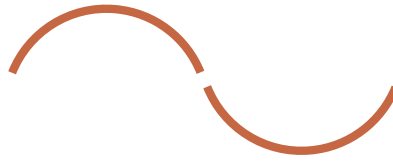


bridge
the gap



Enhancing the
Social and Digital
Participation of
Older People



Training
Kit



About this publication

This Training Kit is the intellectual output of Erasmus+ project Bridge the Gap! It presents the revised curriculum, tools and methods that have proven helpful in the pilot training carried out by the project partners in Austria, Italy, Germany, Lithuania, and the Netherlands. The Training Kit was developed to support adult educators, community developers, volunteers in organisations working for/with older persons to carry out the training course that combines well-informed interest in age-friendly environments with digital skills.

The training Kit is available in Dutch, English, German, Italian, and Lithuanian in the printed version and the e-version downloadable from the project website.

www.bridgethegap-project.eu

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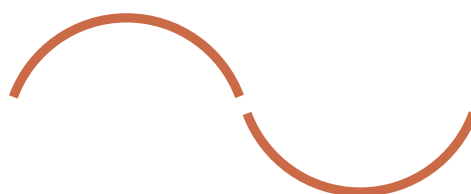


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About the Training Kit

The Training Kit can be used to deliver the training on smart ageing, smart healthy age-friendly environments, or to teach basic and advanced digital skills with the focus on age-friendly neighbourhoods.

This Training Kit is the result of research and development work and pilot training carried out by Bridge the Gap! project partners in Austria, Italy, Germany, Lithuania, and the Netherlands. The Bridge the Gap! Training Kit summarises the experiences gained in the training process aimed to empower and train older persons to explore, analyse and shape their neighbourhoods with the help of digital tools. The Training Kit was developed to support trainers (e.g. adult educators, community leaders, volunteers in organisations working with and for older persons) so that they could carry out full-fledged „Bridge the Gap!“ trainings or use single tools in their training provisions.

The „Bridge the Gap!“ Training Kit provides:

- General information about the project.
- Context and objectives of the training.
- Training concept and course description.
- Basic information on age-friendly environments.
- Training methods and tools that stimulate peer-to-peer learning, team-work and mutual support
- Reflection and assessment methods and tools.
- Templates for an invitation letter, the development of a local project and the evaluation of the training course.
- Tools for the presentation of the training results.
- Ideas for final public events.

Training coordinators, curriculum developers and trainers can use the Training Kit in preparing and delivering the training on smart ageing, smart healthy age-friendly environments, or teaching basic and advanced digital skills with the focus on age-friendly neighbourhoods. The methods and tools presented in the Bridge the Gap! Training Kit can be used as part of organisation and community activities or introduced in the longer term into academic programs at education institutions.

For autonomous distance learning, a Digital Training will be available on the Bridge the Gap! project website in August 2022 and the templates and worksheets included in this Training Kit can be downloaded from there as editable files.



The Bridge the Gap! Project

Many older people – provided that they are empowered and supported properly – are very interested in age-friendly neighbourhoods and active participation in re-shaping their environments.

The vision of our Bridge the Gap! project is to create age-friendly neighbourhoods and to strengthen the social and digital participation of older citizens by training and empowering them to analyse and (re-)shape their neighbourhoods with the help of digital tools. One of the insights gained by the project partners in former Erasmus+ projects “Mobility Scouts” and “Age-Friendly Environments Activists” was that many older people – provided that they are empowered and supported properly – are very interested in age-friendly neighbourhoods and active participation in re-shaping their environments, notably by developing and promoting their own ideas and projects. However, we also saw that sometimes older people require digital competences to realise their ideas and make sure that their voices and messages are heard.



Thus, the main objectives of the Bridge the Gap! project are:

- to raise awareness for the relevance of age-friendly environments and the political, social and digital participation of older citizens in their neighbourhoods inspiring others to advocate these issues.
- to train, empower and support older people to get active for their neighbourhoods by bringing forward their ideas and initiatives for age-friendly environments and mastering the digital tools they need to implement their ideas and projects.
- to develop meaningful, supportive, innovative and highly accessible training/learning formats and materials that are relevant to others (adult education providers, trainers etc.).
- to change attitudes towards ageing in the context of political, social and digital participation.
- to produce and disseminate sustainable outcomes and build strong networks for age-friendly environments through the political, social and digital participation of older citizens.

The research and development work carried out in the project included the following tasks:

- carrying out a desk research and interviews with experts, practitioners, stakeholders and older people to explore the current state of digitalisation in times of demographic change, and considering approaches which promote age-friendly environments or the digital participation of older people;
- developing a **Fact Sheet** that provides information on the approach and activities of the Bridge the Gap! project and the topics of ageing and social participation in the digital era. In addition, projects and initiatives to create age-friendly environments in Europe with the support of digital tools are presented as inspirational best practice examples;
- developing the training concept and **curriculum**, which innovatively combines the topics of age-friendly environments and digital literacy, and testing it with 79 participants in the age range 60–95 in Austria, Germany, Italy, Lithuania, and The Netherlands;
- Developing the Bridge the Gap! Digital Training.

Context and Objectives of the Training

Technologies can provide significant support to older persons in living a life with dignity, autonomy, self-determination and non-discrimination.

Digitalisation and Demography

Digitalisation and demographic change are two important trends that spark fears and hopes not only of decision makers, labour market experts or education/training providers but also of ordinary European citizens. Digital technologies – and their combination with other technologies – can help to address a wide range of challenges among older persons. For example, smart sensors and similar devices, such as electronic bracelets, can be used to better monitor the behaviour and health of older persons. Assistive devices and robotics can support them in carrying out daily personal and household activities, reducing their dependence on others. Such technologies, among others, can provide significant support to older persons in living a life with dignity, autonomy, self-determination and non-discrimination – in other words, one that allows them to enjoy their human rights.

The older generation did not grow up with technology around them nor did they use it during their formative years in schools, College and the Workplace. Moreover, many older people still have unequal access to information and communication technologies (ICT) and insufficient user skills, and thus face the risk of being excluded from participating fully in society. Social participation increasingly encompasses digital participation, as digitalisation transforms almost everyone area of our society. It calls for new knowledge and skills to be able to fully participate in society. Access to digital technology and widespread use of online services have acquired the status of social rights (digital rights). It is therefore highly important to reduce the digital gap that divides certain groups (e.g., older people) from those with full access to the digital world. The COVID pandemic, which resulted in worldwide lockdowns, highlighted the importance and benefits of a digital society.

Smart Healthy Age-Friendly Environments

The ageing process reflects the mental and physical competencies of older people. In many communities it requires a change in the living environment. An age-friendly environment (AFE) generally refers to a community in which ageing people are valued and respected. They are involved and supported in both basic daily activities, such as moving around and shopping, and accessing and receiving all kinds of public and private services. Healthy ageing, social inclusion and active participation can be achieved by better aligning Information and Communication Technologies (ICT) with healthcare and the built and social environments, i.e., by creating the so-called Smart Healthy Age-Friendly Environments (SHAFE).



Objectives of the Training

The aim of the training in Bridge the Gap! project is to equip older persons with knowledge, skills and competencies required for social and digital participation in modern society and to support them in co-creating and promoting age-friendly environmental activities using a range of digital tools in different local contexts.

The Training Concept and the Curriculum

Adult learners need flexible training formats, creative and need-based methods and a person-centred approach.

The training concept is based on the following principles:

A. Matching the needs and level of the learners and addressing their learning style.

The training concept and curriculum of Bridge the Gap! course is based on the awareness that adult learners need flexible training formats, creative and need-based methods and a person-centred approach. It is important to match the level of the learners' digital knowledge and skills with what digital tools are available to them. To ensure this, the learners' experience, skills and confidence, motivation and attitudes should be assessed at the start of the training.

According to David Kolb's Experiential Learning Theory published in 1984, learning basically involves four stages, namely: concrete experience, reflective observation, abstract conceptualization and active experimentation. These four stages of the learning process can also be seen as four learning styles. Each learner will prefer a particular style. The trainer should therefore use and alternate between different formats, so that individual learning styles of the participants, i.e., as doers, observers, thinkers and decision makers, are met. In practice, this requires:

- a variety of talking about,
- doing things,
- figuring things out,
- talking about possibilities together,
- researching things,
- presenting something new,
- practising and discussing afterwards,
- individual assignments and group exercises,
- thinking for yourself and finding inspiration together.

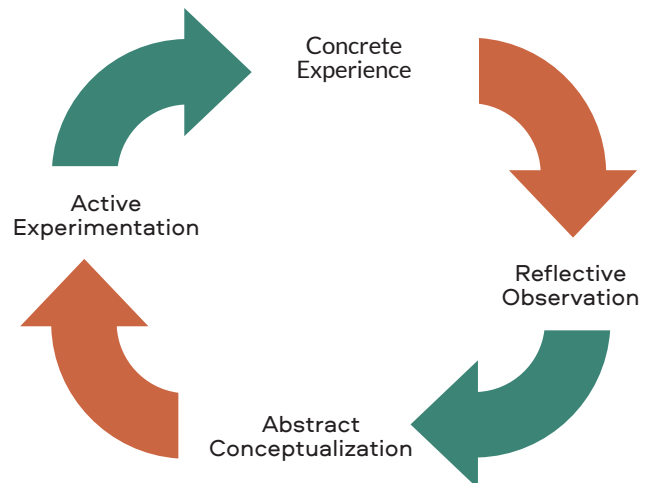


Fig. 1 The Experiential Learning Cycle

B. Older people as learners and as experts.

Older people who engage in adult education are both learners and experts at the same time. Although they are new to the digital world, they have skills and expertise from their previous working experience and wisdom of life. These may serve as a basis for setting up neighbourhood initiatives. In the role of digital training, they are learners, but in their communities and neighbourhoods they are experts. The trainer only facilitates the joining of prior knowledge with new skills to promote positive change by the participants' input into local projects.

The ideas of local projects can hardly be implemented by a single person. Positive changes can be achieved through networking and collaboration between older citizens and public or private institutions as well as decision makers. Older people here again act as experts having knowledge of the actual situation they want to improve.



C. WHY do you do what you do according to Simon Sinek's golden circle model (Sinek, 2020):

The Bridge the Gap! curriculum was designed and the training was delivered using the Golden Circle approach, starting with the identification of the purpose or aims, then analysing the situation, and, finally, finding what needs to be done to reach the purpose.

It is important to structure the learning and to start with the internal motivation. The Golden Circle model teaches us to think, act, and communicate from the inside-out, to find inspiration behind the actions.

The Golden Circle consists of three circles. The core is 'Why', followed by 'How', and the outer circle represents 'What'. People usually know and tell others WHAT they do and HOW they do it, but often find it difficult to explain WHY they do it. However, real insight arises when you start at the core with WHY.

The application of the Golden Circle approach in the Bridge the Gap! course is described below.

WHY

a) Why do we offer this training?

To empower older persons to contribute to their neighbourhood with the help of digital tools.

b) Why is social participation in later life important?

Participation is associated with social, mental, and physical health benefits.

c) Why should older people embrace modern technologies?

Information and communication technologies help to keep us connected, provide safety and convenience, support individual autonomy.

d) Why should older people actively contribute to their neighbourhoods?

Active engagement brings meaning to life, creates a sense of belonging, acceptance and recognition, helps to achieve positive changes.

By clarifying these questions, the goal and the expected result become clear.

HOW

a) How do we support social participation of older people in the digital era?

By helping them to embrace modern technolo-

gies and raising awareness of smart, healthy and age-friendly environments.

b) How is the situation in your city or neighbourhood now?

The situation can be assessed by observation.

c) How are things organised?

By analysing the availability, accessibility and quality of services, information, support, etc.

d) How can you achieve changes with the help of digital tools?

By gathering facts by taking pictures, videorecording, interviewing people, reading local municipality's website, testing public and commercial e-services.

A map of strengths, networks, support and bottlenecks can then be drawn up. By answering the question on how things are organised at the moment, a good picture emerges showing where the possibilities lie, i.e., within the network, the municipality or with others.

WHAT

a) What would the ideal situation be?

Describe the desired goal.

b) What do we need to improve the situation?

Analyse human, material, time resources, media, tools.

c) What needs to be done to achieve the desired result (the goal)?

Pooling knowledge and planning (or taking) concrete actions.

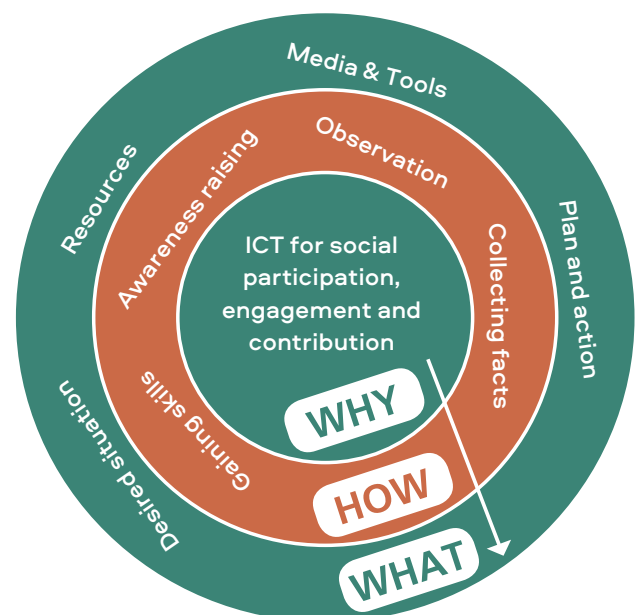


Fig. 2 Golden Circle Model

Bridge the Gap! Training Course Outline

Course description	The course is about exploring the concept of age-friendly environments and the potential of digital technologies in carrying out daily activities and reducing dependence on others. The participants learn to apply digital tools to improve their personal life and to contribute to positive changes in their neighbourhood.
Target Group	People aged 60 years or above.
Course goals	<ul style="list-style-type: none"> • Strengthen the social and digital participation of older citizens by improving their digital skills and their ability of using digital technologies as tools according to their individual needs and interests; • Support older learners in improving their digital competences and at the same time encouraging them to contribute actively to their neighbourhoods; • Help older people to get to know ICT related opportunities and use technologies in different contexts, to get confidence and freedom to explore how technologies can help them to live independently and participate in community life.
Learning objectives	<p>The training course contributes to the participants' ability to:</p> <ul style="list-style-type: none"> • Understand the concept of age-friendly environments (AFE) and the eight AFE domains; • Use digital tools to independently explore age-friendly topics; • Identify and use digital applications to meet a variety of needs in everyday life (communication, mobility, shopping, health monitoring, home assistance); • Develop and implement own ideas for initiatives and projects to make their neighbourhood more age-friendly (for advanced learners).
Assessment	Informal assessment methods, such as self-reflection exercises with lead questions, group assessment activities and interactive tools can be applied.
Schedule of activities	The course is delivered in 6 workshops, consisting of thematic sessions, practical sessions and self-learning assignments. The workshops take place with 2–3 weeks intervals and last approx. 3 hours.
Resources	In addition to the contents, tools and methods described in this Training Kit, facilitators are provided with a list of international and national online resources, such a video tutorials, digital instruction guides, and e-handbooks for general information and specific digital skills (e.g., see ICTSkills4All; https://www.ageuk.org.uk/information-advice/work-learning/technology-internet/digital-instruction-guides/).

Recommendations Regarding the Learning Content and Delivery of the Training

The training course was developed following the key findings of the desk research and structured interviews with experts and older adults regarding the needs of the target group and the training format, which were presented in [national research reports](#) of consortium partners. The following insights were generated:

- **People have different needs, expectations and preferences towards ICT.** Many older adults acknowledge the importance of having digital skills to enable them to fully participate in society. Some want to stay connected with friends, family or peers through social networks, chatting apps, video conferencing. Some want to learn basic tools for easier daily living, such as online shopping, banking, making appointments, getting e-documents, etc. Others want to master creative skills using digital tools, such as photo editing, making different effects with photos, even drawing. People want to learn to use smartphones and chatting apps to find friends. More advanced learners want to find information for their hobbies, about using some specific tools.
- **Older people need to understand technologies in different contexts to become confident and curious to explore how technologies can help them to participate in community life.** It is also important for older people to show manifold ways to get active for an age-friendly environment. Thus, participants should be enabled not only to follow their own ideas for initiatives and projects but also to slip into the role of an advocate for other senior citizens or as an expert advisor (e.g., on how user-friendly digital services/tools are for older adults).
- **Focus on building confidence and joy in using ICT and modern technologies through step-by-step guidance, individual support during the training and permanent structural expert support nearby in the neighbourhood.** The aversion to or fear of usage of ICT must be taken seriously and dealt with by selecting digital tools that are useful for older peoples' daily life and support their autonomy, by referring to good practices in similar contexts, and by creating a low-threshold training setting with friendly

learning atmosphere where the participants can cooperate and socialise.

Tips:

Training content – show the large spectrum of uses of digital tools to support different needs:

- Taking & forwarding pictures on smartphones (taking pictures of age-friendly examples in your neighbourhood or places that need improvement);
- Staying connected with family, friends and other participants using telecommunication tools;
- Voice recording: interviewing other residents about how they view their neighbourhood (What do they like best? In their opinion, what could be improved?);
- Producing short videoclips about certain situations/incidents in the neighbourhood or problematic situations for older pedestrians when crossing the street;
- Uploading audio files to a platform, or creating a podcast;
- General digital skills as part of older adults' own living environment, such as at home, on the move, in communication with the government and as part of health and care provision;
- Awareness raising for own issues by e.g., creating a Blog;
- Use the case studies described in the [Fact Sheet](#) or presented by the participants from their own neighbourhoods/lives as concrete learning material.

Organising the training:

- Location: check accessibility, costs, atmosphere;
- Timing: not too early in the morning and not in the evening; take the season into account;
- Intervals between training sessions: not too long;

Curriculum Testing and Revision

- Size of the groups: many older adults like to receive personal training, but training in small groups (5-8 maximum) is appropriate;
- Compose the group as homogenous as possible with regard to the digital competences and prior knowledge;
- Include practical work and homework;
- Create an atmosphere of trust and allocate time for participants to exchange ideas and process the information obtained from external or internal (peer) experts.

Delivering of the training:

- Be clear about the goal(s) of the training and how to achieve them;
- Be very patient;
- Be flexible and act according to the needs and wishes of the group;
- Focus on building trust and having fun with digital tools;
- Start with the basics of digital skills;
- Show the benefits of digital skills (preferably done by a peer);
- Be aware of learning digital skills step by step: if people have to press 'enter', describe it;
- Provide learning materials on paper.

The Bridge the Gap! training course was delivered to 8 groups of older-age learners in Austria, Germany, Italy, Lithuania, and the Netherlands. The training activities included:

- Thematic sessions and experts' inputs including the concepts of age-friendly environments, smart healthy age-friendly environments, the wide array of digital devices and their use within Bridge the Gap! Training course;
- Practical sessions discussing inspiring examples and trying out devices during workshops;
- Visits to places to learn about technical opportunities, guided joint participation in age-friendly initiatives or initiation of own age-friendly projects;
- Take-home and self-learning assignments enabling participants to apply the inputs, new knowledge and have their own learning experiences which are reflected upon in the following meetings.

The curriculum testing workshops in project partner countries took place from August 2021 until January 2022. The workshops were held at different locations: libraries, social or community centres and the facilities of the partner organisations.

Almost 80 participants were enrolled in the training activities in 5 European countries:

- Austria: 10 (age range 62-70)
 - Germany: 10 (age range 60-79)
 - Italy: 23 (age range 71-95)
 - Lithuania: 12 (age range 60-80+)
 - The Netherlands: 24 (age range 64-85)
- 79 participants in total.

Almost two thirds of the participants were women (74%), half of the total cohort had attended one or more courses before.



Addressing and Recruiting Potential Participants

The older-age population is not a homogeneous group.

To prepare for the workshops partners undertook different activities, such as organising information events, making use of existing cooperation partners or establishing contacts with (potential) new local partners or stakeholders. The main contacts in the preparation for the testing phase were local citizen councils or active citizens groups (Germany, Austria), libraries (Germany, Lithuania, the Netherlands), local social centres for seniors (Italy) and neighbourhood associations (Germany).

The older-age population is not a homogeneous group. In terms of digital skills and digital participation, some older people are more advanced and more active in the digital world than others. The Bridge the Gap! training course was designed as a low-threshold learning offer so that older people affected by the digital divide can participate fully in society (more information on the digital divide, its consequences and chances of ICT usage is available in Bridge the Gap! [Fact Sheet](#)).

Potential participants who are not sufficiently equipped with devices, Internet access

and knowledge on how to use digital technologies can be reached in places where they are most likely to be. These include parishes and church-related organisations, social affairs departments of local municipalities, or through their peers, disadvantaged people rights groups and NGOs. The best approach is to talk to them individually and explain clearly the opportunities offered to them through the participation in the training and how the involvement in Bridge the Gap! training course might mitigate the digital divide. Irrespective of poor digital skills, these participants can be a valuable knowledge resource for the improvements in terms of age-friendly environments.

Information about the training course should be spread well in advance. Information events, face-to-face meetings, newsletters, invitation letters can be used to this end (a template for an invitation can be found in Annex 1). Potential participants of the training course can be also approached by using the networks of partners and local stakeholders. The examples of the measures and tools used by the project partners are available in the News section of the project website.

The preliminary learning content was revised and supplemented after the testing phase and is presented in the following sections.

Learning Content and Activities

Bridge the Gap! Training course comprises two main themes, namely Age-Friendly Environments and Information and Communication Technologies. Two other supporting themes are the assessment (as learning) and development of or contribution to a local project (including generating ideas, making an action plan or implementing actions for positive changes in the community or neighbourhood). These topics are covered using a variety of learning activities to achieve the learning outcomes.

The following sections of this Training Kit present the themes of the training along with examples of learning activities, methods and tools.

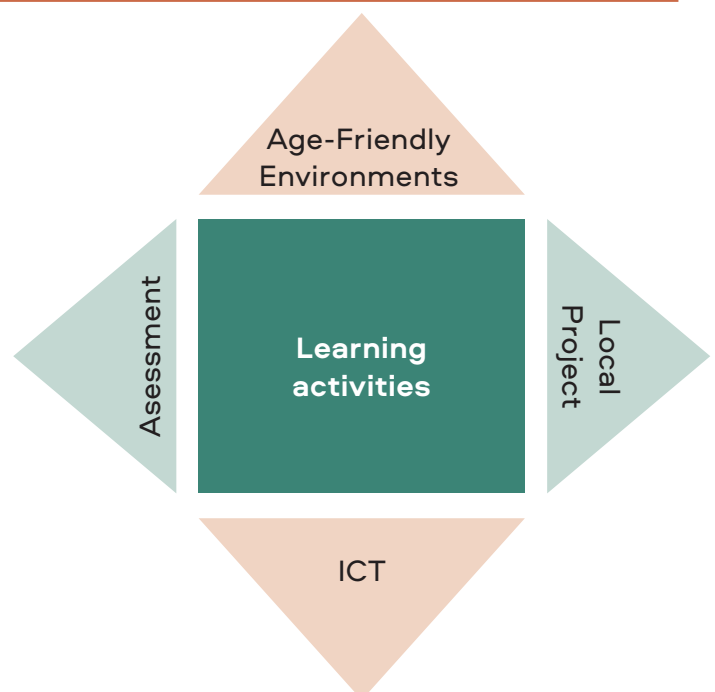


Fig. 3. Illustration of the Bridge the Gap! training concept

Assessment and Reflection

In non-formal training, the assessment should be as simple as possible.

This section describes the assessment and reflection activities used at the start and at the end of a Bridge the Gap! pilot training and also after separate training sessions.

Assessment and reflection are integral parts of the learning process. Several self-assessment and self-reflection activities were developed and used in the training to get a clear understanding of what the learners bring to and get from the learning experience. The analysis of assessment results was used to meet the diverse learners' needs and adapt the training to their level. In non-formal training, the assessment should be as simple as possible and allow for rapid scoring of results. Playful methods are highly recommended by many older people and trainers, who contributed their ideas and expertise to the development of this course.

- Prior knowledge the training can build on;
- How much individual support is needed;
- Level of the learner's self-confidence in his/her own abilities;
- Motivation to participate and gain new or improve the existing digital skills;
- Participants' learning pace.

It can also spark the learners' interest in what they will learn in the training workshops. In the Bridge the Gap! pilot training course the pre-assessment results were used to link the training to the learners' expectations and interests and to adapt the training accordingly by adding additional topics of interest to the entire group or individual participants.



Pre-assessment

Pre-assessment gives an overview of the learners' prior knowledge, experience, skill levels, and possible misconceptions, and help to target the training to individual learning needs of older persons. A Handbook of the Best Practices to Map Background-Learning Parameters developed in Erasmus+ project Improving Guidance and Counselling in Adult Learning, IGCAL (AFEdemy et al., 2021) contains useful tools to map adult learners' background learning parameters such as: recognition of prior learning, self-awareness as a learner, ability to make independent choices and evaluations, adult learners' self-esteem, self-respect, and self-efficacy, metacognitive skills, motivation, and social-economic background.

In terms of digital skills, the assessment of experience, confidence and motivation at the beginning of the training is crucial in order to establish:

Examples of Digital Skills Assessment Tools

Why to Learn and Improve Digital Skills?

The digital divide is measured with the effective use of technology, often driven by skills, perceived benefits and appropriate motivation. Older persons may have different motivation, but the general driving motifs are: perceived usefulness of the technology, ease of technology use, and social norm dependence. The tool presented below is seen as an instrument for the learners to better understand their motivation to gain digital skills, increase commitment to participation in the training and have a say in what they are taught. Based on the ratings of the statements, trainers can decide where to place the emphasis in the training: instrumentality, personal growth or socio-emotional needs of the learners.

Self-assessment of motivation

Objective	This exercise aims at evaluating participants' expectations and attitudes towards learning before the course. The same assessment can be made at the end of the course by changing the statements into the past tense to check whether participants' expectations were met.
Preparation	The trainer prints out several statements on paper (see below). Alternatively, statements can be written on a whiteboard or a flip-chart. 10 sets of five sticky dots with 1 to 5 written on them need to be prepared for each participant.
Implementation	The printed sheets are distributed to participants so that they can rate the statements individually by crossing out the number indicating the extent to which each statement applies to them. The trainer then calculates the points given for each statement and discusses the results with the group. Alternatively, the sticky dots are handed out to participants (each gets 10 sets of five sticky dots with 1 to 5 written on them). They are asked to place a dot with a corresponding number next to each statement. The total points given to each statement are calculated and the prevailing expectations are discussed.
Material(s) needed	<ul style="list-style-type: none"> • Flipchart/whiteboard • Pen to write on the chart/board • Sticky dots
Tips & Tricks for Trainers	The trainer explains that this exercise aims at adapting the training according to participants' expectations and needs.

There are many reasons for taking a course, and for learning and continuing education in general. What reasons are important to you personally?

You will now see different statements about learning. You can rate the statements from 1 to

5 indicating how much each statement applies to you: 1 = Does not apply to me at all, 2 = Does not apply to me, 3 = Neutral, 4 = Applies to me somewhat, and 5 = Applies to me completely. There is no right or wrong here.

1. I want to gain skills that will help me to cope with everyday tasks	1 2 3 4 5
2. I want to gain skills that will be useful to me in the future	1 2 3 4 5
3. I want to gain skills that are important for my (voluntary) work	1 2 3 4 5
4. Learning helps me fulfil myself and develop personally	1 2 3 4 5
5. Learning boosts my self-esteem	1 2 3 4 5
6. Learning brings new inspiration/stimulation to me	1 2 3 4 5
7. Learning distracts me from other problems	1 2 3 4 5
8. I can build social contacts and meet interesting people in the course	1 2 3 4 5
9. My friends/acquaintances attend the same course	1 2 3 4 5
10. I will meet the expectations of my social environment	1 2 3 4 5

Self-assessment of Digital Skills and Experience

The activity described below can be used both as an assessment and a learning method. The primary aim is to assess the learners' experience in using digital devices and related applications and to draw conclusions regarding the adapta-

tion of the training content. The secondary aim is to inform the participants, especially those with lower digital skills, about the variety of ICT uses and how beneficial they are to everyday life. The participants can, therefore, select which tools and applications they would like to master. The activity also sparks the participants' interest in what they are going to learn.

<p>Objectives</p>	<p>To determine the level of participants' knowledge in order to give individual support and establish what previous experiences further training can build on.</p>
<p>Preparation</p>	<p>According to the following list, ICT uses, devices and applications related to the use of ICT are written on cards in different colours and pinned on a pinboard (alternatively, it can be written or stuck on a flipchart or a black- or white board) (see image below):</p> <p>Devices Smartphone Computer/Laptop Tablet</p> <p>Communication Video conferencing (e.g., Skype, Zoom) E-Mail Messenger (WhatsApp) Social media networks (Facebook, twitter)</p> <p>Entertainment Online games or gaming apps Media libraries Online radio/music apps Video/TV on demand</p> <p>Information and knowledge Search engines Information about goods or services Wikipedia YouTube Online newspapers and magazines Online training Language learning apps</p> <p>Mobility Online timetable for trains and buses Route planning and navigation (e.g., Google Maps) Travel planning/booking</p> <p>Financial issues Online shopping Online banking</p>

	<p>Photography / Video Smartphone camera and gallery Create photo book Software to edit photos Photo apps (Snapchat, Instagram)</p> <p>Everyday organisation Calendar, address book, creating lists Word processing/spreadsheet software (MS Word, Excel) Digital public services (e.g., electronic tax return, doctor consultation)</p>
<p>Implementation</p>	<p>The sticky dots are handed out to participants (each gets a different colour); their quantity should at least match the number of applications on the board. The participants are asked to use sticky dots to mark the devices/applications they are already familiar with / have prior experience of using them.</p> <p>The trainer reads an explanation of each application aloud and asks the participants if there is any ambiguity about their meaning. Participants can also make suggestions for additional applications in case something is missing on the pinboard that they consider important. The trainer writes down these applications on the cards and pins them on the board.</p> <p>After everyone has marked the different items, the trainer summarises the results with the group and takes a picture of the results.</p> <p>Later, the trainer analyses the distribution of the sticky dots on the devices/ applications and summarises similarities and differences between the participants (topics they are particularly experienced with, the presence of participants with very diverse or very few experiences).</p>
<p>Material(s) needed</p>	<ul style="list-style-type: none"> ● Pinboard (flipchart or blackboard) ● Pen to write on the board or cards ● Cards in different colours ● 35 sticky dots per participant (one colour per participant, one sticky dot per device/application)
<p>Tips & Tricks for Trainers</p>	<p>The trainer shall explain the objective of this exercise and refer to the modular character of the training and how it can be adapted to individual needs and interests. The trainer shall make sure that everyone understands the meaning of the applications. It is important to communicate clearly that the participants don't need to see themselves as experts when using the applications. It is enough to be familiar with them and know what they are used for.</p> <p>It is important to create an atmosphere of trust by pointing out that it is perfectly fine to mark many applications or just a few.</p> <p>The activity is best to run in a smaller group. For bigger groups two assessment activities could be run simultaneously so that participants could swap places and do not have to wait to get to the board to place their sticky dots. It is also a good option for a bigger group to have a written list, the participants can self-assess their level of experience with digital tools.</p> <p>It should be ensured that the sticky dots are of sufficient size</p>

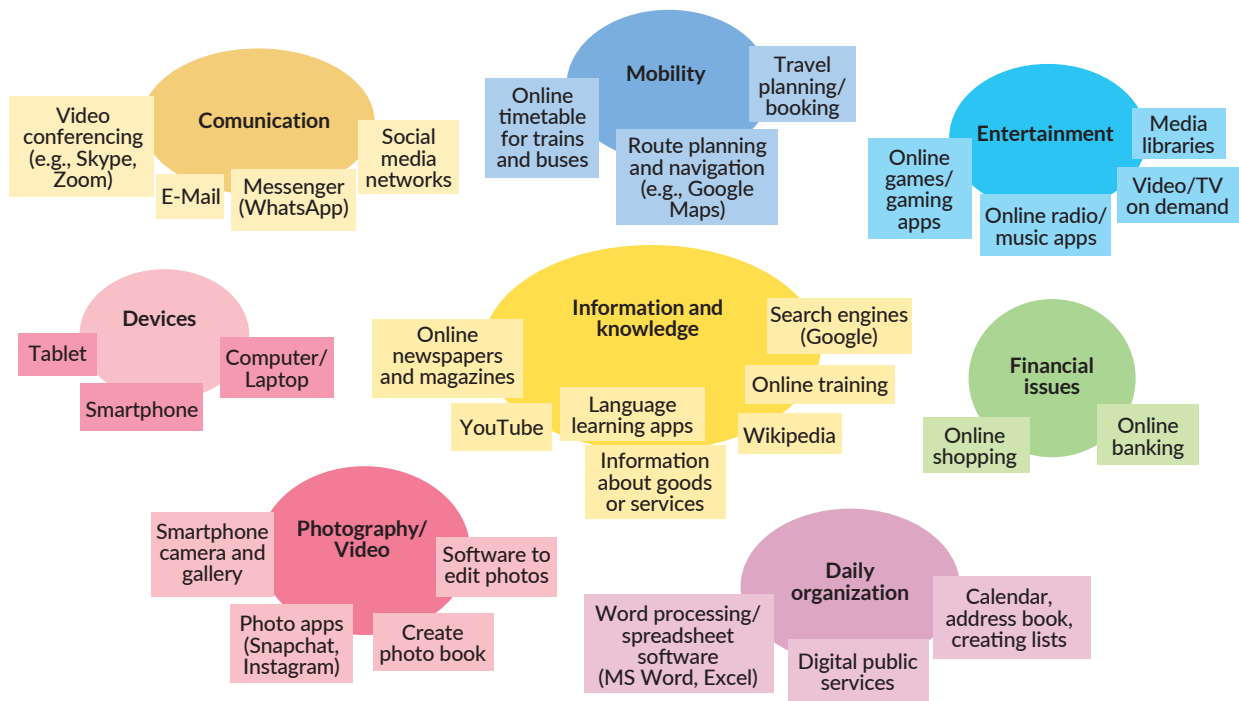


Fig. 4. ICT skills and experience assessment tool



The visual results from the training in Germany reveal that all participants use a smartphone, 80% are familiar with using a computer or laptop, writing emails, using search engines and taking pictures with their smartphone.

The self-assessment of how confident the participants are in using digital tools, applications and media are appropriate measures to get to know the learners and the expected group dynamics.

Self-Assessment of Skills/ Confidence

It is completely fine to feel insecure in using technical equipment or needing support.

Objectives	<p>Self-assessment of participants' confidence in using digital technologies in order to estimate how much support is needed in using digital tools. In addition to digital skills, this exercise can also be used to get information about the participants' awareness of the concept of age-friendly environments.</p> <p>The assessment can be used at the beginning and at the end of the training to evaluate the development and progress achieved during the course.</p>
Preparation	<p>The trainer prepares cards with the following statements:</p> <p><i>I don't need any assistance in using digital tools/I need a lot of assistance in using digital tools.</i></p> <p><i>Trying out new applications is very easy for me/Trying out new applications is very difficult for me.</i></p> <p><i>Using technical devices is very easy for me/Using technical devices is very difficult for me.</i></p> <p><i>I am familiar with the concept of age-friendly environments /I've never heard of age-friendly environments.</i></p> <p>The statements are pinned on the pinboard and form both ends of 3 continuums (on the left and right, connected with a line, see image).</p>
Implementation	<p>The sticky dots are handed out to participants (each participant receives 4 dots in the same colour). Participants are asked to place a dot on each scale and thus intuitively classify themselves between the extremities.</p> <p>Participants are also invited to write comments on cards/sticky notes and pin them to the pinboard. The trainer then discusses the results with the participants.</p>
Material(s) needed	<ul style="list-style-type: none"> ● Pinboard (alternatively flipchart or blackboard) ● Pen to write on the cards (or chart) ● Cards in different colours ● 4 sticky dots per participant (one colours per participant)
Tips & Tricks for Trainers	<p>The trainer shall explain that this exercise also aims at adapting the training to participants' needs in the best possible way. The trainer shall point out that it is completely fine to feel insecure in using technical equipment or needing support.</p> <p>It should be ensured that the sticky dots are of sufficient size.</p>

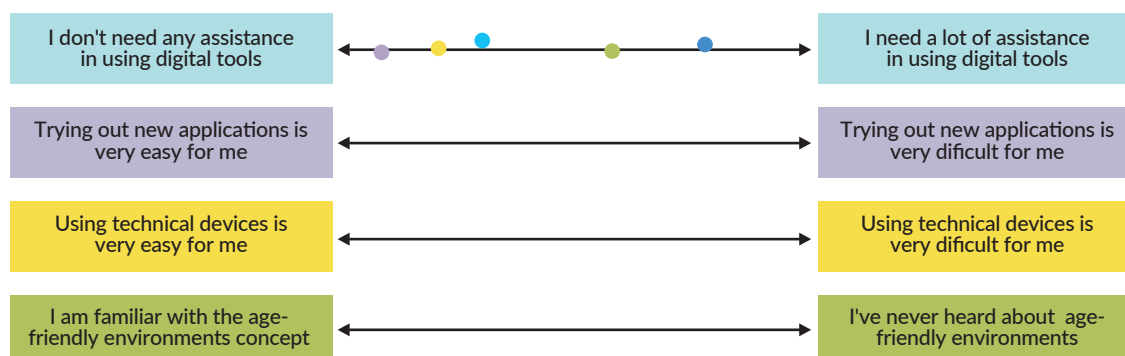
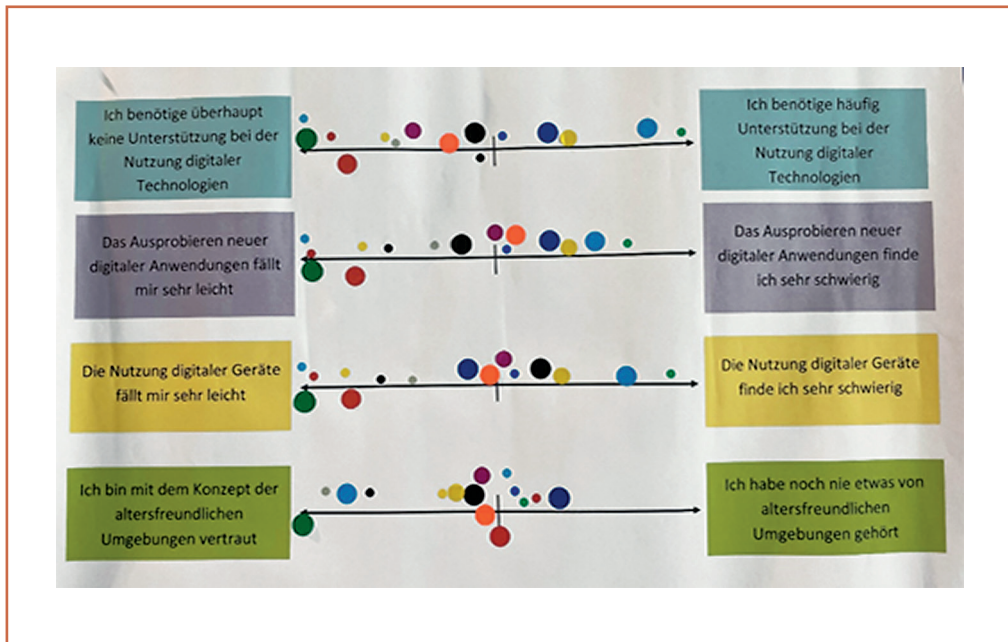


Fig. 5. Skills and confidence assessment tool



There are various myths and stereotypes regarding older people and ICT

There are various myths and stereotypes regarding older people and ICT. Older adults are very different and there are also many technology enthusiasts and those who find it very easy to use among them. However, older people are less likely to have an intuitive approach to new technology and are more likely to reject it than younger people. Practice and training with new

technology devices is a prerequisite for a positive attitude. It is important to get information about the participants' perceptions of digital devices and tools, in particular negative attitudes and fears, and deal with them during the training accordingly to generate more positive attitudes toward ICT use.



Attitude Towards ICT

Objective	This exercise aims at finding out participants' attitudes towards Information & Communication Technologies (ICT) at the beginning of the course. Based on the assessment of the statements, trainers can see whether positive or negative attitudes towards ICT learning prevail in the group. This exercise can be repeated at the end of the course to check whether the negative attitudes (if any) have changed.
Preparation	Statements are written on cards or directly on the whiteboard/flipchart. Two sets of sticky dots (red and green) are placed next to the board.
Implementation	Participants read the statements and then stick either a green dot (true for me) or a red dot (false for me) next to each statement. Finally, the dots are calculated and the group discusses the attitudes towards ICT learning.
Material(s) needed	<ul style="list-style-type: none"> • Flipchart/whiteboard • Pen to write on the chart/board • Sticky dots
Tips & Tricks for Trainers	The trainer analyses the groups of statements (anticipation of difficulties, fear of failure, stereotypical threat of ICTs, using ICTs for social-emotional needs or for instrumental needs) and takes into consideration participants' attitudes during the training.

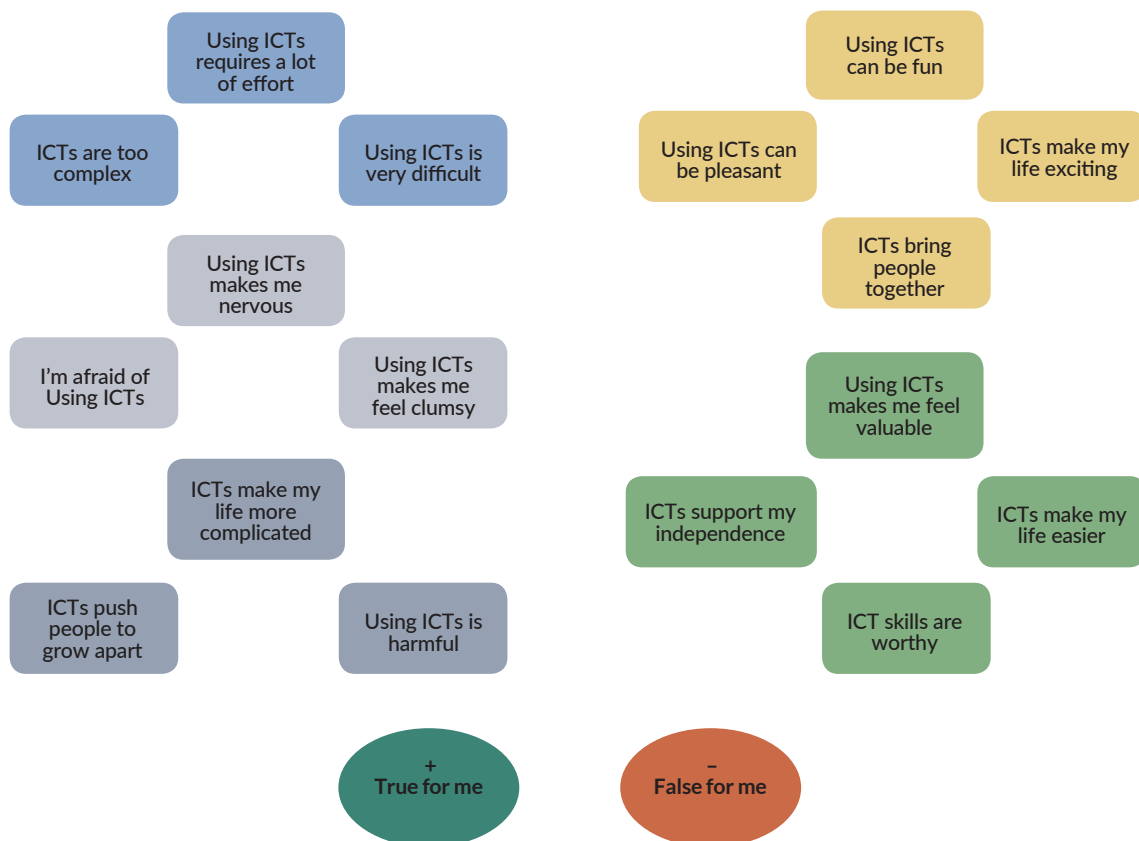


Fig. 6. Attitude assessment tool

Post-Assessment Activities

Post-assessment is important both for the learner and the trainer. For the learner, it gives the opportunity to reflect upon the topics of the workshop or entire course taken and shows a direction to move forward and where to focus the attention next. For the trainer, the post-assessment shows what was well communicated to the learners and what was not, the effectiveness of the training strategy and methods. Post assessment methods can be used in the form of

self-reflection at the end of the training course so that the participants' feedback and requirements can be considered and incorporated into future implementations and developments of the training.

The following post-assessment tools can be used selectively in Bridge the Gap! courses for the learners.

Self-Reflection for Individual Participants and/or Project Group

Objectives	A self-reflection exercise with four lead questions encourages participants to reflect upon the progress made so far, and the future steps and actions the group wants to take.
Preparation	The trainer prepares the lead questions on a flipchart, working sheets/ flipcharts with the lead questions and small sheets for main discussion points to hand out to each group/participant.
Implementation	<p>The groups discuss and reflect upon their progress and work for approx. 30 minutes. Afterwards the entire group comes together in the plenary and share their main discussion points focusing on planned future steps and actions.</p> <p>The four lead questions are (to be adapted to the context if trainers see it fit):</p> <p><i>What has happened so far and what is the status quo?</i></p> <p><i>What hurdles and barriers did you face and how did you tackle them?</i></p> <p><i>What are the next steps and actions you want to take?</i></p> <p><i>What are your wishes for the future of your learning / project?</i></p>
Material(s) needed	Flipchart with lead questions; Flipcharts and small sheets for each group.
Tips & Tricks for Trainers	This exercise can be carried out after each training session to guide the participants through their learning process. The learners may reflect on their progress individually and should be encouraged to communicate the specific problems they face in the learning to be dealt with individually.

Fishing Exercise

Objectives	This activity encourages participants to highlight and share the main issues that have come up during the training.
Preparation	Take two big sheets of paper and draw a pond with fish on one sheet and a fishing net on another sheet. Cut-out shapes of fish and/or other things that might be in a pond.
Implementation	<ol style="list-style-type: none"> 1. Ask participants to write down on the fish shapes the main benefits for them of attending the course. 2. Participants are invited to stick their fish on the fishing net. 3. Participants are then asked to write on some other shapes the things they haven't liked about the training, and that they will be happy to leave behind. Participants can stick these on the picture of the pond. 4. Feedback from participants is shared and discussed by the group.
Material(s) needed	A flipchart, two large sheets of paper, some cut-out shapes of fish and/or other things that might be in a pond.
Tips & Tricks for Trainers	Don't comment on the likes and dislikes that participants express.



Fig. 7. Participant's feedback tool "Fishing net"

Target Evaluation (Bullseye)

Objectives	<p>To obtain an overview of impressions, satisfaction and needs for improvement to encourage participants to evaluate the training in an intuitive and playful way.</p>
Preparation	<p>The bullseye (see picture as example) is drawn on the board or flipchart. Items to evaluate could be the facilitation of the training, the atmosphere during the discussions, methods that have been applied and content.</p>
Implementation	<p>Each participant receives four sticky dots. The trainer explains the bullseye method and briefly describes the meaning of the categories. Participants are asked to intuitively place a sticky dot for each category: The centre stands for "very satisfied" whereas the outer ring stands for "very dissatisfied". They can also write remarks on post-it notes attached to their respective categories. The results are analysed jointly with the participants and documented with a photo.</p>
Material(s) needed	<ul style="list-style-type: none"> ● Flipchart or pinboard ● Pens (to write on the board and sheets) ● Sticky dots (4 per participant) / post-it notes ● Post-its / small sheets of paper

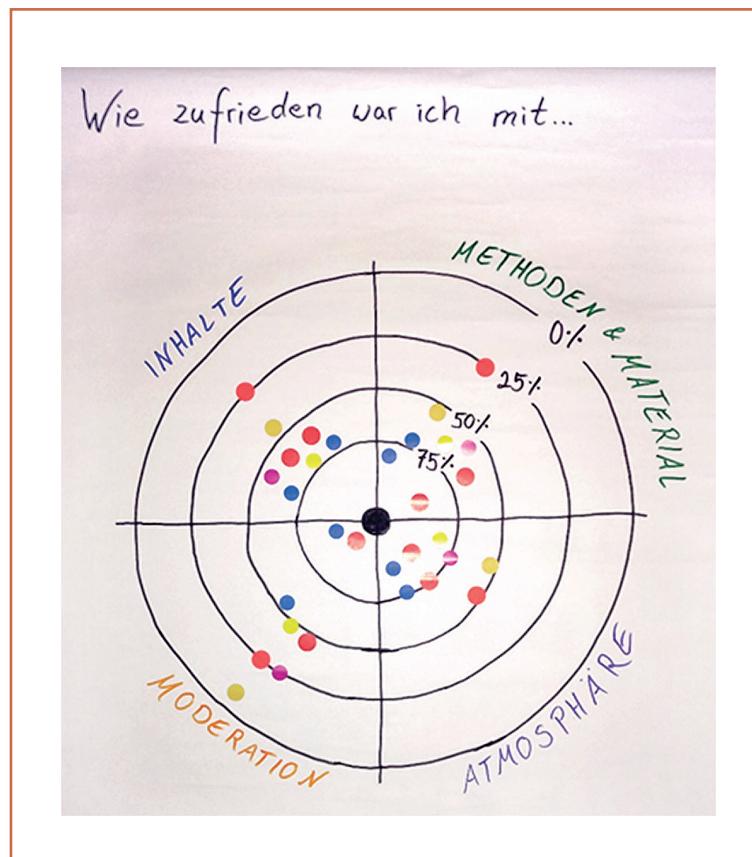


Fig. 8. Participant's feedback tool "Bull's eye"

The Flower

Objectives	<p>The flower evaluation method is a visualisation of the image that participants have after the training. It is the image of a flower. It can grow or wither. You can make a thousand flowers bloom; you have to take care of a flower; if you do not water and love it, it will die. A flower has to be planted in good soil. A number of flowers make a beautiful bouquet.</p>
Material(s) needed	<p>Flower visualisation.</p>
Implementation	<p>The trainer takes participants through this visualisation, and then asks them to relate the images to the training they have received. Examples of questions for reflection:</p> <p><i>Did you get enough nourishment?</i></p> <p><i>Did you get new insights?</i></p> <p><i>What aspects of the training helped most?</i></p> <p><i>How was the gardener/trainer?</i></p> <p><i>Was she/he helpful, inspiring?</i></p> <p><i>Do you have tips and suggestions?</i></p> <p><i>What will you do after the training with what you have learned?</i></p> <p>Participants write down their impressions and give tips and suggestions.</p> <p>Their opinions are shared in the group.</p>
Tips & Tricks for Trainers	<p>Optional: The trainer gives flowers or bouquets to participants as a way to say thank you.</p>

Evaluation Flower



- *Watering, who knows what will come!
- *Let it grow, I think about it...
- *Let it bloom, I'm in!
- *Let it wither, I cannot sustain this...
- *Let all the flowers bloom, a good idea...
- *Well, what do others think about this...
- *.....

Fig. 9 Evaluation tool “Flower”

Final Evaluation of the Training

Objectives	Individual self-reflection of the learning experience and outcomes of the training using the guiding questions.
Material(s) needed	Flipchart and small sheets of paper with lead questions.
Preparation	The trainer prepares the lead questions on the flipchart as well as small sheets to be handed out to each participant.
Implementation	<p>Participants reflect upon their participation and learning at the end of the Bridge the Gap! training series. Participants reflect individually on the questions for 15-20 minutes. Afterwards, participants meet again in plenary; everyone who wants to share some insights is invited to share them with the group. The trainer may put emphasis on specific aspects, e.g., most important learnings, or tips and tricks for other people who want to become truly involved.</p> <p>The lead questions:</p> <p><i>In your opinion, why is a training course like Bridge the Gap! important?</i></p> <p><i>What were the most important learning experiences you had during your participation in the course?</i></p> <p>If the participants contributed to age-friendly initiatives have been contributed or implemented own local projects have been:</p> <p><i>What were your contributions in the implementation of the initiative/project?</i></p> <p><i>What were the biggest problems that occurred? What solutions (if any) were found?</i></p> <p><i>What was most surprising regarding the work on the initiative/implementation of the project?</i></p> <p><i>What were the biggest successes in the implementation of the initiative/your local project?</i></p> <p><i>Do you have any tips and tricks for people who would also like to become truly involved in an age-friendly initiative in their neighbourhood?</i></p>
Tips & Tricks for Trainers	In addition to this self-reflection, the trainer should plan time for filling in the formal Feedback Form and ask the participants to evaluate the organisation of the training, the contents and methods used, the outcomes and their personal engagement. The template of the Feedback Form is included in Annex 1 .

At the end of the training course the participants were also asked to fill in the evaluation form (the Training Evaluation Template provided in Annex 1). The answers were grouped into three blocks, namely Organisation of the Training, Contents and Methods, and Outcomes and Engagement. As seen from the diagram below, the workshops delivered in Bridge the Gap! project countries received a high score of satisfaction.

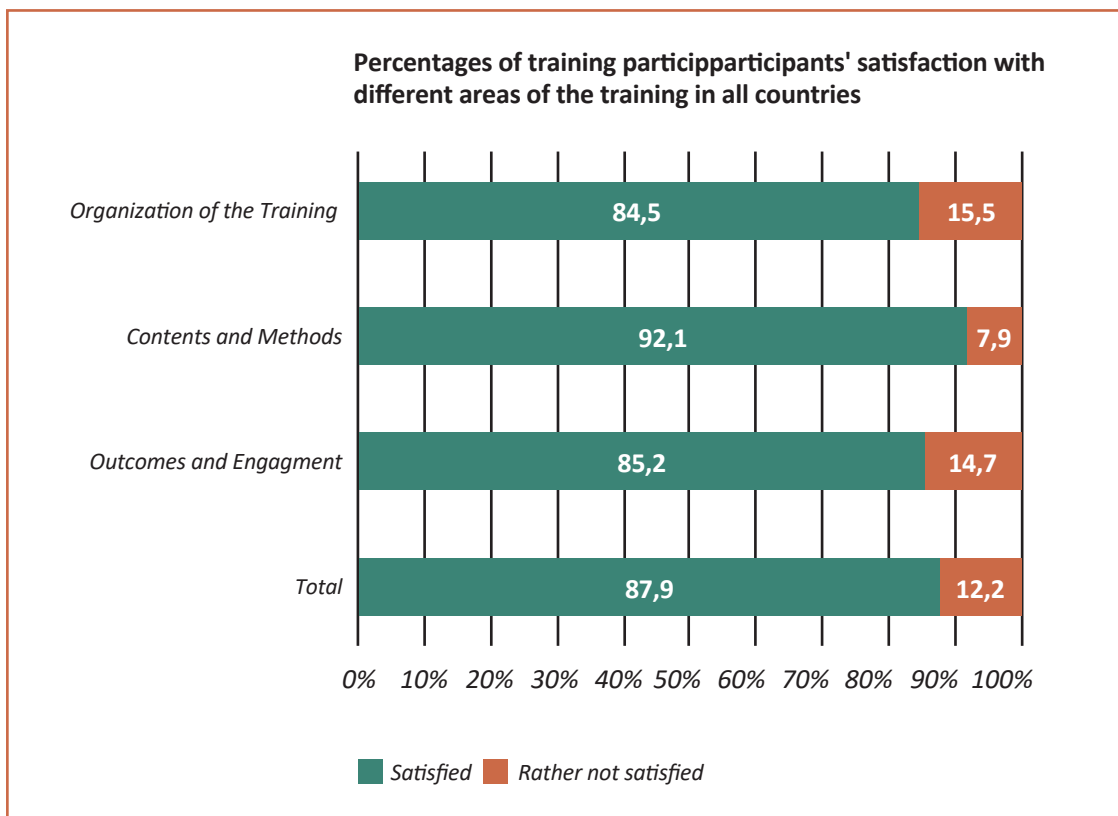


Fig. 10 Combined evaluation results from all project countries

Self-Reflection for Trainers

The Bridge the Gap! course is very flexible both in terms of content and delivery

Self-reflection is extremely important in adult education not only for the learners but for the trainers or facilitators as well. For the trainer reflection is a way of responding better to the learner's needs, getting new insights for improving facilitation skills basing on the learner's feedback and own experience. The Bridge the Gap! course is very flexible both in terms of content and delivery methods, and the trainer in such a course is a facilitator in the process of the participants becoming aware and acting, using the knowledge and skills learned together. Therefore, the trainers of a similar course are recommended to reflect on their facilitation practice and experience after each training session/workshop.

Guiding questions for trainers that support and guide a reflection process after a workshop/training session.

- How do I feel after the workshop?*
- What's in my mind? Do these thoughts and feelings have to do with the group and the training session that has just finished?*
- How would I describe my relationship with the group? Do I feel changes in the relationship and how has my role as a trainer been up until now?*
- Was there any interaction or particular atmosphere that aroused my attention?*
- What (new) topics came up that should be discussed further?*
- What topics caught special attention and what aroused special interest in the group?*
- Which methods worked well and which did not?*
- What tools/knowledge do I want to/need to delve deeper into these issues at the next meeting?*
- Where can I find expertise on a topic /issue?*
- How can I support group dynamics/counterbalance dynamics in a group?*

Age-Friendly Environments and Smart Healthy Age-Friendly Environments

Age-friendly environments foster participation and health during the life course, including older age.

This section introduces the concepts of Age-Friendly Environments (AFE) and Smart Healthy Age-Friendly Environments (SHAFE) along with the activities used in our pilot training to build awareness and knowledge of this important theme for older persons. Some learning activities used to teach these topics involve the use of digital devices and applications.

The concept of Age-Friendly Environments emerged from the World Health Organisation's (WHO) Age-friendly cities programme launched in 2007. Today over 1100 cities and communities have signed up with the WHO's Global Network of Age-friendly Cities and Communities (GNAFCC) to improve their physical and social environments and become better places for growing old. An age-friendly environment generally refers to a community in which ageing people are valued and respected. They are involved and

supported in both basic daily activities, such as moving around and shopping, and accessing and receiving all kinds of public and private services. WHO defines an age-friendly city or community as *“one in which policies, services, and structures related to the physical and social environment are designed to support and enable older people to age actively – that is, to live in security, enjoy good health, and continue to participate fully in society.”* (WHO, 2007)

According to Age-friendly Environments Programme, cities and communities should focus on eight main dimensions to achieve this goal: **the built environment; transport; housing; social participation; respect and social inclusion; civic participation and employment; communication and community support and health services.** These eight domains can be grouped into three clusters of supportive local environments: **physical environments, social environments and municipal services.** These environments foster participation and health during the life course, including older age.

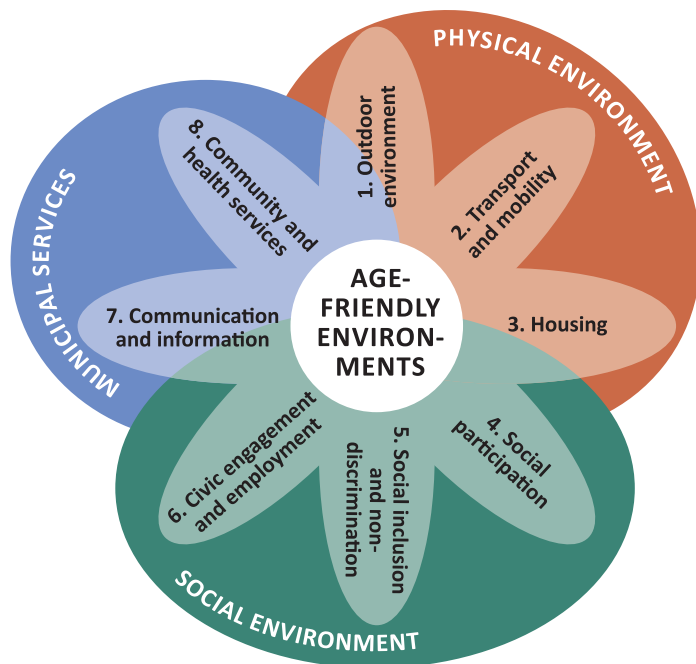


Fig. 11 WHO Europe: Age-friendly Environments Model. Eight domains for policy action

For more information on this topic please refer to the publications of several earlier Erasmus+ projects: **The Sensitisation Handbook for Stakeholders at Local Level** (Erasmus+ project *Mobility Scouts*, 2018), **The Compendium of Good Practices of Advocacy for Age-Friendly Environments**, **Age-friendly Environments Experience Handbook** (Erasmus+ project *AFE Activists*, 2020), as well as the Fact Sheet and Curriculum (hyperlink to be inserted) available on Bridge the Gap! project website under resources section.

Smart Healthy Age-Friendly Environments (for advanced level)

Healthy ageing, social inclusion and active participation can be achieved by better aligning Information and Communication Technologies (ICT) with healthcare and the built and social environments, i.e., create the so-called Smart Healthy Age-Friendly Environments (SHAFE). This alignment must focus on enhancing user-centred design of the major concept areas associated with People (e.g., citizenship, life-long learning, social interaction in relation to their functional abilities) and Places (such as houses, built environments, community spaces and outdoor facilities). In 2017, Carina Dantas (Portugal) and Willeke van Staalduinen (The Netherlands)

developed the SHAFE concept with the desire to implement SHAFE across Europe, nurturing happier and healthier people everywhere. This idea took shape and became a solid movement, currently a Stakeholders Network, with over 170 partner organisations and around 300 stakeholders (SHAFE, 2020).

For more information on this topic please refer to the [Compendium of good practices in the creation of smart, healthy and age-friendly environments](#) (HANDS-ON SHAFE, 2020), developed during the [Hands on SHAFE project](#) and in the [Curriculum](#) available on Bridge the Gap! project website under resources section.

Learning activities combining knowledge of Age Friendly Environments and digital skills

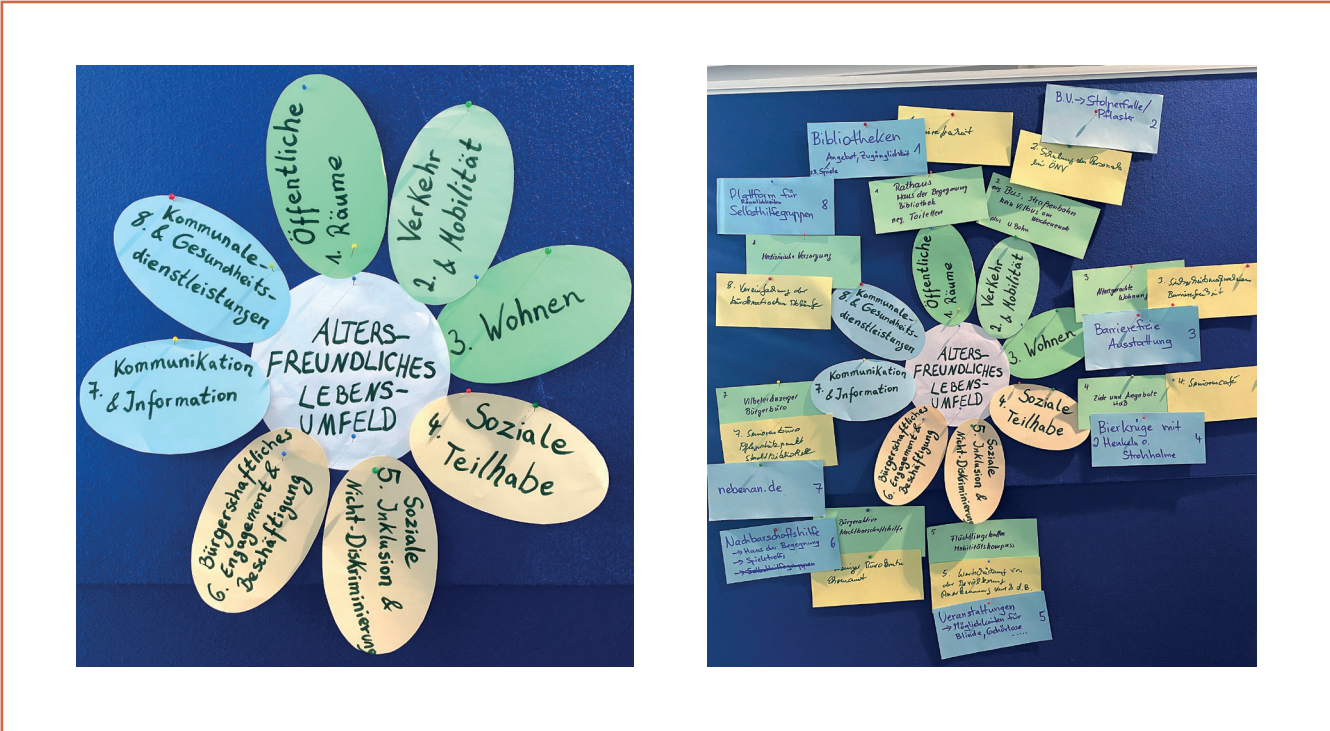
The learning activities described below illustrate a wide variety of ways to acquaint the learners with the topic. For the groups that are not familiar with the concept yet, a good starting

point is the introduction of the eight domains of age-friendly environments using the activity described below.

The Eight Domains of Age-friendly Environments

Objectives	Introduce the concept of age-friendly environments and deepen the knowledge of the AFE domains
Preparation	The AFE flower is pinned to the pin board (alternatively painted on a board), printed handouts with the list of domains are prepared.
Implementation	<p>If participants are not yet familiar with the AFE concept, it should be introduced at the beginning. The AFE domains are explained and visible to all participants in the shape of a flower.</p> <p>Each participant receives 8 rectangular cards (one card per domain) and a handout with a list of AFE domains. They are asked to find an example for each of the domains:</p> <p><i>Where can you find the domains in your social or physical environment?</i></p> <p><i>What comes to your mind spontaneously?</i></p> <p><i>These can be positive aspects, but also hurdles or suggestions on what should be improved or provided.</i></p> <p><i>Find an example for each domain and write it on the respective cards.</i></p>

	Each participant or one person of each the group (in the case of group work) presents the results in the plenary and pins (or writes) the examples next to the flower.
Reflection	The trainer summarizes the results.
Material(s) needed	Pin wall, cards (1 round, 8 oval, 8 rectangular per group), pens, handouts Alternatively, a flipchart, a blackboard, a smartboard
Tips & Tricks for Trainers	Group work (3-5 participants) can be used in bigger groups. The trainer should go to each learner or group of learners and ask if there are any questions about the task. The task can also be narrowed (e.g., only certain domains, the most relevant to the participants and desirable improvements therein can be analysed). The participants can be also asked to think about digital applications from which people in each AFE dimension can benefit. The handouts can also include a description of the AFE concept.
Source	The AFE flower can be found in: World Health Organization (2018): Age-friendly environments in Europe: Indicators, monitoring and assessments: https://apps.who.int/iris/rest/bitstreams/1302979/retrieve



Good practice examples can be used to help the participants to better understand the concept of age-friendly environments.

Discover Age-Friendly Initiatives with the Jigsaw Strategy

Objectives	Provide an insight into ICT supported age-friendly initiatives that have been implemented in other countries or regions to stimulate peer-to-peer learning and inspire learners to develop ideas on what can be applied in their own context.
Preparation	Prepare information sheets (one example per sheet for each group) describing a good practice.
Implementation	The participants are divided into “expert groups” of 3-4 persons. Every group member gets the information sheet about one of the initiatives, reads it and discusses with the other group members. After the first exchange round, the participants are divided into new groups, containing one person from each former group, if feasible. The participants exchange information about the projects analysed in the previous groups and discuss them.
Reflection	The aspects that the participants think are most interesting from the respective projects are written on a flipchart and jointly discussed. During the discussion, the participants can also bring forward their own ideas how to improve their neighbourhood.
Homework	Make a list of age-friendly environment initiatives that can be implemented in your neighbourhood/town using digital tools.
Material(s) needed	Information sheets, flipcharts, pens and markers
Tips & Tricks for Trainers	Use the activity to stimulate peer-to-peer learning, team work and mutual support
Source	Jigsaw (STRATEGIES, 2022) https://strategiesforspecialinterventions.weebly.com/jigsaw1.html Some good practice examples are available from: Bridge the Gap! Fact Sheet Bridge the Gap! Training Concept and Curriculum Hands on SHAFE Compendium Compendium of Good Practices of Advocacy in Age-Friendly Environments

The domains of age-friendly environments can be analysed in general in one session or dealt with in detail, giving the focus on one AFE domain in each training unit, so that the participants gradually work on the respective AFE topics in more depth along with mastering the digital tools. The following activity can be used to learn more about the selected domain using the internet search.

Look for Information about Age-Friendly Environments on the Internet

Let them do the work themselves

Objectives	Deepen knowledge about age-friendly environments using an internet and the speak and listen functionality
Preparation	<p>Prepare the handouts and/or materials to demonstrate on the screen how to search for content on the Internet using keywords, punctuation, etc.</p> <p>Prepare the handouts and/or materials to demonstrate how to use voice commands for the internet search instead of typing.</p> <p>Prepare the list of eight age-friendly environment domains.</p>
Implementation	<ol style="list-style-type: none"> 1. Initiate the discussion with the participants about the domain relevant to them. Ask them to look for more information on their devices for 10 minutes. After the individual search the participants present the results they found. Write down the keywords of the search results on the board / flip chart. 2. Initiate a discussion about the challenges that may occur for older people in that domain. Consider the aspects of being rich or poor, well or lower educated, living in a rural or an urban area. Ask the participants to look on the internet to see what can be done to solve these challenges. After the individual search the participants present the results they found. Write down the keywords of the search results on the board / flip chart. 3. Discuss the participants' experience using the search engine and what they have learned about the topic and about using the search engine.
Material(s) needed	<p>Own device, such as smartphone, tablet, laptop (using mobile internet or free/guest wi-fi access provided).</p> <p>Data projector with a computer connected to the Internet, screen, flipchart.</p>
Tips & Tricks for Trainers	<ul style="list-style-type: none"> • Keep your hands behind your back to ensure that the participants do the work for themselves without you touching their devices. Let them do the work themselves. • Answer questions that occur during the search, such as explain what cookies are and how you can accept or reject them, what the cloud is, portals are, etc. • Sometimes the trainer cannot answer the learner's question immediately (e.g. solving issues with the learner's device) because the trainer is not an IT expert. In such cases the trainer should together with the learner look for the answer on the Internet. • The learners who are not able to type because of illiteracy or tactile limitations are taught to use the microphone functionality on the device or app and listen to the answers instead of reading.

The activity described below can be used as a homework assignment for the groups with advanced digital skills or done during the workshop along with teaching the learners how to take photos with a smart phone.

My Neighbourhood through the Lens of Age-Friendly Cities - Let's Discover!

Objectives	Encourage participants to re-discover their neighbourhood taking photos of available or missing features of age-friendliness.
Preparation	Prepare handouts and/or materials to demonstrate on the screen how to take pictures using a smartphone / tablet, share and upload them (for groups with low level of digital literacy). Prepare a folder, e.g., in OneDrive, for sharing pictures in advance.
Implementation	Invite the group to go out and take pictures of examples of “age-friendliness” in the neighbourhood. These can be examples of good practices and/or features that are (still) missing, e.g., availability of benches, public toilets, high or flattened curbs, etc. The group leaves the training room and spends 30 minutes outside walking around the neighbourhood and taking pictures (3–5 examples). Upon return to the training room practise sharing the photos using the applications for smart phones. View the photos on the screen and discuss the examples captured by the participants in the group. Lead questions for discussion: <i>What domain is represented?</i> <i>Is it a good practice or a missing feature?</i> <i>What can be done to improve the missing feature?</i>
Material(s) needed	Smartphone and/or tablet (using mobile internet or free/guest wi-fi access provided), data projector with computer connected to the Internet, screen.
Tips & Tricks for Trainers	The topics that are of particular interest to the learners can be further explored in follow-up training sessions. This activity can be done during the workshop or used as a home assignment. In that case the pictures taken by the participants are discussed in the next workshop.

Developing Age-Friendly Environment Initiatives

Older people can benefit most if they themselves get actively involved in changing their neighbourhood according to their needs and preferences.

When the learners better understand the age-friendly environment concept, they can start concentrating on the areas that are most

important to them individually or as a group. Older people can benefit most if they themselves get actively involved in changing their neighbourhood according to their needs and preferences. The learning activities described below support the learners to develop and carry out age-friendly neighbourhood initiatives with the help of digital tools.

How am I doing? What is important to me?

Objectives	Support the learners' reflection to get a broad view as to what participants find important in their lives and in their environment and what they want to do to make changes.
Preparation	Prepare a board, poster or slide with the domains of age-friendly neighbourhood.
Implementation	<ol style="list-style-type: none"> 1. Discuss with participants the domains of age-friendly neighbourhood using the scheme provided below. Look up information on the internet or, for example, YouTube (by themselves and together). 2. Each participant then writes down on a green post-it the domain in which things are going well in his/her neighbourhood, on a yellow post-it the domain in which domain s/he would like to improve. 3. Stick the post-it notes on the poster to the relevant domains. 4. Look for common areas of interest that participants would like to work further on during the training. 5. Hold a follow-up discussion.
Material(s) needed	<ul style="list-style-type: none"> • Data projector with a computer connected to the internet. • Board, poster or slide with the domains of age-friendly neighbourhood. • Yellow and green post-its • Pens • Own devices (using mobile internet or provision of free/guest wi-fi access)
Tips & Tricks for Trainers	Assign homework to find out more by using digital tools.

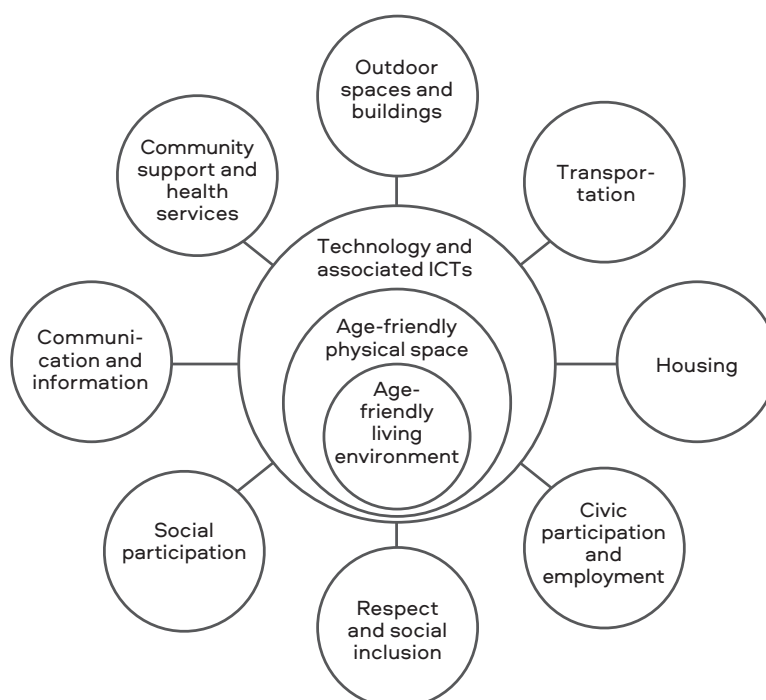


Fig. 12. Illustration of AFE reflection tool

Communicating Digitally with your Municipality

Objectives	Make learners familiar with the website of their municipality for the actions they want to work on.
Preparation	Prepare a case study and practise it beforehand.
Implementation	<p>The trainer opens the website of a municipality, looks something up (at the learners' suggestion) and shows (demonstrates) the structure of the website.</p> <p>Each learner searches for something on the municipality's website with his/her own device that fits with the previously identified case study or theme s/he is working on during the training. This could entail looking for information or activities, responding to a zoning plan, giving input, registering for an information event, registering for the collection of bulky waste, etc. Learners help each other working in pairs. The trainer walks around and helps, if necessary.</p>
Material(s) needed	<ul style="list-style-type: none"> • Data projector with computer connected to the internet. • Own devices • Mobile internet or provision of free/guest wi-fi access).
Tips & Tricks for Trainers	<p>Discussion using the lead questions:</p> <p><i>Was it easy or difficult to search? - Was it applied successfully?</i></p> <p><i>Where did you get stuck?</i></p> <p><i>Do you have any tips for the municipality that can help it improve its services and activities?</i></p> <p><i>How will you report these tips digitally?</i></p>

Collecting Neighbourhood Voices

Objectives	Encourage the participants to collect experiences and ideas of other (older) residents in their neighbourhood.
Preparation	Prepare handouts and/or materials to demonstrate on the screen how to make an audio recording using a smart phone.
Implementation	<ul style="list-style-type: none"> • Ask the participants to think of age-friendly features important to them and prepare to talk about them. • Divide the group in pairs and ask them to make a voice recording. • The pairs find a place in the training room or go outside and interview each other about the chosen topic. • After each pair has taken 1-2 audios, the entire group reconvenes after approx. 20 minutes to share their experiences.
Homework	Participants are asked to interview 1–3 residents/neighbours with a voice recording device (e.g., smartphone, tablet or voice recorder). Their experiences and findings are discussed with the group at the next workshop. The interview may start with the question: "If there is one thing you can change in your neighbourhood, what would it be?"

Material(s) needed

- Data projector with computer connected to the internet.
- Own devices
- Mobile internet or provision of free/guest wi-fi access).

60-Plus Check: How Age-Friendly is your Neighbourhood?

Objectives	To check and assess age-friendly features (e.g. availability of public seating and condition of pavements) together with older adults and city officials in a neighbourhood or a specific area in town.
Preparation	<ol style="list-style-type: none">1. Identify the area and age-friendly features to be checked.2. Prepare a check-list to be filled in during the walk.3. Plan the time for the actual activity.4. Plan the dissemination activities if the walk will be open to the public.
Implementation	<p>In order to document age-friendly features and areas for improvement, the participants are invited to a group walk in the selected district / neighbourhood. During the walk they have to fill out a check-list and also take pictures with smartphones and/or tablets</p> <p>Once a date and an area for the walk are set, the activity can be organised for the group of older learners exclusively or open to the public and e.g., advertised in the local newspaper.</p> <p>After the walk all filled out check-lists are collected and the findings, illustrated by photos, are summarized by the participants in a short report.</p> <p>The findings and ideas for improvement can be further discussed at the next meeting and/or can be sent to stakeholders. Lead questions for reflection:</p> <p><i>How do you assess the age-friendliness of the area after the walk?</i></p> <p><i>How can you/the group communicate to local authorities and follow-up on ideas for improvement?</i></p>
Material(s) needed	<ul style="list-style-type: none">• (Printed) questionnaires or checklists• Pencils and clipboards• Tablets (if available)
Tips & Tricks for Trainers	<p>For inspiration and examples of “age-friendly” checklists, check out: https://www.who.int/ageing/publications/Age_friendly_cities_check-list.pdf.</p> <p>A short article in the local newspaper can help to advertise the event and report from the findings afterwards.</p>
Source	(Available in German only: https://mobilitäts-scouts.at/?p=2354)

The aim of the activity below is to identify useful tools and facilitate the participants in developing the concept for their project.

Local AFE Projects: Concept and Structure

Objectives	Engage the participants in planning their local projects and developing a concept for their projects and how they want to implement it. It further aims to plan the future learning units about digital tools.
Preparation	Have the worksheet Concept Development printed in a format that allows comfortable working (DIN A3).
Implementation	<p>Participants are handed out a working sheet with questions they have to discuss (see Annex 1 for the template), and develop an initial concept in small groups brainstorming on the ideas on what is to be achieved and how. Afterwards, the concepts are briefly presented and discussed in a plenary. As homework, participants further develop their concepts in their work groups and elaborate a structure. They can add their notes to a hard-copy or digital version of the worksheet.</p> <p>The trainer sets a date by which each group has to tell her/him the digital tools they want to use and what they need to use them (hardware, software, knowledge). The trainer prepares the content of the following training session accordingly, checking if the necessary hardware and software can be provided.</p>
Material(s) needed	Worksheet Concept Development (template provided in Annex 1), printed versions and digital file)

If the participants implement their own projects, they should be supported in using digital tools that facilitate their projects. Learning units on specific digital applications can be planned for future training sessions according to learners' wishes and needs. To find out what learners would like to learn and to provide inspiration for the use of digital tools, learners can complete the following worksheet.

List of Digital Tools

	Please tick which digital tools you consider helpful in the implementation of your project.	How can the tool support you?	What would you like to learn?
	Search engines (Google, Ecosia)		
	Emails		
	Social media networks		
	Messenger (WhatsApp)		
	MS Word		
	MS Publisher		
	MS PowerPoint		
	MS Excel		
	Prezi Present (moving presentations)		
	Video conferencing		
	Digital camera		
	Online survey software		
	Photo editing software		

Additional exercises to support digital skills

The digital tools, such as devices and applications used in the training depend on the level of participants' digital literacy as well as on their needs and interests. The groups of learners participating in the testing phase of the Bridge the Gap! Project were very diverse and the prior experiences varied from making calls with a smart phone to using Microsoft Publisher or Blog writing or holding online meetings (via Zoom) Mobile internet (or wi-fi with guest access) was often used in the training sessions, in particular to look for information on Google. The learners received information with a detailed explanation of the browser, cookies, QR codes, Cloud, internet providers, and the big tech companies, such

as Apple, Microsoft, Meta and Google. Social media and messaging were introduced in different ways in the workshops, WhatsApp, LinkedIn, Facebook and Twitter being the most frequently used media. The learners were taught how to take pictures using a smart phone or tablet, categorize them using Google photos, and share them.

In some countries the participants also paid visits to technology demonstration places, such as iZi Home in the Hague, home electronics store and Virtual reality Studio in Kaunas.

A few examples of learning activities related to digital tools and technologies are presented below.

Reducing Fears of Using Digital Tools

Objectives	Build confidence in using digital tools and minimise technology fears through sharing thoughts and feelings
Preparation	Prepare some slides illustrating the results of pre-assessment exercises "Self-assessment of ICT skills/confidence" and "Attitude towards ICT".
Implementation	<p>Explain to the participants that it takes time to become comfortable with digital devices and technologies. Talking with others about the topics that lead to insecurities, among older people in particular, can help to clear up misunderstandings and contribute to confidence-building. Through exchange, participants learn that other people have the similar insecurities and difficulties when using digital tools.</p> <p>The participants are divided into small groups of four persons. Each group should have a facilitator.</p> <p>In the small groups, participants talk in turn about the difficulties they have faced in using digital devices and applications or what they would like to know more about. After the first participant has spoken about his or her experience, the facilitator responds to what has been said. It should be noted that the person who has spoken is not lectured to, but listened to and shown understanding. Afterwards, short explanations can be given on certain aspects. Then it is the next person's turn.</p>
Tips & Tricks for Trainers	<p>If there are several working groups, it is advisable to present the group's topics in the plenary afterwards without going into detail about the respective person.</p> <p>Experiencing that other people have similar problems is the focus here. It is less about problem-solving strategies and quick solutions. The topics can be deepened in the course of the trainings.</p>

Source	<p>For larger groups (more than ten participants), the common topics can be prepared (e.g., “the use of searching engines”, “the use of a smart-phone camera”, etc.)</p> <p>The discussion can be introduced with an exercise where participants are asked to complete a statement on a piece of paper or a card, e.g. “Have you heard that...”? “My friend told me...”, “It happened to me recently...”.</p>
	<p>The original description of the method (in German) is available in the Methods Kit developed by the NGO Forum Seniorenarbeit</p>

Practise with Social Media and Emojis

Objectives	<p>To get to know each other, encourage cheerfulness in the group and conscious use of social media and emojis, use skills.</p>
Preparation	<p>Prepare a few slides with emojis to be shown on the screen about communication in the digital age</p>
Implementation	<p>Most of our communication are nonverbal cues. Emojis are used in communication to promote interaction, helping to clarify the tone of the written text. They are the substitute for gestures, tone of voice, and facial expressions. This helps prevent the receiver of your message from negatively interpreting it. However, they should be reserved for non-formal and personal communications while in formal correspondence they should be used with caution.</p> <p>Start a messenger or social media app and show how to find emojis on a smartphone, tablet and computer (Windows button + point).</p> <p>Exercise a): Let the learners guess the meaning of some emojis (10 minutes), examples from Pinterest.</p> <p>Exercise b): In pairs, the learners have a 10-minute conversation about who they are and what neighbourhood they live in. Each learner then writes down the emojis that describe what they felt during the conversation.</p> <p>Exercise c): The same pairs have a chat online (e.g., WhatsApp or Messenger) and use as many emojis as possible.</p> <p>Discussion: What differences have you noticed? What should you pay attention to when using emojis? When are they appropriate to use and when not? Discuss about formal, informal, safe and familiar communication.</p>
Homework	<p>Talk with others (your neighbours for example) about the use of community apps, such as WhatsApp groups or Next-door. What do they think about it? Is it wise to be connected? What could you do with them?</p>
Material(s) needed	<p>Smart phone, tablet, laptop.</p>
Sources	<p>Images of emojis and explanation of their meaning can be found in the following websites: https://www.makeuseof.com/tag/emoji-english-dictionary-emoji-faces-meaning-explained/; https://www.scienceofpeople.com/emojis/; https://emojipedia.org/</p>

Technology Detective

Objectives	The aim of this home assignment is to make participants aware of various innovative technologies already used in their environment.
Preparation	Prepare some examples of technologies in private and public environments. Compendium of good practices in the creation of smart, healthy and age-friendly environments and in the Bridge the Gap! Training Concept and Curriculum can be used as resources.
Implementation	Participants have already been taught how to use their smart phone cameras and how to process photos. The trainer gives examples and explains technology devices used in public spaces and at home (Smart Healthy Age-friendly Environment). Participants are given a home assignment that involves taking photos of innovative technologies they can see in the city, at their children's homes, in public places, in their own or their friends' homes. They have to put these photos in a separate album to share in the class. In the next session, participants share their photos and allocate technologies they have photographed to a specific group by functionality.
Material(s) needed	Smartphone or Tablet, digital camera, data projector and computer connected to the Internet, screen to show the photos.
Tips & Tricks for Trainers	The needs of older people in terms of smart technologies and the availability and affordability of smart technologies can all be analysed during the group discussion.



Examples of Local Initiatives Developed in the Curriculum Testing Phase

Not every group of learners is capable of working towards a specific initiative that can be realised in practice

It should be noted that not every group of learners is capable of working towards a specific initiative that can be realised in practice. It depends on many factors, such as the level of skills, the group composition and dynamics, the time and resources that the group can invest, the motivation and the commitment of the participants to involve in change making, and even the attitudes of the city or district administration towards grass-roots initiatives.

The original concept of focusing the training on the development of local projects proved to be only partially feasible in the countries involved.

The following aspects turned out to be obstacles:

- The limited time frame in which the projects can actually be implemented.
- A low level of interest in the implementation of local projects on the part of the training participants.
- The low-threshold learning approach and the general openness of the training course with the focus on the participants' needs meant that it was difficult to organise the group towards initiating their own project.

The testing phase showed that concrete local projects were planned in detail and/or realised by already established groups, the participants of which had previous experience of working together (Mobility Scouts in Vienna, members of Neighbourhood Association and the Seniors' Council in Bad Vilbel), or were invited to make their input to an already existing initiative (collaboration with Šančiai Community initiative Genius Loci in Kaunas). The trained and informed older persons can also support the organisations, institutions or local authorities in implementing actions beneficial for older persons or setting priorities for the social poli-

cies. For instance, the report on the findings of the neighbourhood walk organised by a group of Mobility Scouts in the Hietzing district in Vienna was delivered to and discussed with the city officials. The city took action and introduced some improvements without delay. In Rome, an information desk was set up to inform about the unexpressed rights of older citizens in response to their concerns. The implementation of Bridge the Gap! training course was coordinated with Social Policies Counsellor in Municipality II in Rome.

The following projects were planned and/or realised as part of the training in partner countries:

A Neighbourhood Walk 60-Plus Check: How Age-Friendly is your Neighbourhood? (Vienna, Austria)

A group of older adults and city officials joined a neighbourhood walk through the 13th district in Vienna. On the 6th of October 2021—the beginning of the international month of seniors – a group of older adults in Vienna organised a neighbourhood walk. The aim of the event was for older adults and city officials to check age-friendly features (including public seating areas and the condition of pavements) together with older adults and city officials. In order to document age-friendly fea-



tures and areas for improvement the participants filled out a questionnaire as well as took pictures with smartphones and tablets. During the event, which lasted for one and a half hour, 13 participants walked through an area of the 13th district, got to know other residents, and got in touch with and discussed their ideas directly with city officials. All ideas and opinions were summarized in order to discuss them with city officials aiming to improve the age-friendliness of the area. One immediate result from the event is the increased signage for public toilets which are available in the area.

For more information and documentation of the event (available in German only) please see: <https://mobilitaets-scouts.at/?p=2354>



Activists go Blogging! (Vienna, Austria)

A group of older adults has been active in creating a more age-friendly living environment in Vienna since 2018. In 2020, despite the COVID-19 pandemic, the group still wanted to actively advocate for their ideas and needs and decided to explore digital paths and new ways of advocacy. In a co-creation process, the group started to jointly run a WordPress website and blog to draw attention to their projects and reach a wider audience. During the Bridge the Gap! project the group was further supported. Participants acquired new digital skills (WordPress, Uploading Pictures, features supporting writing Blog Posts in Microsoft Word, etc.). Over the course of the project, regular online meetings were organised to enable the exchange of experiences

among the participants, learn from expert inputs, discuss further developments of the project and foster peer-to-peer learning.

Link to the blog (available in German only) https://xn--mobilitts-scouts-1nb.at/?page_id=41

Expansion of the smartphone consultation hour of the Neighbourhood Association

Ten participants worked together in a project group on the expansion of offers to promote digital competences amongst older people and planned in several project group meetings, among other things, the expansion of the smartphone consultation hour of the Neighbourhood Association, which will be offered in different neighbourhoods in the future and thus be more accessible for many people. The knowledge about digital tools acquired in the workshops helped to create an information flyer that informs about the offers people can get information and support regarding ICT. To this end, the content of the training course delivered by the German partner was expanded with the following topics: Microsoft Publisher application, picture and image data bases, Snip & Sketch tool as well as Paint.NET image and photo editing software.

The following tasks were carried out:





Input to Šančiai Community Memory Map (Kaunas, Lithuania)

Šančiai Community in Kaunas is developing the Genius Loci initiative, which aims to involve local community and urban planning experts into collaborative creation of the urban vision of Šančiai district. A virtual community space was created with the aim to increase the number of users of digital tools to promote public participation in civic activities. Among various advanced methods used in the process, there is a digital Memory Map of the district, which is developed by the present or former residents of the district and acts as a platform for sharing memories. The participants of the Bridge the Gap! training course were invited to give their input. During the training course they learned to make photos and videos using the smartphone, to write their story using MS Word, to upload the story and photos/videos onto the map following the instructions provided. The uploaded material had to be confirmed by the map administrator (she was contacted by phone) and finally the participants checked how their stories appeared on the Memory Map in reality. Four stories have been uploaded so far and the activity is still ongoing.

- Clarified availability of consultants (who run the offer).
- Cooperation with residential homes (to find locations for the offer).
- Survey among people living in residential homes (carried out in face-to-face interviews by one participant to find out about their needs regarding support with ICT and to find out if they would also like to join the offer).
- Planning of additional contents (e.g., purchase advice regarding digital devices) and written materials to be handed out during the consultation hours.

In addition, the following tasks were carried out to expand other offers or to inform citizens about the existing offers:

- Development of a leaflet (DIN A5) with inputs from all participants.
- Discussion and planning of promotion activities to spread knowledge about exiting offers (press releases, dates in central web calendar, distribution of leaflets).
- Planning the expansion of computer/smartphone courses (finding a trainer).
- Planning to apply for a regional project called "Di@-Lotsen" (promoting voluntary guidance for older people, including training offers for volunteers and a fund for technical equipment).

The planned activities will continue in the future.



Unexpressed rights of older citizens (Rome, Italy)

Unexpressed rights are legally safeguarded rights about which citizens are not necessarily aware. For example, older citizens, in particular with disabilities, do not take advantage of their rights to pensions and specific benefits because they are unaware about them. The proposal of setting up an information desk to inform about older persons' unexpressed rights met with great interest and it was agreed to start it in Municipality II with the following characteristics:

Time: 2 hours, twice a week, opening of an information & support desk to inform the elderly citizens about their unexpressed rights, specifically those related to pension benefits and support them in the bureaucratic procedures to have them recognized.

Human resources: the Information & Support desk to be run by three SPI - CGIL Italy's largest retired persons' trade union, co-workers, hosted by one of the Municipality II social centres.

Financial resources: the SPI - CGIL staff costs, the relevant bureaucratic expenses and operational desk costs covered by the trade union and by the Municipality's social centres as part of their mission.

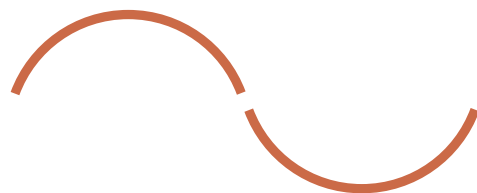
Enhancing intergenerational digital participation in the Municipality II social policies (Rome, Italy)

Rome Municipality II has launched, last June 15, the Third and Fourth Ages States General to draft guidelines for setting priorities of social policies jointly with older citizens. The idea is to collect their input and priorities and draft the guidelines together, taking as much as possible into consideration the local elderly citizens' needs and proposals as much as possible, to make Rome Municipality II more age-friendly.

The States general are held in two sessions with selected participants from each Rome Municipality's social centres for seniors, representatives from the third sector and from the retired persons' trade unions. During the first session after introductory remarks by the Municipality and a question-and-answer exchange, input

sheets will be used to map the current situation and collect proposals. During the second session, the Municipality will present proposed guidelines which will be discussed, amended and finally approved for the Municipality President's attention and implementation. This is a great opportunity to also present proposals to further enhance digital literacy of senior citizens and intergenerational participation in shaping local age-friendly social policies.

Concrete age-friendly neighbourhood/environment initiatives are seen as an optional outcome of the training course. The examples presented above as well as good practice examples collected in the **Fact Sheet** can be used as an inspiring starting point for the training on creating age-friendly environments with the help of digital tools offered to older-age learners.



Conclusions

It is an innovative training approach that ensures a close link to older people's needs and interests by combining the concept of age-friendly environments with interest-led application of digital technologies

The overview of the testing phase of the Bridge the Gap! Training course implemented in Austria, Germany, Italy, Lithuanian and the Netherlands, along with the examples of learning activities, reveal the flexibility of the course structure and the learning. It is an innovative training approach that ensures a close link to older people's needs and interests by combining the concept of age-friendly environments (AFE) with interest-led application of digital technologies.

The topic of AFE was covered in all project partner countries in varying degrees.

In the **Netherlands** each workshop was dedicated to one AFE domain. The participants discussed the topic by sharing their knowledge about the relevant domain and searching for more information on the internet. Any challenges and solutions were noted and further discussed and explored with the support of digital tools.

In **Germany**, the introduction of the AFE concept was followed by small-group exercises to familiarise participants with the AFE domains.

In **Italy** the AFE examples were discussed in relation to the local realities where the participants live with the focus on regional, national and EU policies.

In **Lithuania** the focus was placed on public services and on more active participation of citizens in public affairs by the use of digital tools.

In **Austria** the established group of Mobility Scouts, who already had sufficient knowledge of AFE, focused on blog writing and planning and implementing AFE checks in the selected districts.

The motivation, digital skills and experience assessment tools were used in all project partner countries in the first workshop and sometimes repeated to measure the progress of the learning. Most participants brought their smartphones and those who did not have one used a laptop for internet searches and digital cameras for taking pictures. Internet access via smartphones was often used, in particular to look for information on Google. Social media was introduced in different ways in the workshops with WhatsApp, Facebook, Twitter, and LinkedIn being the most used applications.

There were some additional topics introduced in the training according to the learners' needs. In Germany the participants wanted to practise using *Microsoft Publisher*, *Microsoft Snip* and *Sketch*, and *Paint.net* programs helpful for their public relations work. The participants in Austria practised the functions of Microsoft Word, such as tracking changes and using comments in a document, which they found especially helpful for making suggestions to other people in shared blog post drafts. In Lithuania the participants learned to upload a story about their life in Šančiai district onto the community Memory Map.

The variety of learning activities used, illustrates that this Training Kit is not a blueprint but rather a list of ingredients, as in a recipe, for training older adults. The experience gained in the testing phase reveals the great diversity of older persons with their skills and needs both in terms of Information and Communication Technologies and AFE. The benefits of the course are best illustrated in the following quotes from the participants:

“Digital accessibility is utmost important. In this group I don't feel old. I have learned a lot and am happy to continue my work.”

(Participant from Vienna)

“I have learnt a lot about social media. And I have never wrote a blog post before.”

(Participant from Vienna)

“I take good interaction and positive feedback from the group with me, I feel empowered.”

(Participant from Vienna)

“I have learned to search for websites and to get information from it.”

(Participant from Gouda)

“I have learned to download apps and the Personal Electronic Identifier, such as the CoronaCheckApp and DigiD.”

(Participant from The Hague)

“I have learned not to be afraid to go digital.”

(Participant from The Hague)

“What I learned helps me being more autonomous from my daughter in the use of digital tools.”

(Participant from Rome)

“Very useful to receive help from young people who know about digital technologies more than we do.”

(Participant from Rome)

“More courses like this one should be offered.”

(Participant from Rome)

“The most important thing I have learned in the training was that there are people who care about the inclusion of seniors in the new digital society and want to help.”

(Participant from Bad Vilbel)

“Zoom is an important tool for my volunteering activities. I have gained confidence using this application and will be able to participate in the training for volunteers.”

(Participant from Kaunas)

“It's quite a challenge to help participants with different makes and operating systems of their smartphones. It was a good learning experience for myself.”

(Trainer from Kaunas)



Annex 1. Templates

Invitation template

Bridge the Gap!

Workshops / training Course
[or name you want to use]

Come over the Bridge:
social and digital participation

[starting month- ending month year]



In [starting month], the training course **Bridge the Gap!** or **Come over the bridge!** will start!
It is a fun and useful training course for people 60+ who want to be socially active and at the same time learn more about the digital tools they can use.

Bridge the Gap! [or a course title you prefer] is not a computer course. In the training, you work on what you yourself consider important and want to improve together with others (e.g., local residents). You will learn how to use digital tools to achieve these things.

The training consists of [number of events] meetings of [duration] hours each.

Dates:

Location:

.....

Time:

The training is free of charge and includes coffee, tea and sweets.



What can you expect in the training, and what will you learn?

- You will gain insight into what is important to you, for example, good housing, keeping track of your health, more or deeper contacts, being meaningfully occupied, enjoying nature and culture, safety on the streets.
- What do you want to improve, what do you want to take action on?
- Using your own example, we will work on this together.
- In every step, you learn in a fun and relaxed manner how to use digital aids, e.g., searching on the Internet, sending e-mails to the municipality, apps for contacts, digital health check, route planner, safety in and around the house.

We practise with your own mobile phone, camera and tablet during the training.

We have guest lecturers, for example someone from [to be added, e.g., the municipality, library, ...].

The training also includes experts to explain and demonstrate certain things.

Digital applications are demonstrated.

We go on working visits (if we can), for example to [to be added]

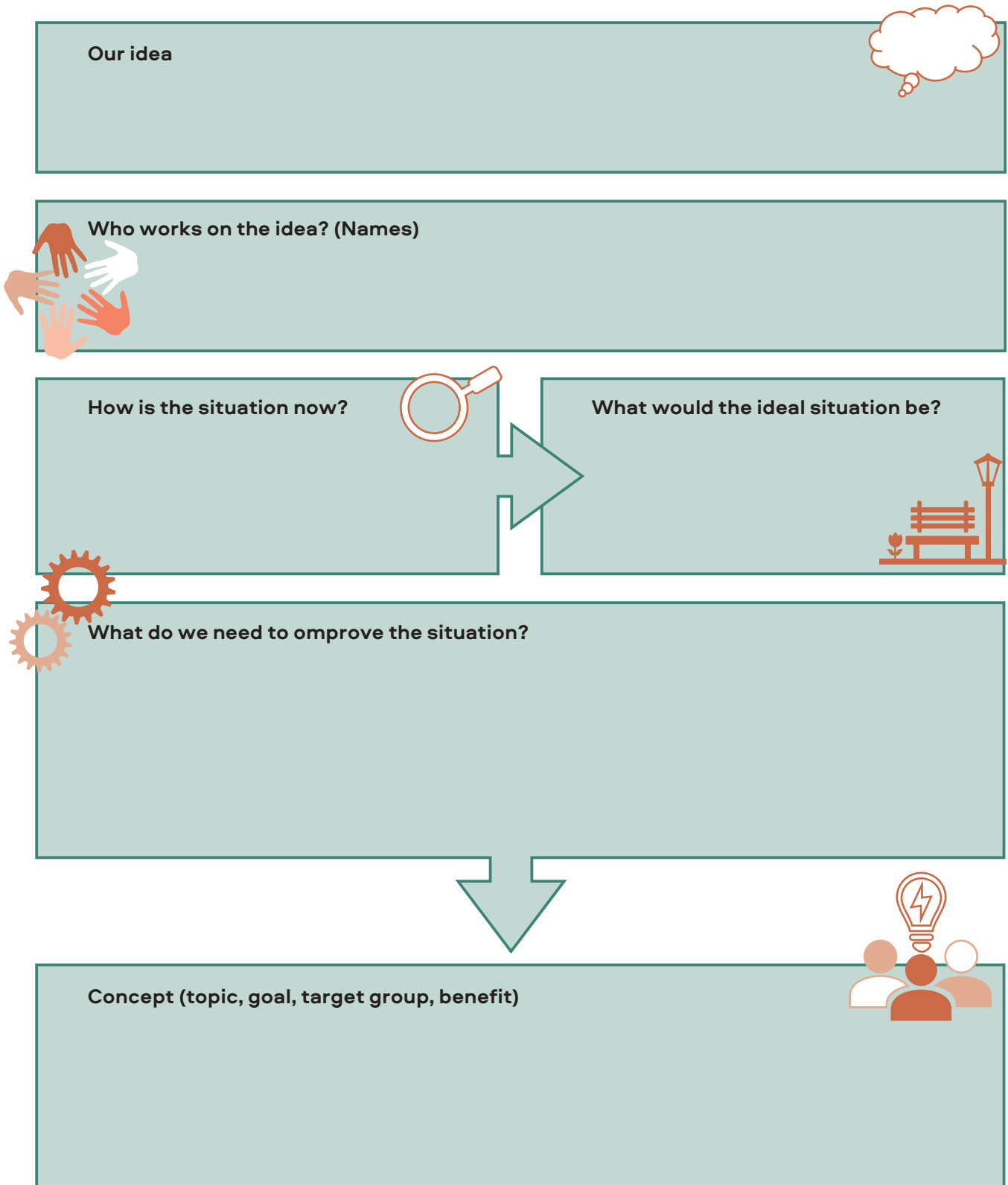
[Add trainer/s' name/s] facilitate the training courses and you may sometimes be the co-trainer yourself.

Sign in:
[add personal data required, information on how to register, contact and data protection]

This course was developed within the European project Bridge the Gap!

Template for developing a local project to improve the neighbourhood

From Idea to Concept (By k.o.s GmbH, BERGWERK under CC-BY-SA 4.0 (modified version))



From concept to structure

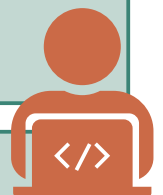
How can digital tools support us in our project? What do we want to learn?
Which device/software/application should be organised?



Knowledge pool (Who knows what? Which information / documents do we need?)



Who takes on which tasks? (Manner, roles, ontermediate results, time resources, media/tools)



Next steps (who will do what by when?)



Training Evaluation Template

At the end of this training course, we would like to know if you were satisfied with the organisation and the content. Please take 10 minutes of your time in order to help us improve the quality of future courses!

1. ORGANISATION OF THE TRAINING		Yes	Rather yes	Un- decided	Rather no	No
1.1	The information handed out prior to the training was informative and useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	There was an appropriate mix of participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	The duration of the training was adequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Room and arrangements were suitable (size, equipment, light etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. CONTENT AND METHODS						
2.1	The training programme was clearly structured.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	The topics of the course were well selected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	The methods used supported the learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	The materials handed out during the training were useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	I was able to follow the subjects taught very well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	The trainer(s) responded well to my needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. OUTCOMES AND ENGAGEMENT						
3.1	I gained new knowledge about age-friendly environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	The course improved my ability to identify ways to improve my neighbourhood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	The course improved my ability to identify digital tools that support my interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	I am more confident in using digital tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	The course increased my motivation to engage with other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What are the most important things that you learned from this training?

5. Based on what you learned, what do you plan to apply in your individual life and community?

6. What support might you need to apply what you learned?

7. Is there anything else you would like to note?

8. PERSONAL BACKGROUND

My age

60-69

70-79

80+

My gender

Female

Male

Divers

I am

Individual

Member of seniors'
organisation

Other:

My participation in adult education in the last five years:

I have attended
several courses

I have attended one
course

I have not attended any
course

My last job

Thank you very much for your support! Your answers will help us to improve our training offer.

Annex 2. Dissemination of results

Examples of public events

Being right is not enough. In order to influence the decision-making process, we need to become the majority. Public events may be a very useful way to impact on local public opinion, all the way – through creative and innovative media work – up to where decisions are being taken.

We recommend that adult and intergenerational education institutions, seniors' organisations, senior citizens' rights and third sector NGOs engaged in fostering active citizenship, participation and the quality of living in later-life years organise public events to:

- Promote participation in their training programmes / engagement in their organization
- Inspire and motivate people to use education offers
- Showcase and exchange their experiences
- Learn from what others are doing
- Network with other stakeholders active for similar same goals
- Establish new contacts, give and receive inputs for their future plans
- Enlarge their advocacy potential towards media and decision-makers

Formats of public events:

Poster exhibition

To illustrate the contents and activities of the training or the results of the initiatives implemented in it, a poster exhibition can be organised. For example, participants can create posters from different materials, such as photos they have taken, worksheets from the training sessions and printouts of presentations. Advanced participants can create the posters using MS Publisher or PowerPoint.

Panel discussion

A panel discussion is a prepared discussion with participants as experts on the needs of older learners and other stakeholders or experts. The

facilitator prepares the topics on which the experts will be interviewed and questions that will stimulate discussion with the audience.

Interview with the participants

An interview with the participants of the training, which can be filmed and compiled into a video, can give insight into their activities and experiences. The training participants can be actively involved in developing the interview questions and in the technical editing of the video.

Market of opportunities

The training participants or several groups prepare an information stand with posters, pictures and other illustrative materials to give an insight into the topics and processes of the training or their local projects (if any). The stands can also be dedicated to particular topics the participants are interested in. External organisations can also be invited to participate in the "market" with a stand. During the event, attendees can visit the stands to get information and talk to training participants and relevant stakeholders.

Quiz

A quiz can be used to make visitors to an event aware of issues such as age-friendly environments in a playful way. There are no limits to the imagination when it comes to implementation: whether digitally with tablets provided, individually accessible via QR code, as a jointly moderated activity or in printed form. If you also offer the prospect of an attractive prize, you can use it to promote attendance at the event.

Useful Tips:

- Bring along – to be shared with participants and media – all the project outcomes, both printed and online through PCs to visually share them and receive the feedback of the audience.
- In order to maximize the impact, identify one or more media partners for the event.

- Involve a publicly recognized older person to act as the ambassador of the public event.
- Include the intergenerational dimension by giving a role to young people in the final event.
- Ask participating policy-makers to address age-friendly digital literacy.
- To minimize Covid-related threats explore the possibility of organising the final event in an open-air location.
- To make everybody feel at ease prepare light drinks and finger food.
- Have one dedicated co-worker / volunteer in charge of verbal feedback from the audience and one exclusively in charge for visually documenting the event through photos / video.
- Set up a BtG! participants corner: where participants in the project activities may share what they have learned / how their participation in the project has impacted on their lives, what their plans are and what they propose as priorities to be implemented by attending decision-makers.
- Invite to your final event stakeholders in your country working on the best practices of the European Innovation Partnership on Active and Healthy Ageing: <https://futurium.ec.europa.eu/en/active-and-healthy-living-digital-world/best-practices>.



Examples of presenting the training results

The Bridge the Gap! Training course is designed to build older persons' knowledge on age-friendly environments and to improve their digital skills so that they can actively engage in improving their neighbourhoods, districts or cities using modern Information and Communication Tech-

nologies. Being a non-formal education course, it does not lead to certification or any formal assessment. The participation in the course is a voluntary endeavour stemming from intrinsic motivation of the learner. Nevertheless, the sharing and multiplication of results is important in order to reach more indirect beneficiaries and to ensure the continuation of the initiative.

Several examples how to present the training results in an attractive way to capture attention of potential learners and facilitators are presented below.

Video “Get a glimpse into the training”

Make a short video with a smartphone taking informal interviews from the participants. Such interview will give a good insight into the training and activities and makes it more personal.

The examples of the lead questions:

- What are the most important things that you learned from this training?
- From what you learned, what do you plan to apply in your individual life and community?
- What support might you need to apply what you learned?
- Is there anything else you would like to note?

Statements and Photos

Ask and prepare short statements from participants/trainers with small portraits (upon their consent) and share the statements on social media, website, blogs.

The examples of the lead questions:

- What did I enjoy most during the participate in the training?
- Why did I choose to be part of this project?

Audio story

Some people may be not willing to have the interview recorded on video participate. In that case an audio interview can be recorded with a smart phone. 2–3 questions for and with participants/trainers and record their answers and statements. These interviews/audio recordings can be shared on website, social media or local podcasts (e.g., Faltenrock FM, an Austrian podcast organized and run older adults in Vienna).

Presentation

Prepare, together with participants, a short digital presentation (prezzi, power point) about the activities in your country, and impressions with photos, statements from the trainings. Presentations can be shared on online platforms, like slideshare, websites, social media, EPALE etc.

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