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GenerationInfinity

**The Generation Infinity Project:
Enhancing digital skills,
competencies and safety
in European older adults and seniors!**

**WP2 - TRAIN THE TRAINERS FRAMEWORK
TRAINING MODULE FOR TRAINERS:**

**MODULE 3
Digital Intergenerational Learning: Older
People Learn from Younger People**



 **Bluechain**



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Table of Contents

Module Overview	4
Estimated duration:.....	4
Target group:.....	4
Module Objectives:	4
Sections Overview:.....	5

TRAINING SCENARIO CURRICULUM

Section 1 – Foundations of Intergenerational Digital Learning	9
1.1 Models of Intergenerational Learning & Real Examples.....	9
1.2 Evidence-Based Focus on Seniors’ Digital Needs (Feasibility Report).....	11
1.3 Role of the Trainer.....	13
1.4 Communication Styles & Building Psychological Safety.....	15
Section 2 – Preparing and Facilitating Intergenerational Digital Sessions	17
2.1 Designing Task-Based Intergenerational Digital Activities.....	17
2.2 Structuring Short Intergenerational Sessions.....	18
2.3 Preparing Youth Mentors for Their Role.....	20
Section 3 – Evaluation, Troubleshooting and Quality Assurance	23
3.1 Evaluating Learning Outcomes in Intergenerational Sessions.....	23
3.2 Troubleshooting Common Challenges.....	24
3.3 Trainer Reflection and Continuous Improvement.....	26
Additional materials for participants:	28
Module Evaluation.....	29
References.....	31



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Estimated duration: 2 hours (adaptable to in-person or online delivery).

Target group: Adult educators, trainers, facilitators working with senior learners and/or youth volunteers.

Module Objectives

This module is part of the **Train the Trainers Framework** and aims to equip educators with **expert knowledge, facilitation skills and ready-to-use methods** for designing and delivering **digital intergenerational learning activities**, where seniors learn digital skills from younger people.

At the end of this module, the trainer will be able to:

1. Explain the models and benefits of intergenerational learning (reverse mentoring, co-learning, peer tutoring) and justify their use with concrete, evidence-based examples.
2. Design and be able to facilitate or supervise a 20–30 minute intergenerational digital learning activity that pairs younger mentors with older learners, using real, widely available tools (e.g., WhatsApp, Google Photos, YouTube, Padlet, Google Docs).
3. Facilitate respectful, safe, and effective interactions between different generations: manage communication mismatches, prevent condescension, and build psychological safety.
4. Coach youth mentors to teach patiently and coach older learners to share expertise and stay engaged (mutual learning mindset).
5. Evaluate the learning outcome of an intergenerational session with simple, practical instruments (observation checklist, short practical task, participant reflection sheet).



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Section 1 – Foundations of Intergenerational Digital Learning

Key Topics	Detailed Contents	Teaching Methodology for the Trainer
1.1 Models of Intergenerational Learning & Real Examples	Definitions and short review – reverse mentoring, co-learning, peer tutoring, intergenerational clubs. Examples of feasible activities – youth-led smartphone help desk; co-created digital story (scanning family photos → shared Google Photos album); tech-buddies for e-government forms; short “how-to” videos created by youth for seniors (private YouTube links). Expected benefits for each stakeholder – digital skills, confidence, social connection, empathy, civic engagement.	• Guided mini-lecture (10 min) – illustrate models with 2–3 concrete examples and simple screenshots of outputs.
1.2 Evidence-Based Focus on Seniors’ Digital Needs (Feasibility Report)	Overview of Feasibility Report findings – mapping digital skills and competencies among different senior age groups (working and non-working) in partner countries. Identification of knowledge gaps and challenges faced by seniors in modern EU societies. Definition of priority digital services most used today and of high relevance for seniors and working older adults.	• Short trainer input (5 min) presenting key findings of the Feasibility Report.
1.3 Role of the Trainer	New trainer identity – facilitator, matchmaker, safety net. Key tasks – recruitment and matching; preparing youth mentors; preparing older learners; managing logistics (space, devices, internet connectivity). Ethical and safeguarding basics – consent for photos/sharing; respectful language; data privacy (simple consent forms).	• Guided mini-lecture (5 min) • Checklist exercise (8–10 min) – review or adapt a “Session Setup Checklist” covering devices, connectivity, seating, accessibility and consent.
1.4 Communication	Common mismatches (speed, jargon, implicit assumptions). Techniques - plain language, scaffolding, use of	• Guided mini-lecture (5 min) • Short role-play exercise



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Key Topics	Detailed Contents	Teaching Methodology for the Trainer
on Styles & Building Psychological Safety	analogies, asking open questions, active listening. Avoiding micro-aggressions and overhelping; recognising prior expertise in seniors. Simple non-verbal tips (positioning, eye contact, pacing).	(10 min) – in triads (trainer / youth mentor / senior learner), trainers practise a short mentoring exchange according to the selected/given roles; the trainer observes and notes communication issues using a simplified observation sheet.

Section 2 – Preparing and Facilitating Intergenerational Digital Sessions

Key Topics	Detailed Contents	Teaching Methodology for the Trainer
2.1 Designing Task-Based Intergenerational Digital Activities	Principles of task-based digital learning – focus on practical, meaningful outcomes relevant to seniors' everyday life. Examples of simple digital tasks – sending a photo via WhatsApp; creating and sharing a Google Photos album; sending an email with attachment; recording a short video and sharing it via a private YouTube link; completing a simple online form (e.g. appointment booking). Low-tech fallback options – printed step cards; large-font guides; visual icons supporting digital steps.	• Short trainer input (5 min) presenting examples of task-based activities.
2.2 Structuring Short Intergenerational Sessions	Session formats – 1:1 senior–youth pairs (20–30 min); small-group rotation models; short workshops. Time management – balancing explanation, practice and reflection in short sessions. Trainer preparation – defining objectives, tools, roles and fallback scenarios.	• Guided mini-lecture (5 min) • Practical exercise (10 min) – trainers outline the structure of a 20-minute intergenerational session using a simple template.

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Key Topics	Detailed Contents	Teaching Methodology for the Trainer
2.3 Preparing Youth Mentors for Their Role	Role of youth mentors – supporter, explainer, facilitator, not “expert teacher”. Basic mentoring principles – patience, clear language, asking permission before touching devices, respect for seniors’ experience. Trainer responsibility – short mentor briefing before sessions; setting expectations and boundaries.	• Guided mini-lecture (5 min) • Short simulation – trainers practise delivering a brief mentor briefing (5 min).

Section 3 – Evaluation, Troubleshooting and Quality Assurance

Key Topics	Detailed Contents	Teaching Methodology for the Trainer
3.1 Evaluating Learning Outcomes in Intergenerational Sessions	Practical evaluation focus – whether the senior can complete the digital task independently or with minimal support. Simple evaluation tools – observation checklist; short participant reflection (2–3 questions); short trainer session log.	• Trainer input (5 min) – overview of simple evaluation tools.
3.2 Troubleshooting Common Challenges	Typical issues – youth mentors moving too fast; patronising behaviour; senior frustration; device or connectivity problems; mismatched devices. Immediate trainer responses – slowing down; reframing tasks; switching to low-tech support; reorganising pairs. Trainer escalation role – when to intervene, pause or adapt the session.	• Guided mini-lecture (5 min) • Scenario discussion (10 min) – trainers analyse 2–3 common problem situations and propose trainer interventions.
3.3 Trainer Reflection and	Importance of trainer reflection – learning from each session. Using feedback – improving task design,	• Short plenary wrap-up – key lessons for trainers. (15 min)

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Key Topics	Detailed Contents	Teaching Methodology for the Trainer
<i>Continuous Improvement</i>	mentor preparation and facilitation techniques. Sustainability – reusing materials, templates and evaluation tools in future sessions.	



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TRAINING SCENARIO CURRICULUM

Section 1 – Foundations of Intergenerational Digital Learning	
1.1 Models of Intergenerational Learning & Real Examples	Guided mini-lecture (approx. 10 minutes) The trainer presents the four intergenerational learning models in a structured narrative, dedicating a short segment to each model. Rather than focusing on definitions alone, the trainer illustrates each model with one concrete, realistic example drawn from common digital tools used across Europe. Simple screenshots or visual mock-ups (e.g. a WhatsApp photo sent successfully, a shared Google Photos album, or a private YouTube link) help participants visualise learning outcomes. The trainer explicitly links each model to the type of digital tasks for which it is most suitable and highlights the trainer's facilitation role in maintaining respect, balance, and psychological safety. Theoretical part: Intergenerational learning in digital education is grounded in the understanding that different generations possess complementary forms of knowledge. Younger people often bring operational fluency with digital tools, while seniors contribute life experience, contextual understanding, and reflective thinking. Effective intergenerational learning frameworks intentionally design situations in which these forms of knowledge intersect. One of the most widely used models is reverse mentoring, where younger participants act as mentors for older learners in clearly defined digital tasks. This model is particularly effective when learning goals are practical, immediate, and closely connected to everyday life. For example, a youth

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	mentor may guide a senior step by step through sending photos via WhatsApp, organising images on a smartphone, or adjusting privacy settings. The learning relationship is task-focused and time-limited, which helps seniors feel safe and avoids cognitive overload. A second model is co-learning, which shifts the focus from instruction to joint exploration. In this approach, seniors and young people collaborate on a shared digital outcome. A common example is the creation of a digital family story: seniors bring printed photographs and personal narratives, while young participants support scanning, uploading, and organising these materials into a shared Google Photos album. Learning happens through dialogue and shared decision-making, rather than one-directional teaching. Peer tutoring emerges when learning takes place in small mixed-age groups and participants support each other informally. In digital intergenerational settings, peer tutoring often develops organically, for example when one senior who has already mastered a task begins to help another, or when youth mentors exchange strategies while working with different seniors. This model strengthens confidence and reinforces learning through repetition and observation. Finally, intergenerational clubs represent a longer-term and community-based model. These clubs meet regularly and integrate digital learning into broader social interaction. A typical example is a weekly “tech café” in a library or community centre, where seniors and young volunteers meet to solve practical digital challenges such as filling in e-government forms, booking medical appointments online, or creating short instructional videos uploaded as private YouTube links. Over time, relationships deepen, roles become more flexible, and learning becomes genuinely reciprocal.
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	Across all models, the expected benefits extend beyond digital skill acquisition. Seniors gain confidence, autonomy, and social connection; young people develop empathy, communication skills, and civic engagement; institutions strengthen community ties and inclusion. Technical and equipment requirement: Presentation slides no 6-11, sheets of paper, pens for notes and reflections for brainstorming
1.2 Evidence-Based Focus on Seniors' Digital Needs (Feasibility Report)	Short trainer input (approx. 5 minutes) The trainer presents a concise overview of key findings from the Feasibility Report, focusing on patterns that are consistent across partner countries rather than national details. The emphasis is on evidence, not assumptions: what seniors can do, what they struggle with, and why. The trainer explicitly draws attention to the distinction between access and competence, and to the diversity within the senior population. The input should make clear that effective digital education for seniors must prioritise relevance, safety, confidence-building, and practical autonomy rather than abstract skills. Theoretical part: The Feasibility Report provides a comprehensive, cross-country picture of the digital readiness, skills, and challenges of older adults in the partner countries. Across Bulgaria, Greece, Italy, Poland and Slovenia, the data consistently shows that seniors are not a homogeneous group, but differ significantly according to age, employment status, place of residence, educational background, and previous exposure to technology.



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	The report highlights a clear gap between younger seniors (approximately 60–67), many of whom are still professionally active, and older seniors (70+), who are more likely to be retired and digitally excluded. Working or recently retired seniors tend to use digital tools primarily for communication, information search, and selected work-related or administrative tasks. Non-working seniors, especially those living in rural areas, often limit their digital use to basic communication and passive consumption of information. Across all partner countries, a substantial proportion of seniors report having access to digital devices and the internet, particularly smartphones. However, access does not translate into confidence or autonomy. The report consistently identifies low levels of basic digital skills, difficulties in navigating applications, and limited understanding of digital security as central barriers. Many seniors express fear of making mistakes, damaging their devices, or becoming victims of fraud, which leads to avoidance behaviour and dependence on others. The Feasibility Report also documents recurring challenges related to cognitive load and learning pace. Seniors report difficulties remembering steps, understanding English terminology used in applications, and keeping up with frequent updates of digital services. Trainers and organisations confirm that learning needs to be slower, highly practical, repetitive, and supported by clear visual materials. Finally, the report identifies a set of digital services that are both widely used and highly relevant for seniors' everyday life. These include online communication tools, access to information and news, basic e-government services, online banking and payments, health-related services such as e-prescriptions and appointment booking, and online shopping.
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	At the same time, these services are also the source of the greatest anxiety, particularly in relation to data protection, cybersecurity, and scams. Examples of intergenerational cooperation from the report Intergenerational Programs with Youth Volunteers Slovenia has pioneered intergenerational learning models, connecting seniors with youth volunteers—an approach that fosters mutual learning and community bonds. Simbioza Genesis projects: For over a decade, they've matched senior learners with student volunteers, offering both digital skills workshops and recreational activities (like sports). Since 2011, over 35,000 participants across more than 300 locations have benefited. In a single digital outreach week, over 9,000 seniors were taught nationwide. The mobile classroom (Mobiln@) initiative includes youth mentors who travel with the van to rural areas and guide seniors through smartphones, e-services, and cybersecurity lessons. Regional Erasmus+ “Digital Generations” project (2021–2024): young mentors collaborated with seniors in Kamnik and other municipalities to enhance creativity and digital engagement through co-learning tools. Technical and equipment requirement: Presentation slides
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	no 12-16, sheets of paper, pens for notes.
1.3 Role of the Trainer	Theoretical part: In intergenerational digital learning, the role of the trainer shifts fundamentally from that of a traditional instructor to that of a facilitator of relationships and learning conditions. The trainer is no longer the primary source of technical knowledge, but the person who designs the learning environment, orchestrates interactions between generations, and ensures that learning remains safe, respectful, and effective for all participants. As a facilitator, the trainer creates clear structures, defines realistic objectives, and supports learning processes without taking control away from the participants. As a matchmaker, the trainer carefully pairs or groups seniors and youth mentors, taking into account not only technical skills but also personality, communication style, and confidence levels. Thoughtful matching can significantly reduce frustration and increase engagement. The trainer also acts as a safety net, observing interactions, anticipating difficulties, and intervening when necessary. This includes emotional safety, such as preventing patronising behaviour or senior frustration, as well as technical and organisational safety, such as ensuring devices work and alternative solutions are available when technology fails. Key trainer responsibilities begin well before the session itself. Recruitment and preparation of youth mentors requires clear communication of expectations, boundaries, and attitudes. Preparing older learners involves setting realistic expectations, reducing anxiety, and reinforcing that mistakes are a normal part of learning. During the session, the trainer manages logistics, including space arrangement, accessibility, device availability, and internet connectivity,

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	while remaining attentive to group dynamics. Ethical considerations are integral to the trainer's role. Intergenerational digital learning frequently involves personal devices, personal data, photographs, and online sharing. Trainers must ensure informed consent, use clear and respectful language, and apply basic data protection principles. Simple, plain-language consent forms and explicit explanations of what will be shared, where, and with whom are essential to building trust and psychological safety. Practical part: Checklist exercise (approx. 8–10 minutes) The trainer introduces a "Session Setup Checklist" as a practical tool rather than a bureaucratic requirement. Participants are invited to review or adapt the checklist in small groups or pairs, focusing on whether it adequately addresses real-world conditions. The exercise encourages trainers to think through concrete elements such as seating arrangements that support face-to-face interaction, accessibility needs, device compatibility, connectivity reliability, and consent procedures. The trainer facilitates a short exchange of insights, highlighting how small organisational details can significantly influence learning quality and safety. Technical and equipment requirement: Presentation slides no 17-21, sheets of paper, pens for notes, "Session Setup Checklist" worksheet
1.4 Communication Styles & Building Psychological	Theoretical part: Communication between generations in digital learning

Safety	contexts is shaped by differences in language, pace, assumptions, and previous experiences with technology. One of the most common mismatches concerns speed: young mentors often move quickly through steps that feel intuitive to them, while seniors require more time to process information and physically interact with devices. This difference is frequently misinterpreted as lack of ability rather than a natural variation in cognitive and motor processing. Another frequent challenge is the use of technical jargon and implicit assumptions. Terms such as “click,” “scroll,” “link,” or “cloud” may be used without explanation, creating confusion and disengagement. Seniors may hesitate to ask for clarification due to fear of appearing incompetent. Effective intergenerational communication therefore requires conscious simplification of language without oversimplifying the learner. To address these challenges, trainers must promote communication techniques that support understanding and confidence. Plain language reduces cognitive load and helps learners focus on the task rather than decoding terminology. Scaffolding involves breaking tasks into small, manageable steps and gradually reducing support as confidence grows. Analogies linked to familiar, non-digital experiences can help seniors form mental models of abstract digital concepts. Open questions and active listening allow mentors to check understanding and adapt their approach in real time. Equally important is avoiding behaviours that undermine psychological safety. Micro-aggressions, such as speaking in a patronising tone, taking over the device without permission, or expressing surprise at a senior’s success, can unintentionally reinforce feelings of inadequacy. Overhelping, even when well-intentioned, deprives seniors of agency and learning opportunities. Recognising and valuing seniors’ prior expertise—professional, personal, or life-related—helps rebalance the learning relationship and reinforces mutual
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	respect. Non-verbal communication also plays a critical role. Physical positioning should support collaboration rather than hierarchy, for example by sitting side by side rather than standing over the learner. Eye contact, calm pacing, and visible patience signal respect and safety. Small adjustments in posture and tempo can significantly influence how supported and confident seniors feel during the learning process. Practical part: Role-play exercise (approx. 10 minutes) The trainer organises participants into triads, assigning the roles of trainer-observer, youth mentor, and senior learner. Each triad practises a short, realistic mentoring exchange focused on a simple digital task. The trainer-observer uses a simplified observation sheet to note communication patterns, including language use, pacing, non-verbal behaviour, and moments of tension or support. The trainer emphasises that the purpose of the exercise is observation and learning, not performance. Participants are encouraged to experiment, make mistakes, and reflect on how communication choices influence the interaction. Technical and equipment requirement: Presentation slides no 22-26, sheets of paper, pens for notes, "Role-play exercise" worksheet.
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Section 2 – Preparing and Facilitating Intergenerational Digital Sessions

2.1 Designing Task- Based Intergenerational Digital Activities

Short trainer input (approx. 5 minutes)

The trainer introduces the principles of task-based digital learning using two or three concrete task examples, briefly walking through what the senior does, what the youth mentor supports, and what the visible outcome looks like. The emphasis is on relevance, simplicity, and completion rather than mastery.

Visual examples or simple screenshots can be used to help trainers visualise the final output of each task. The trainer explicitly links task-based design to the evidence from the Feasibility Report, reinforcing why everyday communication, administrative, and content-sharing tasks are prioritised.

Theoretical part:

Task-based digital learning places practical action at the centre of the learning process. In intergenerational settings, this approach is particularly effective because it aligns with seniors' preference for relevance, immediacy, and visible outcomes. Rather than teaching abstract digital concepts, task-based learning starts with a clearly defined, meaningful activity that reflects seniors' everyday needs and motivations.

Effective digital tasks are concrete, limited in scope, and achievable within a short time frame. The focus is on what the senior will be able to do independently at the end of the activity, not on how many features or functions are introduced. Tasks should mirror real-life situations, such as sending a photo to a family member, sharing memories digitally, or accessing essential services online.

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	Common examples of suitable tasks include sending a photo via WhatsApp, creating and sharing a Google Photos album, sending an email with an attachment, recording a short video and sharing it through a private or unlisted YouTube link, or completing a simple online form such as booking an appointment. These tasks were identified in the Feasibility Report as highly relevant, frequently used, and simultaneously challenging for seniors. Task design must take into account cognitive load, memory, and confidence. Each task should be broken into a small number of logical steps, with opportunities for repetition and confirmation of success. Importantly, task-based learning recognises that errors are part of the learning process and should be anticipated rather than avoided. Low-tech fallback options are an essential component of task design, not an afterthought. Printed step cards, large-font guides, and visual icons that mirror on-screen elements provide continuity when devices fail, connectivity is unstable, or learners feel overwhelmed. These materials also support retention after the session and reinforce seniors' sense of autonomy. Technical and equipment requirement: Presentation slides no 27-31, sheets of paper, pens for notes,
2.2 Structuring Short Intergenerational Sessions	Theoretical part: Short intergenerational digital sessions require intentional structure. Their limited duration means that every element—introduction, task execution, and closure—must be carefully designed to support focus, confidence, and completion. Rather than compressing content, effective short sessions simplify objectives and prioritise depth over breadth.

	Several session formats have proven effective in intergenerational digital learning. The one-to-one senior–youth pairing is the most focused format and works particularly well for beginners or sensitive tasks, allowing full attention and personalised pacing within a 20–30-minute timeframe. Small-group rotation models, where one youth mentor supports two or three seniors in sequence, can be effective in settings with limited volunteers and encourage peer learning among seniors. Short workshop formats introduce a task to a small group simultaneously and then allow participants to practise individually with support, balancing efficiency and personal guidance. Time management is a central challenge in short sessions. Trainers must consciously balance explanation, hands-on practice, and brief reflection. Overlong explanations reduce practice time and increase cognitive overload, while insufficient framing can lead to confusion. Even a short reflective moment at the end—acknowledging success or naming what was learned—helps consolidate confidence and meaning. Effective trainer preparation underpins all formats. Before the session, trainers define a single, clear objective, select the appropriate tools, clarify roles for youth mentors, and anticipate possible disruptions. Preparing fallback scenarios, such as alternative tasks or low-tech materials, ensures continuity when technology or time constraints interfere. Practical part: Practical exercise – session structuring (approx. 10 minutes) The trainer introduces a simple session template and invites
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	participants to outline a 10-minute intergenerational digital session based on a previously discussed task. The exercise focuses on clarity rather than detail: what happens in the first minutes, how practice is supported, and how the session is closed. Participants work individually or in pairs to draft their session structure, identifying the objective, chosen format, key steps, and a fallback option. The trainer circulates, offering clarifying questions and ensuring that objectives remain realistic and senior-centred. Technical and equipment requirement: Presentation slides no 32-36, sheets of paper, pens for notes, “session structuring” worksheet.
2.3 Preparing Youth Mentors for Their Role	Theoretical part: 2.3 Preparing Youth Mentors for Their Role In intergenerational digital learning, the effectiveness of a session depends not only on task design or tools, but to a large extent on how well youth mentors are prepared for their role. While younger participants often possess strong operational skills with digital technologies, this does not automatically translate into the ability to support another person’s learning process. The role of a youth mentor in intergenerational settings is fundamentally different from that of a technical expert or traditional instructor. Youth mentors function primarily as supporters and facilitators of learning. Their task is not to demonstrate speed or efficiency, but to accompany seniors through a learning process that prioritises understanding, confidence, and autonomy. This requires an explicit shift in mindset: from “doing things for” to “doing things with.” Mentors must learn

	to slow down, make their thinking visible, and remain attentive to verbal and non-verbal signals of confusion, hesitation, or fatigue. A central principle of effective mentoring is respect for seniors' agency and prior experience. Seniors often bring rich professional, social, and life knowledge to the interaction, even if their digital confidence is limited. Youth mentors should be encouraged to recognise and acknowledge this expertise, positioning the learning exchange as reciprocal rather than hierarchical. Simple practices—such as asking permission before touching a device, inviting seniors to narrate what they are doing, and validating successful actions—help reinforce a sense of competence and ownership. Clear communication is another critical area of preparation. Youth mentors need guidance on using plain language, avoiding technical jargon, and breaking tasks into small, manageable steps. They should be trained to check understanding frequently, not through testing, but through supportive questions that invite reflection and repetition. Equally important is learning to tolerate silence and slower pacing without rushing or taking over, as these moments often represent active cognitive processing for senior learners. Trainers also have a responsibility to establish boundaries and expectations for youth mentors. This includes clarifying appropriate behaviour, addressing the risk of patronising attitudes or overhelping, and reinforcing ethical considerations related to privacy, data protection, and consent. When youth mentors understand both the pedagogical and ethical dimensions of their role, they are better equipped to contribute to a safe and respectful
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	learning environment. Practical part: Trainer-led discussion and mentor briefing simulation (approx. 10 minutes) The trainer begins by facilitating a short, focused discussion on the role of youth mentors, inviting participants to articulate what distinguishes supportive mentoring from teaching or demonstrating. Using real or hypothetical examples, the trainer helps participants identify behaviours that support senior learning and those that unintentionally undermine confidence or autonomy. Guiding discussion questions for trainers preparing youth mentors: – What assumptions do young people often make about seniors’ digital abilities, and how might these assumptions influence their behaviour during a mentoring session? – How can a youth mentor recognise the difference between a senior’s lack of understanding and a need for more time to process information? – In what situations does “helping” turn into overhelping, and how can mentors support learning without taking control away from the senior? – How can youth mentors explicitly acknowledge and value seniors’ prior knowledge and life experience during a digital task? – What language or behaviours might unintentionally sound patronising, even when the mentor’s intention is positive?
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	Following this discussion, participants practise delivering a brief mentor briefing, as they would do immediately before an intergenerational session. Working individually or in pairs, trainers simulate a 3–5 minute briefing addressed to youth mentors, covering expectations, communication principles, pacing, and respect for seniors' autonomy. The emphasis is on clarity, tone, and feasibility rather than completeness. The trainer observes the simulations and provides targeted feedback, drawing attention to effective framing, concise messaging, and the use of concrete guidance rather than abstract advice. The exercise concludes with a short synthesis highlighting that even minimal, well-structured mentor preparation can significantly improve the quality and safety of intergenerational digital learning sessions. Technical and equipment requirement: Presentation slides no 37-42, sheets of paper, pens for notes,
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Section 3 – Evaluation, Troubleshooting and Quality Assurance

3.1 Evaluating Learning Outcomes in Intergenerational Sessions

Theoretical part:

Evaluation in intergenerational digital learning should be understood as a supportive and formative process rather than a formal assessment. Its primary purpose is to verify whether learning objectives have been achieved in a meaningful and practical way, while simultaneously reinforcing seniors' confidence and informing the trainer's future facilitation choices. In short intergenerational sessions, evaluation must remain simple, respectful, and directly connected to the task that was practised.

The most relevant indicator of learning success in this context is functional autonomy. Rather than measuring abstract knowledge or theoretical understanding, trainers focus on whether the senior is able to complete the digital task independently or with minimal prompting. This approach aligns with seniors' everyday needs and with the task-based learning principles outlined earlier in the module. Successfully sending a photo, accessing a shared album, or completing a short online form represents a concrete and meaningful learning outcome.

Evaluation methods must take into account seniors' potential anxiety around being "tested." Formal quizzes or performance comparisons can undermine psychological safety and reduce motivation. Instead, observation-based evaluation allows trainers to assess learning discreetly while the activity is taking place. Watching how a senior navigates steps, asks questions, and responds to small challenges provides rich information about both skill acquisition and confidence levels.

Reflection also plays an important role in consolidating



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	learning. Short, guided reflection prompts help seniors recognise what they have achieved and articulate remaining uncertainties. This reflective element shifts evaluation from judgment to empowerment, reinforcing the idea that progress, rather than perfection, is the goal. For trainers, these reflections offer valuable insight into perceived difficulty, pacing, and clarity of instruction. From a quality assurance perspective, evaluation supports continuous improvement. Simple documentation of outcomes, challenges, and participant feedback enables trainers and organisations to refine task design, mentor preparation, and facilitation strategies over time. When evaluation is embedded naturally into the learning process, it strengthens both learning quality and programme sustainability. Technical and equipment requirement: Presentation slides no 43-47, sheets of paper, pens for notes, „evaluation tools” checklist.
3.2 Troubleshooting Common Challenges	Theoretical part: Intergenerational digital learning sessions, even when carefully designed, inevitably involve moments of difficulty. These challenges are not indicators of failure, but a natural consequence of working across generations, technologies, and learning paces. The trainer’s role is therefore not to eliminate all problems in advance, but to recognise emerging issues early and respond in ways that preserve learning momentum, dignity, and psychological safety. One of the most frequent challenges concerns mismatched pacing. Youth mentors may move too quickly through steps that feel intuitive to them, while seniors require more time to process information, read on-screen elements, or physically interact with devices. When this mismatch is not addressed,

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	seniors may disengage or feel inadequate. Effective troubleshooting in such situations involves slowing down the interaction, reframing the task into smaller steps, and explicitly normalising the need for repetition and pauses. Another common issue relates to communication style. Unintended patronising behaviour, excessive correction, or taking over the device can undermine seniors' confidence. Trainers must remain attentive to these subtle dynamics and be ready to intervene gently, modelling respectful language and reinforcing the principle of shared control. Similarly, senior frustration or anxiety—often triggered by fear of making mistakes or previous negative experiences—requires emotional as well as technical responses. Acknowledging emotions, validating effort, and reframing errors as part of learning are key strategies in maintaining engagement. Technical and organisational problems also frequently arise. Device incompatibility, unexpected software updates, low battery levels, or unstable internet connections can disrupt carefully planned tasks. Rather than persisting rigidly with the original plan, skilled trainers treat these disruptions as opportunities to demonstrate flexibility. Switching to a low-tech fallback, adapting the task, or temporarily shifting focus to explanation and discussion helps maintain continuity and reduces stress for participants. A further challenge occurs when expectations between participants are misaligned. Youth mentors may feel pressure to “perform” or complete the task quickly, while seniors may prioritise understanding over completion. Trainers play a critical mediation role in aligning expectations, reminding all participants that the primary goal is meaningful learning rather than speed or technical perfection.
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From a quality assurance perspective, recurring challenges offer valuable diagnostic information. Patterns of difficulty often point to deeper issues in task design, mentor preparation, or session structure. Trainers who systematically reflect on these patterns are better positioned to improve future sessions and strengthen the overall learning framework.

Practical part:

Scenario-based discussion and trainer intervention planning (approx. 10 minutes)

The trainer presents two or three realistic problem scenarios drawn from intergenerational digital sessions, such as a youth mentor moving too fast, a senior becoming visibly frustrated, or a task failing due to technical issues. Participants are invited to analyse each scenario from the trainer's perspective, identifying early warning signs and appropriate intervention strategies.

Working in small groups or plenary discussion, trainers explore questions such as when to intervene directly, when to pause the session, and when to allow participants to work through a difficulty themselves. Emphasis is placed on proportional responses that support learning without undermining the autonomy of either seniors or youth mentors.

The trainer facilitates the discussion by connecting proposed solutions to principles introduced earlier in the module, including psychological safety, scaffolding, and task-based learning. The activity concludes with a short synthesis highlighting that effective troubleshooting is less about having perfect solutions and more about maintaining calm,

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	flexibility, and learner-centred priorities in unpredictable situations. Technical and equipment requirement: Presentation slides no 48-52, sheets of paper, pens for notes, „trainer intervention planning” worksheet.
3.3 Trainer Reflection and Continuous Improvement	Theoretical part: In intergenerational digital learning, the trainer’s development does not end with the delivery of a session. Continuous reflection is a core element of quality assurance and professional growth, enabling trainers to refine their facilitation skills, adapt to diverse learner needs, and respond to the evolving digital landscape. Reflection allows trainers to move beyond a binary understanding of success or failure and instead focus on learning from each experience. Effective trainer reflection centres on the learning process rather than solely on outcomes. While task completion is an important indicator, equally valuable insights emerge from observing how seniors and youth mentors interacted, where communication broke down, and which facilitation strategies supported confidence and engagement. Paying attention to these dynamics helps trainers understand not only what happened, but why it happened. Feedback from participants is a critical input to reflective practice. Short comments from seniors about what felt easy or difficult, as well as observations from youth mentors about their own challenges, provide complementary perspectives. When collected systematically, even in simple formats, this feedback helps trainers identify recurring patterns related to pacing, task complexity, or mentor preparation. Over time, such insights support evidence-informed adjustments rather

	than ad hoc changes. Reflection also contributes to sustainability. By documenting successful tasks, effective briefing strategies, and useful fallback solutions, trainers gradually build a reusable repertoire of materials and approaches. This accumulated knowledge reduces preparation time, increases consistency, and strengthens institutional capacity to deliver high-quality intergenerational digital learning over the long term. Importantly, continuous improvement requires an attitude of openness and humility. Trainers who model reflective practice demonstrate that learning is ongoing at all stages of professional development. This stance reinforces a culture of learning within intergenerational programmes and aligns with the broader principles of lifelong learning and active ageing promoted by the framework. Technical and equipment requirement: Presentation slides no 53-56, sheets of paper, pens for notes, „reflection” worksheet.
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Materials for participants

- PowerPoint presentation.
- Worksheets:
 - Session setup checklist
 - Role-play: intergenerational digital mentoring
 - Practical exercise: session structuring
 - Peer exchange: session structure feedback
 - Trainer-led discussion and mentor briefing simulation
 - Scenario-based discussion

Additional Exercises (Optional)



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These optional activities can be used to extend the workshop, reinforce learning outcomes, or fill extra time if participants complete the main tasks earlier than expected.

- Worksheets:
 - SESSION OPENING
 - ROLE-PLAY DEBRIEF
 - SELECTING EVALUATION TOOLS

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Module Evaluation

Instructions:

Please rate the following statements based on your experience of this module.

(1 = Strongly disagree | 5 = Strongly agree)

1. Learning Objectives

The module clearly explained different models of intergenerational learning (reverse mentoring, co-learning, peer tutoring) and their benefits.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

2. Practical Applicability

I feel confident designing a short (20–30 minute) intergenerational digital learning activity using real tools (e.g. WhatsApp, Google Photos, YouTube, Padlet).

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

3. Facilitation & Communication

The module improved my ability to facilitate respectful, safe and psychologically supportive interactions between different generations.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

4. Preparing Youth Mentors

I gained clear guidance on how to prepare and brief youth mentors to support senior learners effectively and respectfully.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

5. Evaluation & Quality Assurance

The evaluation tools presented (observation checklist, practical task, reflection sheet) are simple and useful for assessing learning outcomes in intergenerational sessions.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

6. Overall Value

Overall, this module was relevant to my professional role and provided methods I can realistically apply in my work.



☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

7. Reflective Question (

What is one concrete idea, method, or improvement you plan to apply in your future intergenerational digital learning sessions?

.....

(Optional)

Any additional comments or suggestions for improving the module:

.....



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