,

• One dedicated to online learning for digital transactions and safety while using the Internet.

Mentors are to facilitate mentees go through the material, depending on their needs and preferences, and the pace they wish to keep, while answering any questions they might have. For example, if the participants already have an email account, there would be no need to go over that part. Similarly, if they seem to be struggling with an issue, e.g., how to shop groceries online, one can devote more time and effort to that.

A. FACE-TO-FACE TRAINING

Regarding the group activities, at least three face-to-face workshops on internet use and online transactions will be conducted in each country with small groups of 5 participants in each (3-5 training days). The workshops are based on the learning material developed by the FAITh partnership and available on the project's platform
https://elearning.faith-project.eu/

Power Point presentations complimented by game-based activities are provided, aiming to build the digital competences of the participants and to make them aware of some of the many opportunities that the Internet offers. Outlining the key competences that enable older people to use their devices (computer/ tablet/ smartphone) in the most efficient and age-friendly way, the workshops provide technical guidelines and tools to stay connected with the world while introducing participants to the world of digital transactions.

THE CURRICULUM

The curriculum presented below, provides an initial orientation for the face-to-face workshops. They can be led by a trained instructor or by/ with the contribution of the mentors. Depending on the participants' level of digital literacy, units can be tailored or combined in any way best suiting their needs. However, the activities described in DAY ONE for mentors and mentees to get to know each other is imperative, and it is important that all mentors and all mentees are present.

DAY ONE   Getting to know each other / Mapping expectations and concerns/ Introduction to the FAITh programme / Matching mentors with their mentees/ Setting the ground rules

DAY TWO   Basic Internet skills

DAY THREE   Making devices easier for YOU

DAY FOUR   Getting organized / Download applications. It's easier than you think!

DAY FIVE   Introduction to the e-learning courses and to online transactions/ Design of personalised mentoring plans

Here is an overview of the topics:

DAY 1

Getting to know each other

This activity aims at building group cohesion and familiarizing the mentees with the Digital Mentors. It helps all participants to relax and ease into the group while building trust and rapport. An indicative ice breaker can be found in ANNEX 1. (Icebreaking activity)

Mapping expectations and concerns.

Participants, mentors and mentees, express their expectations from their participation in the project as well as their concerns. Each participant writes their expectations/ concerns on colored post-its and places them on a flip chart or white board, followed by a group discussion. This is an important step, as it provides critical information on their needs, indicating where a change in emphasis, content or direction should be made in the course and to see at the end of the course, if expectations have been fulfilled. It is also a great opportunity to discuss their concerns in the group and address them, making them feel more comfortable about participating in the programme.

Introduction to the FAITh programme

Once a comfortable atmosphere of active involvement and participation has been established, the project is presented to the participants: what it is about and what they are to expect:

1. what they are going to learn (horizontal issues of ICT and internet use)
2. why that knowledge is important for them (to be efficient and autonomous)
3. how courses are structured (f-2-f training followed by the e-learning materials)
4. the role of the Digital Mentor

Matching Mentors with their Mentees

Properly matching mentors and mentees is very important for the success of the programme. In order to create strong mentoring relationships, the preferences of the people involved should be an important consideration in this process. When participants have some say in the choice of their mentor/mentee, they're more likely to be invested, improving the chances the match is a good fit and beneficial to the project. The level of the participants' ICT skills and their preferred time zones for sessions can determine the matching, as well as the outcomes of the previous getting-to-know-each other activities, where participants stated their expectations and concerns. Furthermore, mentors and mentees might request someone of the same gender, a certain age range or another characteristic. Life experiences and interests. (e.g., hobbies, lifestyle and family makeup) can lead to strong relationships.

Setting the ground rules

The key to any successful mentoring program is a shared understanding of how, when and how often communication will occur. It is important to set these times at the beginning and stick to them. Once the mentors are matched with their mentees, all parties should agree on the terms and boundaries of their communication and set the rules for behavior, in order to get the relationship started in the right direction.

INTRODUCTION TO THE LEARNING MATERIAL

The face-to-face material consists of 4 units on key digital competences, along with an Introduction to the e-learning courses and to online transactions .

Unit 1.1: Basic Internet skills

The aim of this unit is for participants to get familiarized with tools for navigating through the Internet, downloading photos and documents, creating email accounts and using them to send emails with attachments. Participants are introduced to the possibilities of the Internet and how it is useful in everyday activities. Keeping the principals of participatory learning in mind, learners are asked to think of ways the internet can make their everyday life easier and share them with the group.

Unit 1.2: Making devices easier for YOU

Unit 2 provides the tools and knowledge for participants to easily adjust their technological devices in order to perform online transactions in a comfortable, easy and safe manner. Instructions and easy-to-follow steps are provided on how to adjust their settings depending on the devise used, thus if it is a computer or a tablet/ smartphone.

Unit 1.3: Getting organized

Older adults often are overwhelmed with the numerous possibilities of their digital devices and they are discouraged, sometimes even afraid to use them, fear damaging them or losing something important. This unit provides participants with tools to create and manage files on their devices and to keep their working space tidy, so they can find what they have on their device when they need it, while feeling confident about it. Participants are introduced to the basic main folders that their computer or tablet/ cell phone already has where they can store files according to their type (documents, pictures, music, videos, downloads).

Unit 1.4: Download applications. It's easier than you think!

Applications are available to make our life easier; they can be used as games, GPS and location-based services, order-tracking, and ticket purchases. However, with so many applications, it's easy to get overwhelmed. This unit provides information on how to manage applications, giving participants the opportunity to familiarize with them and make the most of them.

DESIGN OF A PERSONALISED MENTORING PLAN

Once the participants have been introduced to the programme and the subjects it addresses, each mentor will assist their mentees to establish their personal Mentoring Plan that will serve as the curriculum of the mentorship. Mentors and mentees will select the topics that are more suitable to the mentee's needs, for example, focused either on basic digital capacity building or on safety and self-efficacy to transact online. The mentoring plans of course can be revised during the mentorship depending on the progress of the mentees. Ongoing quality improvement is a hallmark or the effectiveness of the programme. How well the mentees are served depends on how accurately the programme's success is assessed and areas that need improvement are identified.

The personalized Mentoring Plan will contain all the information the mentor needs as a guide for the implementation of the intervention, such as meeting times, location and duration of sessions, type of meeting (e.g., face to-face, or online) and of course the topic to be addressed and useful notes regarding each session.

In Annex 1 you can find an example of a personalised mentoring plan that can be tailored to your needs.

B. E-LEARNING

FAITh training is envisaged as a dynamic process in which participants are actively encouraged to use the Internet and perform online transactions, while developing a new understanding through practice and managed exercises that stimulate problem-solving and critical thinking. The e-leaning material is designed to further build the digital skills of people 55+ to undertake a range of online transactions, while increasing their feeling of trust and safety online. Exercises and other games and activities are provided on the project's platform to be performed at different levels of difficulty or complexity for the users to evaluate their newly acquired skills.

Mentors should:
• guide participants through the training material according to the personalized mentoring program they have developed with the mentees
• answer any questions might arise
•act as positive role models
•reflect on and share their own experiences

INTRODUCTION TO THE E-LEARNING COURSES AND TO ONLINE TRANSACTIONS

Once the face-to-face courses have been completed and participants are comfortable using their digital devices, an introduction to the next steps of the project is essential, so they know what to expect and what they will learn. The e-leaning material is designed to further build their digital skills to undertake a range of online transactions, while increasing their feeling of trust and safety online. It is comprised of 2 different Modules: one on banking and shopping online and one on safety while using the Internet.

Banking online transfers and e-shopping

This Module offers tools and guidelines on how to go online for bank transactions, how they work, and what they can be used for. Also, how to use alternative payment methods and to shop for groceries and other goods digitally.

The Module consists of 5 Units:

• **Tired of being left aside? Take your chance to go digital!** Where participants will learn how to create an online bank account and make basic bank transactions online.

• **Want to send a gift? Check out these alternatives!** - alternative online transaction methods in order to use safely and autonomously in daily life.

• **Shop Online, NOW! It's EASY!** – an introduction to the world of online shopping and online shops.

• **Shop Online for groceries NOW, it's EASY!** – Step by step grocery shopping online.

• **Government services**- What is available and how to make the best of them.

Staying safe while using the Internet

This Module introduces the participants to the topic of security, with the goal for them to recognize scams while using the Internet and to protect themselves when performing online transactions. Tools to protect their devices and to manage personal information and data through safety protocols are introduced, in order to make their cyber experiences as safe and stress-free as possible.

The 4 Units on this subject are:

- **Protect your devices! It's easy!** - With tips to keep hardware safe through typical, easy to learn actions.
- **Safe banking and shopping online!** – For safe online transactions and online shopping.
- **Staying safe from scams** - Typical scam methods and how to identify relevant attempts as well as ways to stay safe while using social media.
- **Fake news and how to identify them** - The role of fake news and how to detect them on the Internet.

# MANAGING THE MENTORING PROCESS AND MONITORING PROGRESS

Evaluating the mentee is not a function of mentoring, rather than monitoring progress. Trust is essential in a mentoring relationship and it is imperative that the mentor be viewed as a trusted peer rather than an evaluator or judge. The Digital Mentors together with the support of the professional tutors and the partners will monitor and report upon each mentees' progress (at least 2 monitoring reports per mentee, one interim and one final), to know whether the mentoring arrangement is working.

Mentees will be constantly engaged and have a say in the formation or change of any aspect of their individual mentoring scheme to ensure that it is still relevant and appropriate. Throughout this process, the mentees will be given the opportunity to evaluate the services they received and express their opinion and views about its effectiveness, efficiency and satisfaction. This will be achieved with a questionnaire designed to measure the older adults' user acceptance/ perceived usefulness, user satisfaction, confidence and trust in ICT before and after attending the programme.

It is also important that self-evaluation by the Mentor takes place during the sessions, in order to determine if the mentoring scheme is working and if any changes must be made.

Questions the mentor should ask for self-assessment:

1. Do I respond to questions?

2. Do I express my feelings and thoughts about a topic under discussion?

3. Do I respect the ideas and feelings of the mentee, even though I may not agree?

4. Do I check my assumptions?

5. Do I encourage mentees to look for their own solutions?

6. Do I use descriptive rather than evaluative or judgmental language?

7. Do I provide opportunities for clarification?
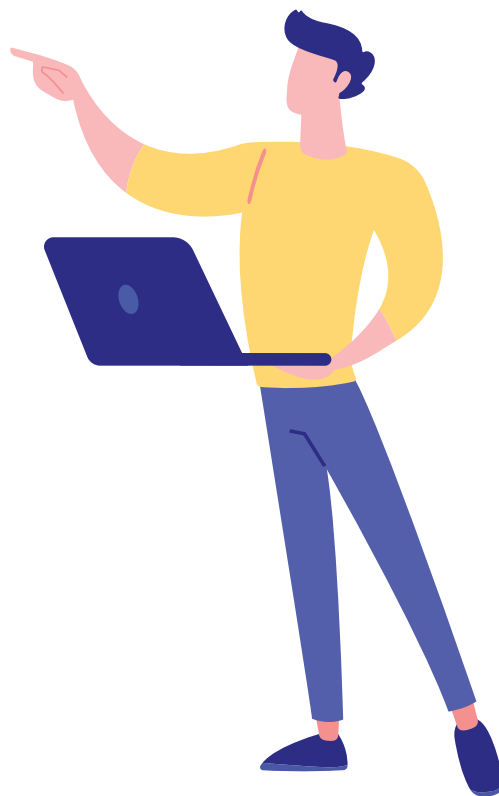
BOOSTING CONFIDENCE FOR FAMILY MEMBERS AND CARERS

Mentors are expected to play an important part regarding the awareness raising and capacity development of older adults' family members and home carers. Acting as positive role models, they are to meet with the members of the household to boost their confidence in order to support the older members in their care to acquire the necessary digital skills to conduct online transactions on a daily basis. These sessions also aim to increase their understating about the role of the family supporting older adults to stay digitally included.

They will be conducted under the supervision of the project partners, either in the beneficiary's household or in an external dedicated space depending, on the needs and desires of the target groups (taking into consideration also health/ mobility restrictions or other such barriers and challenges). During these meetings, participants will have the chance to receive tailored information, while raising questions and clarifying issues of concern.

Furthermore, a "Let's brunch" event is to be organized with the goal to raise awareness and promote the mentoring program to various groups for target audiences. This is expected to increase understanding and disseminate information about the role of the family and the community in supporting older adults to stay digitally included and prevent isolation and digital marginalization.

LIAISON WITH THE LOCAL MARKET AND PROFESSIONALS

Building an environment of social inclusion for all, wouldn't be complete if not linking digital skills for transactions with the actual business world. The next activity is an integral part of the Digital Mentors Programme as it involves awareness raising and capacity development of professionals and representatives of the local markets. It aims to provide solutions for developing and offering new services focused on the dynamic and exponentially growing older audience. The main incentive would be the greater understanding that local business and service providers will gain regarding the needs and attitudes of older clients. As a result, they will have the opportunity to create appropriate infrastructure and age-friendly online products that would help to expand their businesses and achieve access to a larger range of clientele.

In the context of this activity, the local businesses and service providers will attend a training seminar that will introduce them to the concept of age-friendly environments (policies, systems, services, products, technologies) so as to build their skills and increase their capacity to offer services and products that better suit the needs of older persons. Partners will explain the purpose of the programme highlighting the needs and preferences of older adults. Conversely, the partners will find out more about what is available in the market regarding products and services that could be used by older adults.

In addition, Info Days will be organised with the involvement also of the Digital Mentors and the Mentees, to convey a stronger message about the impact that their involvement may have in the life and wellbeing of older citizens. Concerted follow-up actions will be then made to enlist local market representatives to specific programme interventions, especially to the thematic workshops on safety and security online, online purchases and generally transaction management systems and to the accompaniments that will take place as part of the mentoring programme.

References

Clutterbuck D., Megginson D. (2005) Techniques for Coaching and Mentoring: Routledge

Clutterbuck, D. (2014) Everyone Needs A Mentor: CIPD London: Kogan Page

Jarvis, P. (2001) Learning in Later Life, London: Kogan

ANNEX 1. Personalised Mentoring Plan

Name of Mentor:
Name of Mentee:

Contact information

Telephone number:

Email:

Social media:

Topics of interest		
Frequency/duration of meetings		
Type of meetings		
The sessions	*Date*	*Description*
Notes - Results		

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