



Social inclusion through Meaningful ageing

SEE ME Summary

**European SEE ME pilot training course:
Training on how to use the training toolkit
Training in Campobasso, 2 – 7 May 2022**

Social inclusion through Meaningful ageing
'SEE ME'



Büro für berufliche Bildungsplanung

Träger des Preises für Innovation
in der Erwachsenenbildung 1999



Partner in Europa

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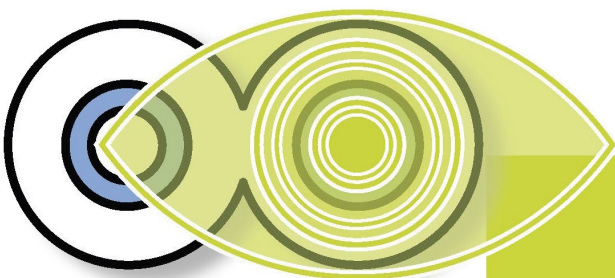
erasmus+
meer perspectief



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1. SEE ME project

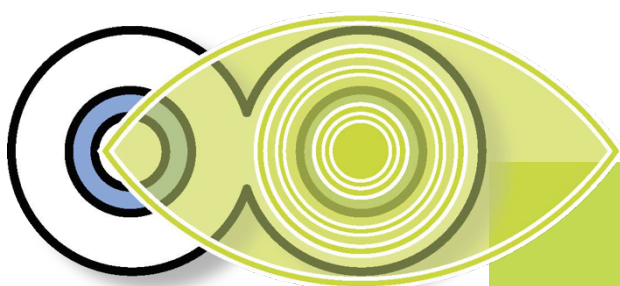
The SEE ME project aims to improve the quality of care and social inclusion for older adults.

To achieve this aim, the SEE ME consortium partners decided to work on increasing the skills and competencies of different groups of caregivers (volunteers, formal and informal caregivers) and trainers of carers, in order to (1) improve the quality of care provided to older adults, (2) to focus on the person behind the physical care needs, and (3) to see the social and meaning needs of older adults. In addition, in the SEE ME project, we SEE the positive talents and dreams of older adults who need care.

The project is funded by the European Union, Erasmus+ KA2 programme¹ and developed by six international partners: The Foundation Active Ageing (Netherlands), University of Humanistic studies (Netherlands), University of Molise (Italy), Vrije Universiteit Brussel (Belgium), Büro für berufliche Bildungsplanung (Germany), Matia foundation (Spain).

In order to reach the aim of SEE ME, one of the goals was to develop a transnational training toolkit. This toolkit will be developed, implemented, tested, and adapted during the project by six associated partners (both in residential and community projects): Compartijn (Netherlands), September care (Netherlands), Don Carlo Pistilli (Italy), Graftschafter Diakonie (Germany), Het BuurtPensioen (Belgium), Stichting Humanitas Rotterdam (Netherlands) and Grandes Amigos (Spain).

¹ Managed by the European Commission and the Education, Audiovisual, and Culture Executive Agency (EACEA)

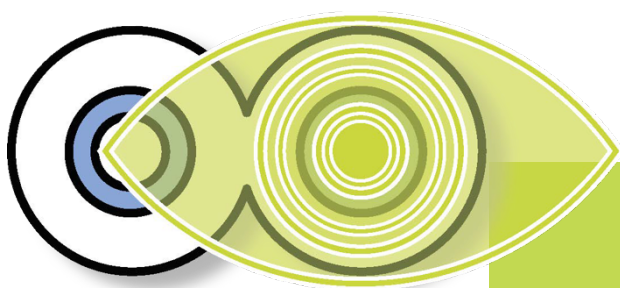


2. SEE ME training toolkit: process of development

This first prototype of the SEE ME training toolkit builds on the first intellectual output, the European research report on optimizing caregiving skills and competences by “SEEing social and meaning needs, talents and ideals of older people” and is also guided by the second intellectual output, the “Education for SEE ME model”.

The model includes methods to develop, set up and evaluate key competencies of adults learning to educate quality trained caregivers (volunteers, professional carers, informal carers, relatives, management, and policymakers) in social and meaning need of the ageing population. Building further on the concepts of amplification, learning guidance and counselling, transformative learning by motivation and (self)perception, the model prepared the first prototype of the SEE ME transnational training toolkit. During the transnational meeting in October 2021 in the Netherlands, the consortium partners of SEE ME co-created the training toolkit by (1) discussing the outcomes of both intellectual outputs and general training objective the training should achieve and (2) by sharing ideas in how to translate the training objectives into specific activities.

Using the SEE ME training toolkit, the SEE ME project wishes to offer knowledge and insights in the needs for older adults. By doing the assessments and gaining knowledge on the several topics about social and meaningful care, caregivers will really know how to find individual needs of older adults. The SEE ME consortium partners aspire to increase the competences and skills of caregivers to SEE the person behind the older adult.



3. SEE ME training in Italy, 2nd – 7th May 2022

At the transnational meeting from 2 to 7 May 2022 in Italy, the consortium and associated partners gathered in an international training at the University of Molise to learn how to work with the training toolkit. In the original timeline, the training week was planned to take place in February 2022. Due to international COVID-19 travel restrictions the training was postponed to May 2022. In order to stay close to the original schedule, the first module was organized prior to the international training week with all associated partners except for one. The activities of this module were therefore not organized in Italy, however, they were discussed and evaluated in detail.

The training toolkit is divided into five modules. These were spread over three days. During these days, the activities and content of every module were tested and evaluated by the participants from all countries. Since most of the participants had already tested the first module in their own countries, this module was not tested again but the experiences were exchanged. Considering each partner works with a different target group or a mix of different target groups, different views on further adjustments to the toolkit were discussed. Following all modules in another language for three days was an intensive process for the participants. Therefore, moments of relaxation were also provided.

3.1. Tuesday 3 May 2022, first day of the training

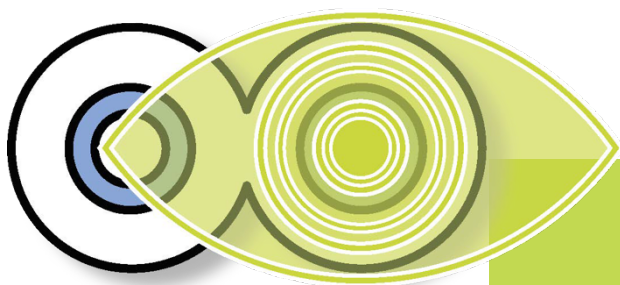
The three-day training started with a session on how to implement the SEE ME training toolkit in an organisation. During this session, the SEE ME project and its objectives were plenary presented. Daan Duppen, who took on the role of facilitator, introduced the project and focused on a number of key points: the SEE ME project, the SEE ME toolkit, the target group, the training objectives, and an overview of the 5 modules that would be covered during the three training days. The presentation ended with an explanation to the partners of the "pick and mix" strategy. With this strategy, organisations that want to use the SEE ME training toolkit have flexibility in the composition of the training. They can choose whether they want to do all the activities in each module or just a subset of the activities. During the training week, participants had the opportunity to test out all the activities.

Module 1

After a short presentation of the planning for the training week, we ran over *Module 1* which was already organized prior to the transnational meeting. Module 1 is structured in five steps.

Step 1: Icebreaker, getting to know each other, was divided into two activities aimed at introducing the participants to each other and creating a comfortable atmosphere open to sharing and comparison. During activity 1 the participants sat in a circle and presented themselves to the group saying "*my name is I work for ... and in my work I'm good at ...*".

While, during activity 2, the participants asked themselves some of the welcome questions to get to know each other better. SEE ME wants to go beneath the surface to see what lies behind the person seeking care. Therefore, the introductory questions were not superficial. Both activities went a bit deeper to really get to know each other. Since we focus on strengths within the project, we also emphasised what the participants were good at.



Step 2: Vision on older adults, care, and ageing, was divided into three activities aimed at understanding what “quality care” means for the participants. The photo activity was by far the most popular, but the other activities such as watching the SEE ME video about the Poem and group discussion about how participants and society view aging were equally well received.

Step 3: SEE ME framework and knowledge clip, made with a video of a PowerPoint presentation, was shown again to all participants to indicate the background of the project and its promotion by the European Union.

Step 4: Explore need and requirements of people and the organization, the main goal was to know the needs and the requirements of the participants with the method of appreciative inquiry. During the discussion of this activity, it emerged that mainly the first two steps of the Appreciative Inquiry exercise were important.

Step 5: WRAP-UP, every participant discussed about the evaluation of the module 1 and received a learning diary to write down thoughts, suggestions, doubts, and questions that the activities of the first module have raised in them.

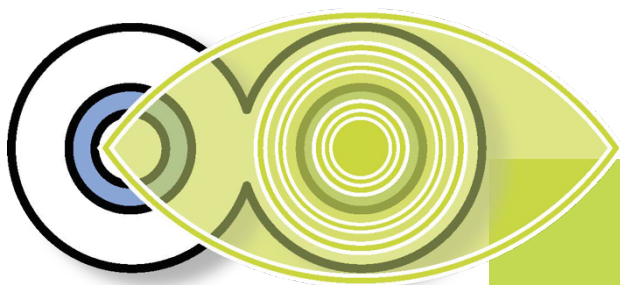
Module 2

Module 2 was divided into three steps with activities, preceded by step 0 (a recap step) and an individual task (assignment) after the three steps.

This module started with a short recap of the previous module, called **Step 0: preparation of the action plan**, where participants were asked to share what they thought about during module 1 or the days after this module. With this information, ideas were created for the action plan. Each participant wrote down or explained what they brought with them from their own experience and reflections on the performance of the activities in the organizations at home. This comparison was useful for everyone, both to have an overview of the performance of the activities in the various countries, but also to ascertain what the main differences were in the reflections conducted by the group of caregivers.

After this short recap, the activities started. **Step 1: Awareness of the social and meaning needs of older adults** was divided into two activities: (1) the story of Jean, a fictional biographical story that was useful to help participants identify the social and meaning needs of an older adult and (2) the creation of personas with a pre-existing example of Esmee, also a fictional person, to help participants think about what the social and meaning needs of older adults might be, creating a fictional older adult in which reflections about individual and social qualities, desires, dreams and responsibilities of an older adult comes together. For both activities the group was divided into two smaller groups. Each group was given time for both activities, but above all, carrying out these activities in small groups facilitated the group discussion to outline, from their point of view, the social and meaning needs of the specific one.

Step 2: How to recognize social and meaning needs, participants were divided into three groups to do a carousel of three different activities. The first was the Talentscan which can be used for all types of



caregivers to visualize the dreams, desires, characteristics, and talents of older adults. The talent scan is literally a set of playing cards, divided into themes such as 'what is important in my city' or 'what are my social strengths'. Each theme is subsequently covered with several examples illustrated with pictures (e.g., social strengths; listening, caring, telephone calling...). The participant, roleplaying an older adult, was asked to select for each category one to three cards. The second activity contained depth questions. The participants were divided into pairs and asked each other some in-depth questions which were not easy to answer right away. From the answers the participants could derive social and meaning needs. The third and final activity was writing a biography. Here a biography of an older adult was written down, so the group could discuss and ask questions to understand that sometimes we think to know information about the person we are taking care of, but in reality, this is not always the case.

Step 3: WRAP-UP, during a group discussion, all the participants evaluated the second module and its activities. Everyone focused during this reflection on his personal experience and feelings about the activities of the module, sharing with other tips on how to implement these activities once back in the organizations of origin. Afterwards, participants completed their personal learning diary.

At the end of module 2, participants received some homework. For this assignment, they were asked to do one of the three activities of the carousel. They received all necessary material from the facilitator. Normally, participants need to complete this assignment with a colleague or family member. Being in Italy at the time of the training, they practised with each other instead in the late afternoon.

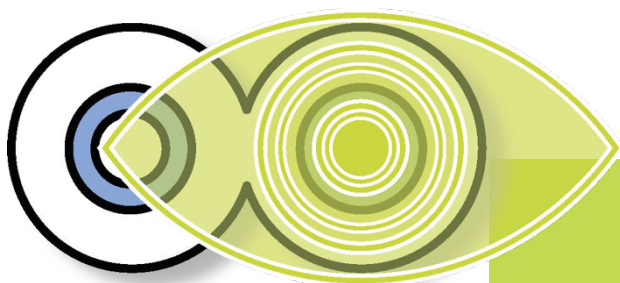
3.2. Wednesday 4 May 2022, second day of the training

Module 3

The second day of the training started with **Module 3**. The participants started with **Step 0: preparation of the action plan**, with a recap of the previous module, similar to the beginning of Module 2.

Step 1: Discussion of assignments; in the first part of this step participants shared their own experiences about the activity they had chosen to do as assignment after previous module. While for the second part, participants made a group reflection on the methodology used in the assignments' activities. To facilitate this reflection, the facilitator asked participants several questions such as "What were the advantages and disadvantages? Which method went well? Which not? How can you use this method in your daily practice?"

Step 2: Attuning to needs was carried out according to the three versions available from the program. The first activity was "The story of Luke, also called "it's (not) possible"". This is an example of a story where something that at first seemed impossible in theory, became possible by thinking outside-the-box. For the second activity, participants were confronted with the moral dilemma of a 82-year-old person who arrives at the nursing home with a desire to die. It was interesting to know participant's ideas on how to approach to this kind of situation. Participants learned from the discussion that caregivers must accept and acknowledge the older adult's desire, avoiding forcing it towards other desires, but at the same time they learned not to leave the person completely alone, helping him to gradually fit into the new life context. The third activity was the Mango Moment. After a short lecture,



each participant was invited to share about their personal Mango Moment. A Mango Moment is a micro-moment of positive resonance. The concept was introduced in 2018 and defined as "small, unexpected" actions or gestures that are of great value in the care experience of patients, residents, families and healthcare professionals

Step 3: Competences, group members talked about the competences that were required to realize quality and meaningful care, respecting older adults' social and meaning needs. During this activity, every participant had a sheet of paper where a spiderweb was drawn on. At the end of each *cobweb wire* were five empty spaces where the participants could choose one of the eleven competences (Relational, communicative, empathic, cultural, moral, hermeneutic, narrative, empowering, self-care, intervention and role competences). Also, everyone had to complete the spiderweb with a rate from 0 to 4 (0=the competence is absent; 1=the competence is present but not yet sufficiently developed; 2=the competence is present and with some instructions the participant can make him/herself stronger in it; 3= the competence is sully acquired; 4= expert in this competence) about the chosen competences. This exercise was not easy because of several reasons. A first reason was the complexity of doing the exercise in a language other than the mother tongue. The second and most important reason was that the participants thought that **they were being evaluated on their competences**. We took this valuable feedback into account in the rework to prototype 2.

Step 4: WRAP-UP, every group member was invited to reflect about the module. After the group discussion, the facilitator asked the participants if something was changed during the training of Module 3 and wrote the suggestions on the whiteboard. Before the end of the training day participants filled their personal learning diary again.

3.3. Thursday 5 May 2022, third day of the training

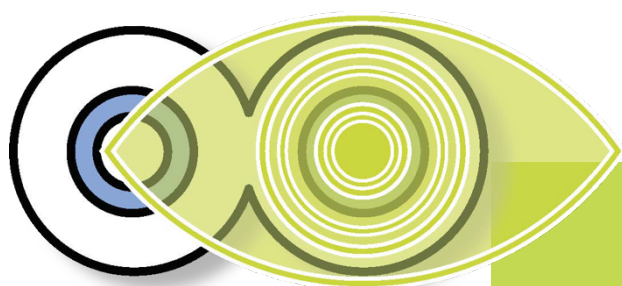
During the third and last day of training, participants engaged in the fourth and fifth module of the training.

Module 4

Module 4, as every previous module, started with **Step 0: preparation of the action plan** and a recap of the previous modules.

Step 1: Discussion of assignment was about a discussion on what and how participants learned about the spiderweb activity. Every participant presented in a circle their personal spiderweb and discussed about competences in the spiderweb, and why they choose one skill rather than another. For the second part, participants reflected on the methodology, based on their personal experiences, and how they can use this exercise in their daily practice.

Step 2: Amplification of competences, participants reflected on their personal competences and recognized their strengths and weakness. After the reflection, the participants were divided into small groups to act in a role-play exercise, inspired by a real-life situation, in which one of the eleven competences could make the difference in helping the older adult. Subsequently, the role play was



presented to the other groups, and the participants discussed which competence they saw during the role play.

Step 3: WRAP-UP, everyone was invited to reflect on the evaluation of the module, discuss about his feelings with the group and finally fill the learning diary.

Module 5

Module 5 comprehended the **general evaluation of all the modules** and activities carried out during the three days of training.

The participants discussed, starting from the same theme, using the six thinking-hat technique how to plan the future actions of the project. Using the six hat technique, doubts, curiosities, and criticalities emerged related to the different types of structures where the partners involved operate, and this allowed them to "touch" the diversity of situations presented in the various countries of the European Union, which are engaged in the project.

In the same way, however, each of the participants had the opportunity to reflect on their grade of involvement, both in the activities of the project and in the organization in which they work, comparing where they currently are with where they would like to be. This last activity allowed each participant to reflect on the need to continue to implement care services for an older adult, SEEING the person behind the client.

Starting from these insights, the second prototype of the training toolkit will be developed and reworked, in accordance with the process of "co-creating the SEE ME toolkit" discussed during the introduction to the training.

After the evaluation, a spontaneous action arose among the participants of this training. There were still a lot of post-it notes left and the participants organised a writing moment of compliments for each other. Everyone wrote down a number of compliments and gave them to another participant or read them aloud.

