



Enhancing the
Social and Digital
Participation of
Older People

Bridge the Gap! Training Concept & Curriculum



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About this publication

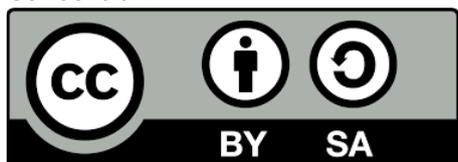
This Training Concept and Curriculum is Intellectual Output #2 of the project. It was developed and tested in 2021.

The purpose of training in the Bridge the Gap! project is to give learners the knowledge, skills and competencies to create and promote, under supervision, age-friendly environments, strategies and activities, using a range of digital tools and good practices within the range of local contexts.

Project website:

www.bridgethegap-project.eu

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1. Introduction

In order to age well, it is crucial that people are able to be autonomous and self-determined for as long as possible. Therefore, a world without barriers and neighbourhoods that supports autonomy and social participation is needed. Meanwhile social participation is increasingly encompassing digital participation, as digitalisation transforms almost every area of our society. Being able to fully participate in society requires new knowledge and skills. It is therefore highly important that we narrow the digital gap that divides certain groups (e.g., older people) from those with full access to the digital world. Bridge the Gap! links these two challenges: older people are empowered and trained to explore, analyse and (re-)shape their neighbourhoods with the help of digital tools.

BRIDGE THE GAP! aims at developing and testing methods to support older learners while improving their digital competences and, at the same time, actively contributing to the welfare of their neighbourhoods. The training curriculum aims at supporting adult education providers and/or organisations working with/for older people to implement similar training courses for this target group. The Training Concept and Curriculum serves as the basis for the training courses with older adults who will develop their own ideas based on their interests and needs. Older people are also supported and empowered to build strong teams and networks and implement their age-friendly neighbourhood initiatives. The curriculum combines the issues of age-friendly environments and digital literacy innovatively.

Principles of the training concept behind Bridge the Gap!

- a) Matching learners' needs and level;
- b) Alternating roles among participants: older people as learners and older people as experts;
- c) The golden circle (Simon Sinek): working from the 'why';
- d) Connecting to participants' learning styles (David Kolb) and going through the full learning cycle, so that what has been learnt is retained for a longer period of time.

Ad. A: Our training concept and curriculum are based on the awareness that older (and other) learners need flexible training formats, creative and need-based methods and a person-centred approach. They also need time to exchange ideas and process the information obtained from external or internal (peer) experts. From our experience in previous projects, trainers and supporters have to establish an atmosphere of trust that facilitates learning and provides input that older people perceive as relevant and meaningful for their engagement in, and for, their communities.

The case studies from their own neighbourhoods/lives formulated by participants can be used as concrete learning material during the training phase. This makes training directly and concretely applicable, and will make it more enduring. It is also important to match the level of (digital) learners' knowledge and skills with the possibilities and limitations they experience in accessing digital tools and the digital infrastructure.

Ad. B: Older learners are taken seriously as experts of their neighbourhoods and in specific knowledge areas as well as competent judges of the training quality. They develop their own ideas based on their interests and needs and are supported and empowered to build strong teams and networks and implement their age-friendly neighbourhood initiatives. During the training, participants can change roles: from learner to expert on sub-topics and (co)moderators. The trainer is (only) a facilitator in the process of becoming aware and taking action, using the knowledge and skills learned together.

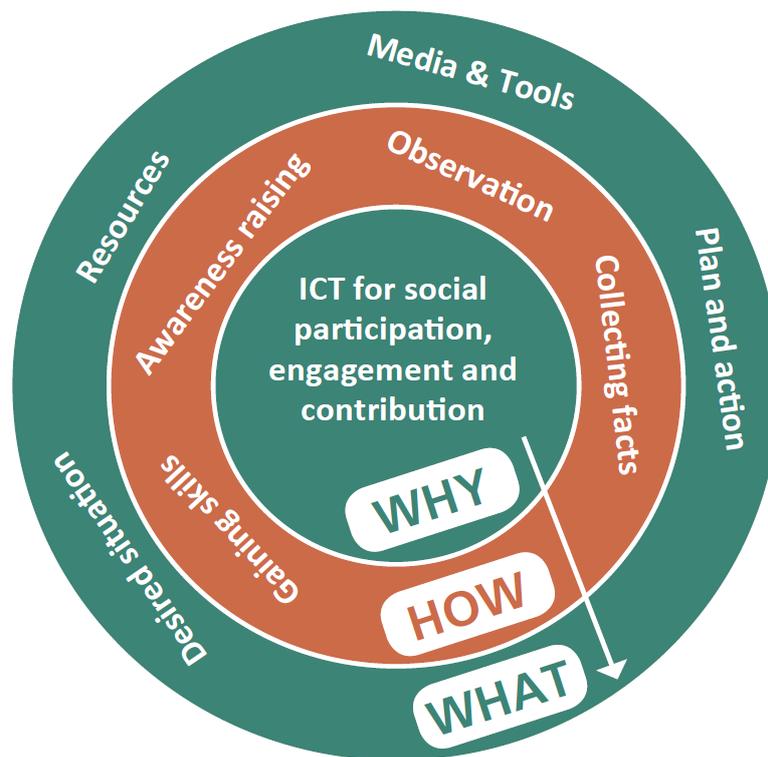


Figure 1: The Golden Circle

What do you bring?

Ad. C: Our training concept works with Simon Sinek's Golden Circle.¹

The Golden Circle consists of three circles. The core is 'Why', followed by 'How' whereas the outer circle represents 'What'. People often start with the outer circle ('What') and then work inwards ('How' and 'Why'). However, real insight arises when you start at the core: 'Why' and work from inside out. The following is an explanation of the circles:

Why?

This model states that 'Why' is the most important element in communication. By asking "Why?" first, and only afterwards "How?" and "What?", you can get a message across better and learners gain insight. "Why is it important that older people actively contribute to their neighbourhoods?"; "Why is it important that they can use digital tools to do so?". The answer may be "To remain self-reliant", "To continue to participate" or "To be of significance". By clarifying this question, the goal or the expected result becomes clear.

How?

¹ SINEK, S. (2020): The Golden Circle Presentation. Available [online] from: <https://simonsinek.com/commit/the-golden-circle> [Accessed on 28.02.2022].

You can then ask these questions: “How is the situation now?”; “How are things organised?”; “What things are going well, and where are the obstacles?”. A map of strengths, networks, support and bottlenecks can then be drawn up.

What?

And finally, you can ask: “What needs to be done to achieve the desired result (the goal)?”. By first answering the question on how things are organised at the moment, a good picture emerges showing where the possibilities lie: within the network, the municipality or with others.

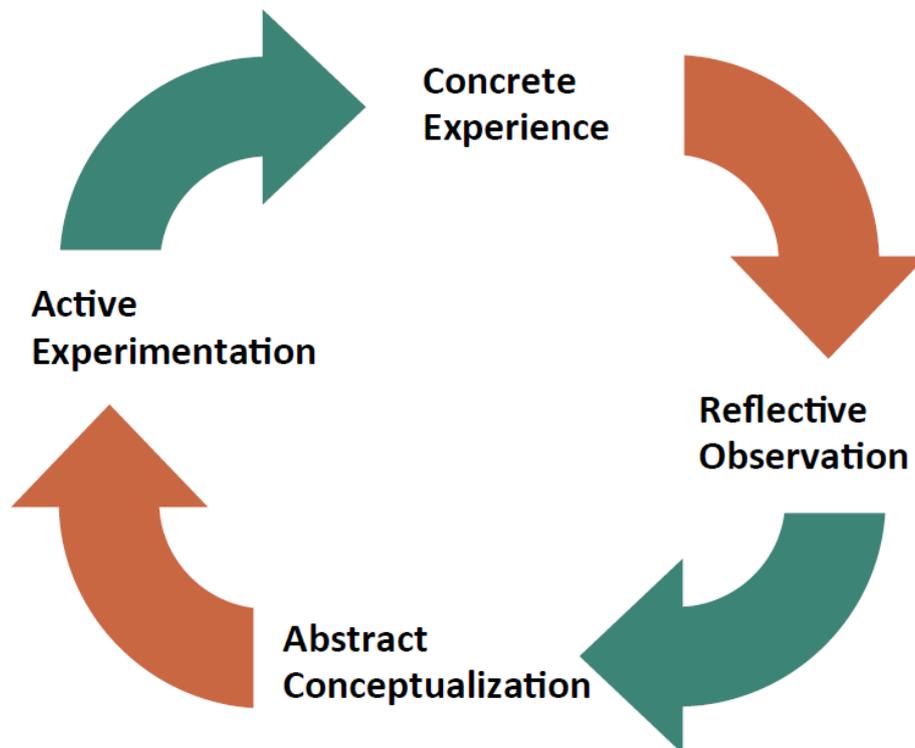


Figure 2: The Experiential Learning Cycle

Ad. D: The learning cycle that David Kolb analysed in his model published in 1984 basically involves four stages, namely: Concrete learning, Reflective observation, Abstract conceptualisation and Active experimentation. Effective learning can be seen when the learner progresses through the cycle. The four phases of the learning process can also be seen as four learning styles. Each learner will have a preference for a particular style. The trainer will therefore use and alternate between different formats, so that all participants can identify themselves as doers, setters, thinkers and decision makers. This means a variety of topics to talk about, and different ways of doing things, figuring things out, talking about possibilities together, researching things, presenting something new, practising and discussing afterwards. It also means a variety of individual assignments and group exercises as well as disparate ways of thinking for oneself and finding inspiration together.

In all training sessions, attention will be paid to both the components of the smart age-friendly environment and the digital possibilities that go with it.

2. The Training Concept

2.1 Recommendations for Training from Experts and Older Adults

In order to draft the national reports for O1, partners performed structured interviews with experts and older adults on the needs and recommendations for the training format of Bridge the Gap!.

What we especially learned from previous projects, and the interviews, is that we must take into account that people are different and have different needs. They want to learn how to use basic tools for easier daily living, such as online shopping and banking, making appointments online, getting e-documents, etc. Others want to master creative skills using digital tools such as photo editing, creating effects with photos, even drawing. People want to learn to use smartphones, chat apps and QR, find friends and communicate with them, do e-shopping, make an appointment with their doctors. More advanced learners want to find information on their hobbies, and how to use some tools. Others want to listen to the radio and watch TV programmes using smart equipment.

Older people need to understand technologies in different contexts, become confident and feel free to explore how technologies can help them to become involved in community life. It is also important to show older people many ways to become truly involved in an age-friendly environment. Thus, older people are not only enabling participants to follow their own ideas for initiatives and projects but are also taking on the role of advocates for other senior citizens or that of expert advisors on, for instance, how user-friendly digital services/tools are useful for older adults.

Additionally, the diverse digital competences and interests that participants bring to the project should find their place and use in projects and training. Thus, showing the large spectrum of uses of digital tools to support different needs and how they can benefit one's ideas will be crucial. Examples are:

- Taking & forwarding pictures on smartphones (taking pictures of age-friendly examples in your neighbourhood or places that need improvement);
- Staying connected with 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;
- Creating a Blog.

Recommendations for organising 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;
- Size of the groups: many older adults like to receive personal training, but training in small groups (5-8 maximum) is appropriate;
- Acknowledge different levels of prior knowledge and digital skills;
- Include practical work and homework;

- Create a lively atmosphere and room for social exchanges.

Suggestions for the layout of the training courses

- 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);
- Think of learning digital skills step by step: if people have to press 'enter', describe it;
- Provide learning materials on paper.

2.2 Curriculum Development Process

The Curriculum will be tested in each partner country. There are between 12 and 20 older people per country who are trained in this process. They will develop and carry out their own age-friendly neighbourhood projects (3–5 per country). Altogether, five or six training sessions were planned and organised until the end of October 2021 in all partner countries. Depending on the local context and circumstances, the training sessions can be held face-to-face, online or in a hybrid format, i.e., combining both.

The Bridge the Gap! training curriculum consists of different parts:

- 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!;
- Practical sessions discussing inspiring examples and trying out devices during workshops;
- 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.

2.3 Guidance on How to Structure the Workshops

This overview of the workshops is intended as a guide, not as a blueprint. It is important to work on the basis of the principles set out above.

Workshop sequence **Each workshop is evaluated with a questionnaire for trainers and trainees**

1. Introduction

- Goal of the training.
- Getting to know each other.
- Can you tell us more about your social life and living environment?
- What do you think is important in your social life and living environment?
- What kind of issues do you meet in your social life or living environment? Demonstrate the domains of AFE. Find examples in your own environment. Find some relevant digital applications.
- Why do you think community engagement and co-creation are important?
- Discover your learning style following Korb's theory (doing, thinking, watching, feeling).
- Introduction of SHAFE.
- AFE and different 'roles' to become truly involved.
- Show large spectrum of uses of 'digital tools' in AFE initiatives.

Suggestions for homework

- Take pictures of age-friendly examples in your neighbourhood or of places that need improvement.
- Interview other (older) residents about how they view their neighbourhood. What do they like best? In their opinion, what could be improved?

2. Introduction to digital tools

- Discuss the homework.
- Good practices of usage of digital tools in relation to social and physical environment.
- What issues do you think you could solve with digital tools? Practice one of your cases.
- A joint topic to work on?
- Digital skills assessment.

Suggestion for homework

- Continue to work on your case study from home. Talk about it with other people. What questions does it raise?

3. Learning and practicing digital tools I

- Discuss the homework.
- Your joint topic/issue and how to be supported by digital tools.
- Learning and practicing digital skills step by step.
- Focus on peer learning.

Suggestion for homework

- Find and practice some digital applications related to safety, social contacts and health in your own environment.

4. Learning and practicing digital tools II

- Repetition, continuation of learning and practicing.

5. Evaluate and act

- Discuss the homework.
- Discuss, analyse and evaluate the progress made towards achieving results.
- What do you yourself think of the results?
- Is it important to work on it further or leave it?

6. Finalising and further steps

- Closing the cycle of the workshops.
- Final evaluation.
- Take home messages.

3. Learning Content

3.1 The Concept of Age-Friendly Environments

The concept of Age-Friendly Environments is easier to understand through good practices collected in the compendiums of several Erasmus+ projects. *The Sensitisation Handbook for Stakeholders at Local Level*² developed during the Mobility Scouts project illustrates mobility related to good AFE practices, such as mapping obstacles to local age-friendly mobility and proposing solutions (p. 14), Training for older people and public transport drivers (p. 18), Safety in the traffic system (p. 21), Jointly mobile: experiences (social acceptance of dementia) at the Main River (p.24). *The Compendium of Good Practices of Advocacy for Age-Friendly Environments*³ and *Age-friendly Environments Experience Handbook*⁴, developed during the AFE Activists project, contains good practices and grassroots initiatives in different AFE domains: from activist actions to public services and social businesses developed through collaboration among different stakeholders. *The Compendium of good practices in the creation of smart, healthy and age-friendly environments*⁵, developed during the Hands on SHAFE project, contains good practices in creating smart, healthy and age-friendly environments in four domains: Smart, Healthy, Built Environment and Business. The aforementioned good practices were collected with the aim to inspire their implementation (with adaptations for local settings) in other locations. They are available in English and in the languages of the project partners and can be downloaded using the link provided or directly from the project website.

Regardless of the origin of the initiative, i.e., the bottom-up (e.g., Danube Island – towards a barrier-free recreation area, Mobility Scouts) or top-down (e.g., iZi Woning, AFE Activists), all good practices were implemented on the basis of the co-creation approach with the involvement and collaboration of public authorities, citizens, academia, businesses and other stakeholders. The MacMillan dictionary defines *co-creation* as “a way of working together where people from different backgrounds are invited to jointly produce a product or service that will benefit all of them.”. Co-creation has become a popular concept in a variety of contexts: from product development and customer relationships in the business world to policy and decision making in the public sector. With digital technologies at the centre of the ongoing transformation, which is changing almost every aspect of our society, and with population ageing, co-creation is an important approach for involving older citizens in the development of age-friendly environments. Access to digital technology and widespread use of online services have acquired the status of social rights (digital rights). Almost all domains of public life are covered by eGovernment services. However, many eGovernment services have not been adopted

² QUERAUM. CULTURAL AND SOCIAL RESEARCH et al. (2018): Mobility Scouts. Engaging older people in creating an age-friendly environment. Available online from: <http://www.mobility-scouts.eu/wp-content/uploads/2018/05/Handbook.pdf> [Accessed on 28.02.2022].

³ SENIORS INITIATIVE CENTER KAUNAS et al. (2019): Compendium of Good Practices of Advocacy in Age-Friendly Environments. Available online from: https://afe-activists.eu/wp-content/uploads/2019/09/IO1_Compendium_of_good_practices_EN_final.pdf [Accessed on 28.02.2022].

⁴ SENIORS INITIATIVE CENTER KAUNAS et al. (2020): AFE Experience Handbook. [online] Available from: https://afe-activists.eu/wp-content/uploads/2020/07/AFE_Experience_Handbook_EN.pdf [Accessed on 28.02.2022].

⁵ HANDS-ON SHAFE (2020): The Compendium of Good Practices of Advocacy for Age-Friendly Environments. Available online from: https://hands-on-shafe.eu/sites/default/files/hos_o1_compendium_of_good_practices_final_v01.05.pdf [Accessed on 28.02.2022].

correctly by citizens and require further improvement, as indicated by the EU's *eGovernment Benchmark reports*⁶. In this context, co-creation in developing digital public services, especially with and for older citizens, and making them as useful, meaningful and relevant as possible, would be one way to tackle the challenge of low uptake of e-services. On the other hand, co-creation of digital tools and solutions requires advanced ICT skills from all participants. Therefore, it is very important that people from all walks of life, social groups, and ages have the opportunity to acquire ICT skills.

The ageing process requires changes to the environment which reflect the mental and physical competencies of older people. The influence and importance of environmental conditions tend to increase with age. Age-related increases in environmental influence may be due to a reduction in an older person's activity space as a result of restricted mobility associated with physical limitations and combined with built environments designed for younger persons.⁷ The amount of time spent at home or nearby is likely to increase as the spatial distribution of regular destinations narrows.⁸

An environment includes not only the physical setting but also the activities that can be carried out in it as well as the perception of those activities. Individuals, moreover, bring to their environments a unique set of competencies, intentions and needs based on their lifetime experiences.⁹ From this perspective, an environment is simultaneously a physical space (e.g., neighbourhood, built environment) and a social space (e.g., community).

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. The World Health Organization (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."* (World Health Organization 2007).¹⁰

One important consequence of the realisation of age-friendly environments and age-friendly housing is the fact that they support ageing in place, i.e., the possibility for older people to continue living in their own homes and communities. Older persons in general prefer "to age in place" – in their own homes - and thus be integrated in the local community and in close contact with the people they know and on whom they can eventually rely.¹¹ In these situations, housing, outdoor spaces and communal

⁶ EUROPEAN COMMISSION (2020): *eGovernment Benchmark 2020: eGovernment that works for people*. 23.09.2020. Available online from: <https://digital-strategy.ec.europa.eu/en/library/egovernment-benchmark-2020-egovernment-works-people> [Accessed on 28.02.2022].

⁷ SCHARLACH, A. (2017): *Ageing in Context: Individual and Environmental Pathways to Aging-Friendly Communities*. The 2015 Matthew A. Pollack Award Lecture *The Gerontologist*, Volume 57, Issue 4, August 2017, Pages 606–618, Available from: <https://doi.org/10.1093/geront/gnx017> [Accessed: 02.05.2020].

⁸ FORREST, R., & KEARNS, A. (2001): *Social cohesion, social capital and the neighbourhood*. *Urban Studies*, 38 (12), 2125–2143.

⁹ SCHARLACH, A., & LEHNING, A. (2016): *Creating Aging-Friendly Communities*. Oxford University Press.

¹⁰ WORLD HEALTH ORGANIZATION (2007). *Global Age-friendly Cities: A Guide*. Geneva: World Health Organization. Available online from: https://www.who.int/ageing/publications/Global_age_friendly_cities_Guide_English.pdf [Accessed: 02.05.2020].

¹¹ JARRE, D., & URDANETA, E. (2016): *Making choices for a society for all ages: a White Paper with recommendations for decisions makers*. European Union.

provisions are adapted to the needs and demands of the ageing populations. Adaptation can entail accessible housing, adjusted lighting, meeting places and personalised care.

Information and Communication Technologies (such as the Internet of Things, eHealth, telecare, and robotics) also provide ambient assisted living to older adults. Technology helps older adults to accommodate and adapt to needs and demands.

More than half of the European population lives in urban or suburban areas and this figure is increasing. The population of cities and towns is subject to ageing. Older adults tend to move from rural areas to cities where more activities take place and better health and social care provisions are available. In order to address urban ageing, cities and towns have to adapt their physical and social environments and communal provisions to the ageing population.

The WHO launched the Age-friendly Environments Programme under the aegis of the active ageing framework to help cities and communities become more supportive and adaptive to the needs of their ageing population. According to this 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.

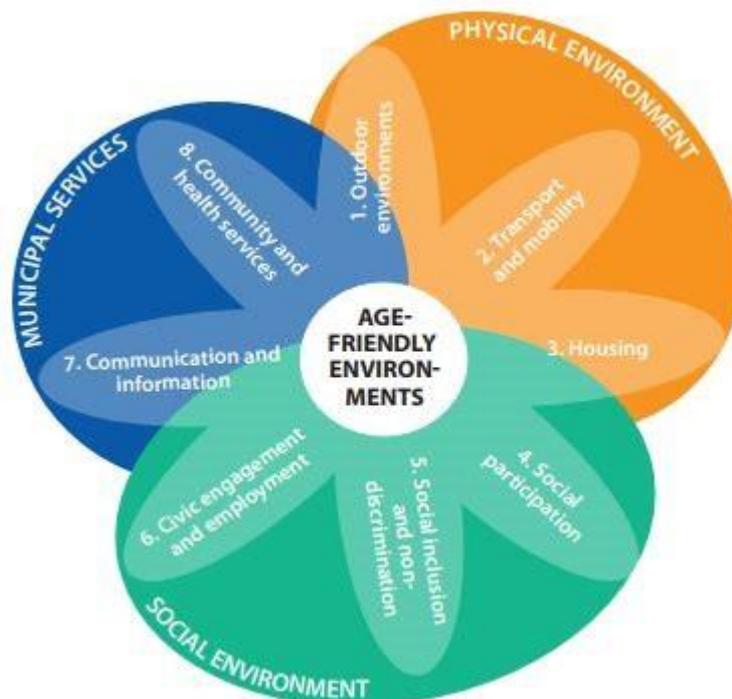


Figure 3: WHO Europe: Age-friendly Environments Model, 2017

Since the launch of the WHO Age-friendly cities programme in 33 cities in 2007, 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 in which to grow old. The goals of the Network are to connect cities and communities that share a commitment

to improve the quality of life of their older populations, facilitate the exchange of information and good practices, inspire, share innovative solutions and stimulate reflection and research on age-friendly cities.

Members of the network can be reached through the [network website](#).

3.2 Advanced – Smart Healthy Age-Friendly Environments



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 stakeholders¹².

Digitalisation of society offers many opportunities to improve social participation, health and wellbeing of people throughout their life course, including older people. The current Covid-19 pandemic and its confinement measures have uncovered major opportunities and benefits of turning digital. However, citizens across all different age groups also need personal contact: it is very important to meet, talk to each other, hug and love. Individual digital solutions can also be very helpful tools but are not the solution for all challenges. Additionally, or rather, a prerequisite to this, SHAFE addresses stakeholders in society and encourages them to make additional changes. Citizens are asked to improve their digital skills, health literacy and engagement in society. As a sector, built environments need to focus on retrofitting the current house stocks, provide digital infrastructures, public spaces and mobility solutions, including climate-neutral solutions. The healthcare sector needs to make a shift towards more person-centred pathways and include reliable health data and big data handling performance. These ICT challenges, citizens and their communities, the building sector, urban planning and the healthcare sector are interconnected.

SHAFE coordinators successfully launched several European projects, such as [Hands-on SHAFE](#), [Educational game: Building Inclusive environments for all Generations \(BIG\)](#), or [Design for all methods to create age-friendly housing \(DESIRE\)](#). The most relevant overarching project implementing SHAFE is COST Action [NET4Age-Friendly](#). It lasted 4 years during which a quadruple-helix of citizens, public authorities, researchers and businesses networked on these topics. This Action is chaired by the SHAFE coordinators. To date, almost 300 members from 44 countries have joined the Action. NET4Age-Friendly aims at collecting and integrating knowledge with good practices and implementing examples

¹² SHAFE (2020): Stakeholders Network Position Paper. Available online from: <https://en.caritascoimbra.pt/wp-content/uploads/sites/3/2020/10/SHAFE-Position-Paper-011020.pdf> [Accessed on 28.02.2022].

on SHAFE, including the following specific areas: user-centred and inclusive design, integrated health and wellbeing pathways and large-scale digital solutions. Transversally, the network is working to increase knowledge on evaluation methods and tools and business models in order to enhance SHAFE impact and sustainability. The results of this work will be put together in a reference framework that will be published and will be accessible to everybody.

3.3 SHAFE – Details and Concrete Examples

Smart Healthy Age-Friendly Environments consist of the following domains: SMART, HEALTHY and BUILT environments. These domains interact with each other. To make SHAFE more relevant, we have collected examples of SHAFE services and products in the following countries: France, Germany, Ireland, Poland, Portugal and The Netherlands. Practices adopted for each domain are presented below.

3.3.1 SMART Environments

Information and Communication Technologies (ICTs) applications are everywhere: smartphones, internet and wifi at home, streaming services and digital watches. These devices and software need to be designed in such a way as to be user-friendly, safe to use and supportive to citizens. They also need to offer reliable data handling.



Smartphones

Phones with iOS, Microsoft or Android (Google, Huawei, Samsung) operating systems provide many functionalities such as the internet, data, social media, games.



Smart Home Technology

Wifi, home sensors, the internet: comfort, health advice and monitoring, independent living support.



Outdoor Smart Technology

Wearables, smart lighting, transport facilities support orientation and an active lifestyle.

3.3.2 HEALTHY Environments

Healthy environments support people in order to ensure that they remain active and that certain diseases are prevented. Healthy environments are safe and inviting and promote physical activity and participation in society.



Healthy Lifestyle

Food, physical activity, moderate use of alcohol and tobacco, relaxation, mental health support, wellbeing and health.



Medicines and Therapies

Pharmaceutical treatment, physical activity therapy, music therapy, rehabilitation support to recover from, or live with, a disease or impairment.



Caretaking

Taking care of people who struggle with chronic diseases or impairments such as dementia, Parkinson's disease, mobility problems, mental problems.

3.3.3 BUILT Environments

Accessible, user-friendly and inclusive built environments support individuals' lives while working, playing, relaxing and loving. They also promote their wellbeing.



Housing

Apartments and houses where people live have to support their wellbeing and health.



Outdoor Spaces and Buildings

Public buildings, streets, pathways, motorways are examples of outdoor spaces that should support social inclusion and health.



Mobility

Trains, buses, cars, bicycles are means of transportation that are accessible and user-friendly.

4. Digital Skills STEP by STEP

4.1 Motivation and Expectation Assessment Tools

With the rapid development of information technology and the Internet, differences between various groups of individuals who use and do not use Information and Communications Technologies (ICT) were quickly noticed. Initially, focus was placed on physical access to the latest ICTs and the Internet (the first level of digital divide). Today the digital divide is measured with the effective use of technology, often driven by skills, perceived benefits and appropriate motivation (the second and third levels). Researchers have noted that older people suffer from the digital divide at all three levels.¹³

The idea of learning in later life or during the entire lifespan has been developed by the OECD since 1996 and promoted by the European Commission through Lifelong Learning programmes since 2004. Learning and achievement across the lifespan in both informal settings and formal learning environments require motivation. Derived from the Latin word *movere* (to move), motivation in the broadest sense means taking action in order to reach a goal. As the factors leading a person to move/act can be intrinsic and extrinsic, motivation theories distinguish between intrinsic (e.g., curiosity towards specific learning content) and extrinsic motivation (e.g., wider opportunities opening up with the skill that has been learned). Motivation is also related to fulfilling the needs in the highest tier of Maslow's hierarchy, namely self-actualisation needs. According to the life-span theory of motivation developed by Laura L. Carstensen from Stanford University, known as *Socioemotional Selectivity Theory*, people become increasingly selective with age and invest greater resources in emotionally meaningful goals and activities¹⁴. Consequently, older-age learners will be motivated to learn with emotionally meaningful social partners and will pursue short-term learning goals.

In their research article entitled *Motivation matters: Older adults and information communication technologies*, a group of researchers from Australia draw on well-established technology acceptance models, such as the Technology Acceptance Model, the Unified Theory of Acceptance and Use of Technology, and the Senior Technology Acceptance Model. The authors identify key constructs as predictive of attitude towards technology and behavioural intention to use technology, including: perceived usefulness of the technology (personal utility); effort expectancy (perception of ease of technology use); social norm dependence; anxiety; self-efficacy; attitude; and behavioural intention. *Based on the study of 10 cases of older-age ICT users, the authors conclude that high personal utility coupled with low effort expectancy plus moderate social norm dependence seemed to reflect optimal motivational conditions for continued use of ICT.*¹⁵

From literature analysis done for her dissertation entitled *Motivation in ICT Learning in Older Adults: Dimensions of Learning Motivation, Influencing Factors and Implications for ICT Course Concepts*, Eline Leen-Thomele concludes that learning motivation involves four groups of age-related motives that

¹³ ŠUMINAS (2018): Levels and Characteristics of the Digital Divide: A Case Study of Lithuania. *Informacijos mokslai*, Volume 81. Available online from: <https://www.zurnalai.vu.lt/IM/article/view/11918> [Accessed: 03.03.2022].

¹⁴ WIKIPEDIA (2021): Socioemotional selectivity theory. Available online from: https://en.wikipedia.org/wiki/Socioemotional_selectivity_theory [Accessed on 28.02.2022].

¹⁵ TYLER M. et al. (2020): *Motivation matters: Older adults and information communication technologies*. *Studies in the Education of Adults*, Volume 52, March 2020. Available online from: https://www.researchgate.net/publication/339629226_Motivation_matters_Older_adults_and_information_communication_technologies/citation/download [Accessed: 28.02.2022].

combine knowledge acquisition with socio-emotional needs, namely: belonging, the striving for personal growth, instrumentality, and competition. Personal growth for older learners is important in order to adjust to new situations.¹⁶ As emotional goals related to learning become more important in older age, older-age learners are inclined to build meaningful relationships with their peers. While motivation at the basis of learning may be associated with social comparison and competitiveness of learners among younger adults, competitive behaviour diminishes after the age of fifty according to the authors cited in the dissertation. In terms of instrumental motives, older-age learners focus on the here and now and look for immediate benefits.

In addition to the four major motives, the following personal and situational factors are highlighted that influence the motivation to learn in later life: personality traits, life satisfaction, subjective age, gender and educational background.

On the basis of the above factors, the motivation and expectation assessment tool may have blocks of statements/questions focused on the value that an older adult places on the activity, self-determination over what one learns, prior learning, reasons for learning, and life satisfaction. The tool presents five answers to select from. The motivation and expectation assessment tool is seen as an instrument for learners to better understand their motivation to learn, increase commitment to participation in the training course and have a say in what they are taught.

4.1.1 Assessment: Expected Benefits of this Course

There are many reasons for taking a course, and for learning and continuing education in general. Why do you want to learn? 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

¹⁶ LEEN, E. (2013): Motivation in ICT Learning in Older Adults: Dimensions of Learning Motivation, Influencing Factors and Implications for ICT Course Concepts. Available online from: <https://d-nb.info/1075740630/34> [Accessed on 28.02.2022].

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

Purpose/Goal	This exercise aims at evaluating participants' expectations and attitudes towards learning before the course. Based on the ratings of the statements, trainers can decide where to place the emphasis while delivering the programme: instrumentality, personal growth or socio-emotional needs of the learners. The same assessment can be made after the course by changing the statements into the past tense to check whether participants' expectations were met.
Preparation	The trainer prints out the statements on paper. Alternatively, statements can be written on a whiteboard or a flipchart. 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 how much 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
Duration	20 Minutes

Tips & Tricks for Trainers The trainer explains that this exercise aims at adapting the training according to participants' expectations and emphasises instrumental or social needs.

4.1.2 Attitude Towards ICT Assessment Tool

Purpose/Goal This exercise aims at finding out participants' attitudes towards Information & Communication Technologies (ICTs) before 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 ICTs learning.

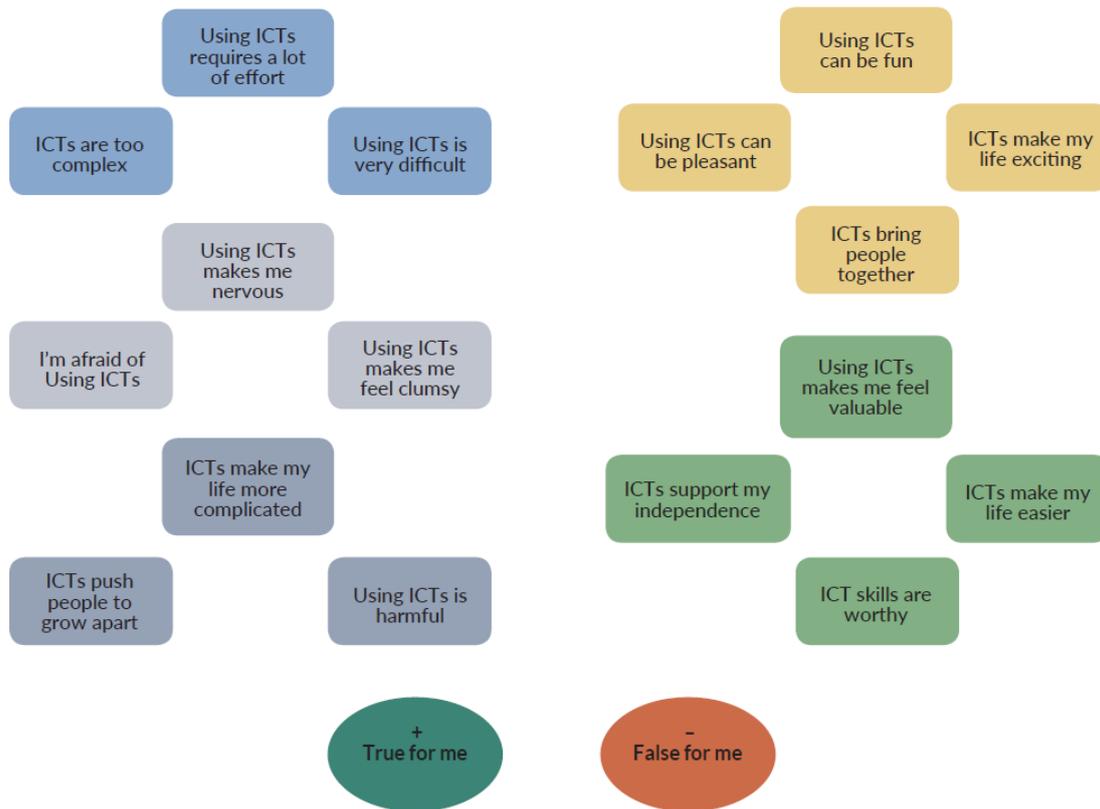
Material(s) Needed

- Flipchart/whiteboard
- Pen to write on the chart/board
- Sticky dots

Duration 20 Minutes

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.

Figure 4: Assessment of Attitude Towards ICT



4.2 Experience/Skills Assessment Tools

“Digital skills are defined as a range of abilities to use digital devices, communication applications, and networks to access and manage information. They enable people to create and share digital content, communicate and collaborate, and solve problems for effective and creative self-fulfilment in life, learning, work, and social activities at large”¹⁷

Assessing digital skills at the beginning of the training is crucial to establish:

- Prior knowledge the training can build on;
- How much individual support is needed;
- Level of self-confidence in one's own abilities; and
- Participants’ learning pace.

The level of digital skills is often measured with a detailed list of activities carried out within a certain period of time. For training purposes, the assessment should be as simple as possible. Participants’ prior experience in using different applications and a self-assessment of how confident they are in using digital media are appropriate measures to get to know participants and their existing digital

¹⁷ UNESCO (2018): *Digital skills critical for jobs and social inclusion*. Available online from: <https://en.unesco.org/news/digital-skills-critical-jobs-and-social-inclusion> [Accessed 05.05.2021].

competences. Playful methods are highly recommended by many older people and trainers who contributed their ideas and expertise to the development of this training.

4.2.1 Assessment of Experiences

Purpose/Goal	To determine the level of participants' knowledge in order to give individual support and establish what previous experiences further training can build on.
Preparation	<p>According to the following list, the topics and devices/applications associated with each topic 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):</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)</p>

Financial issues

Online shopping
Online banking

Photography

Smartphone camera and gallery
Create photo book
Software to edit photos
Photo apps (Snapchat, Instagram)

Everyday organisation

Calendar, address book, creating lists
Word processing/spreadsheet software (MS Word, Excel)
Digital public services (e.g., electronic tax return, doctor consultation)

Implementation

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 trainer explains what participants are expected to do with the dots: participants are asked to use them to mark the devices/applications they are already familiar/have prior experience with.

The trainer reads an explanation of each application aloud and asks participants to let him/her know 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.

After everyone has marked the different items, the trainer summarises the results with the group and takes a picture of the results.

Later, s/he analyses how many sticky dots were used by the participants and summarises similarities and differences between participants (topics they are particularly experienced with, presence of participants with very diverse or very few experiences).

Material(s) Needed

- 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)

Duration

20 Minutes

Tips & Tricks for Trainers The trainer explains the objective at the basis of this method and refers to the modular character of the training and the adaption to individual needs and interests. S/he makes sure everyone understands the meaning of the applications.

The trainer creates a warm atmosphere and points out that it is perfectly fine to mark only a few or many applications.

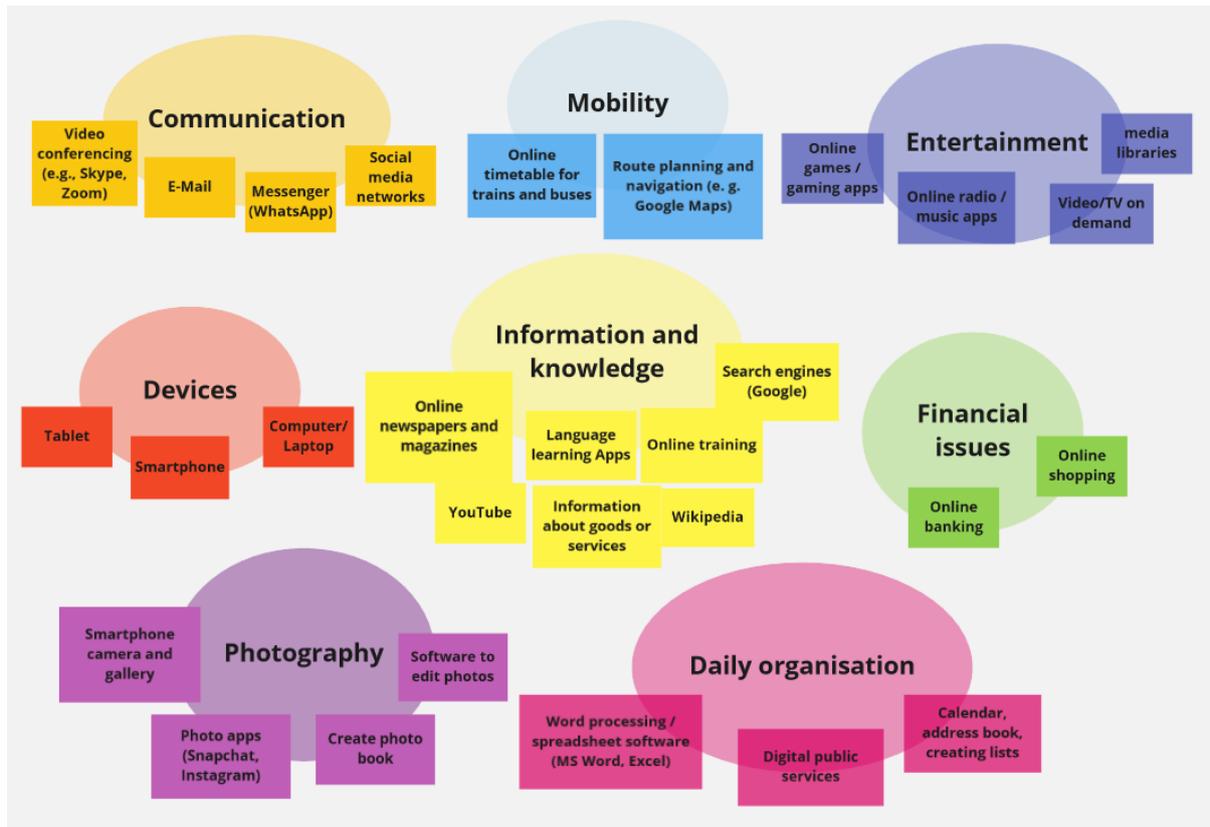


Figure 5: Assessment of Experiences

4.2.2 Assessment of Skills/Confidence

Purpose/Goal	<p>This exercise helps to assess participants' confidence in using digital technologies. Based on participants' self-assessment, an estimate of how much support is needed in using digital tools can be made. Self-assessment on the knowledge of the age-friendly environment concept is part of this exercise. The assessment can be used at the beginning and at the end of the training to evaluate the development and progress achieved during the training itself.</p>
Preparation	<p>The trainer prepares cards with the following statements: <i>I don't need any assistance in using digital tools/I need a lot of assistance in using digital tools.</i> <i>Trying out new applications is very easy for me/Trying out new applications is very difficult for me.</i> <i>Using technical devices is very easy for me/Using technical devices is very difficult for me.</i> <i>I am familiar with the age-friendly environments concept/I've never heard of age-friendly environments.</i></p> <p>The statements are pinned on the pinboard and form both ends of 4 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 results and comments 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)
Duration	10 Minutes (?)
Tips & Tricks for Trainers	<p>The trainer explains that this exercise also aims at adapting the training to participants' needs in the best possible way. S/he points out that it is completely fine to feel insecure in using technical equipment or needing support.</p>

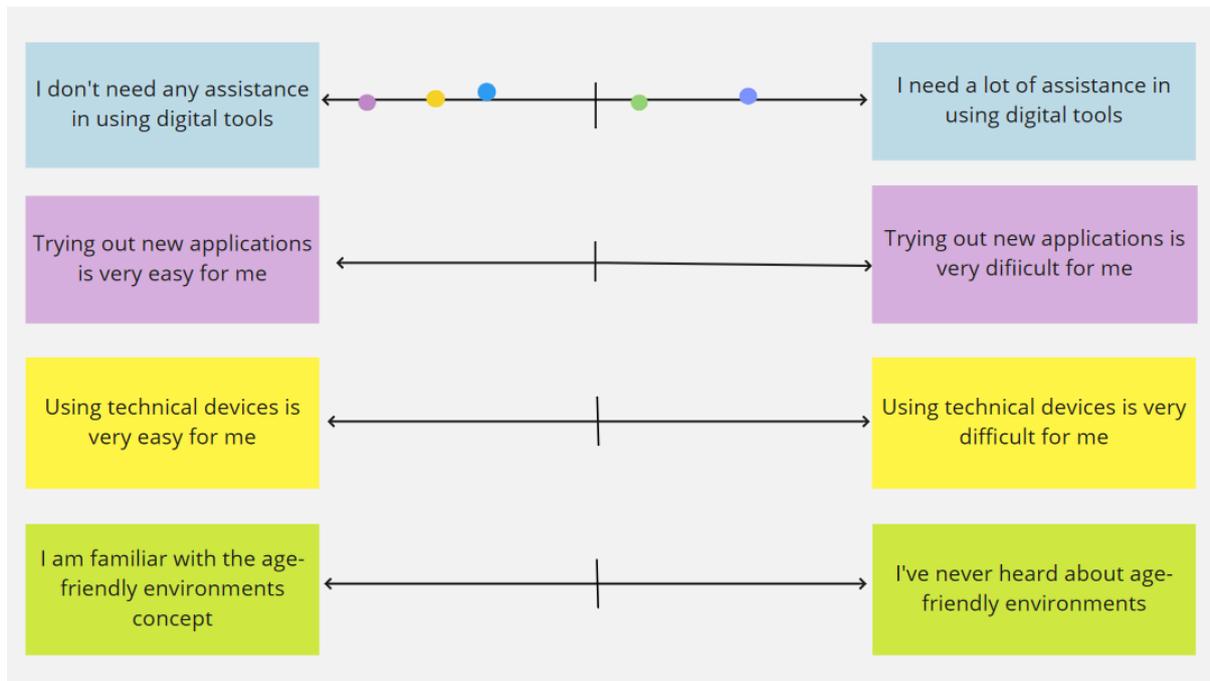


Figure 6: Assessment of Skills and Confidence

4.3 Digital Devices

When questions on, or the topic of, digital tools come up, the trainer can show and discuss different digital devices. If possible, ask learners to bring their own devices to the course so that they can use them for the exercises. The trainer will also provide additional devices. The following are some suggestions for the devices that are used more frequently: computers, laptops, tablets, smartphones with pictures of how the device looks like. Use a data projector if possible. The trainer can ask participants who has used a device or more devices and which of those tools are completely new.

Each digital device may also be discussed in regards to their usefulness for planned activities/ideas within Bridge the Gap! training.

Helpful resources and materials (in English) can be found on the following website: [ictskills4alleu project](http://ictskills4alleu.project). Tab in the menu: 'Learning topics'.

4.3.1 What is a Computer?



A **computer** is an electronic device that handles information or data. It has the ability to store, retrieve, and process data. You can use a computer to type documents, send emails, play games, and browse the Web/Internet.

For Bridge the Gap!, a computer can be a useful device to:

- (pre-)write a document / prepare To Do Lists / type letters using Word as a processing software;

- look for information about useful facilities or find with a search engine organisations to get in touch with online;
- ...

4.3.2 What is a Laptop?



A **laptop** is a portable computer and is also often called a notebook. A laptop is smaller, thinner and lighter than most desktop PCs. It offers the same features as a computer. Its name is due to the fact that it can be put on someone's lap thanks to its small size.

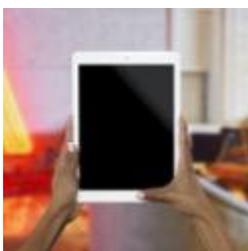
For Bridge the Gap!, a laptop can be a useful device to:

- look for information about useful facilities or find with a search engine organisations to get in touch with online;
- bring along to group meetings to look for information;
- ...

4.3.3 What is a Tablet?



A **tablet** is a portable computer that uses a touchscreen as its primary input device. Most tablets are slightly smaller and weigh less than an average laptop; they are touch operated and in terms of size they are between a smartphone and a laptop. Many older people prefer to use tablets. There are special tablets for senior people with larger buttons for easy use.



For Bridge the Gap!, a tablet can be a useful device to:

- bring along to activities/meetings to take pictures, or videos';
- look up information online when "on the go";
- ...

4.3.4 What is a Smartphone?



A **smartphone** is a mobile phone that can do more than other phones. Smartphones work as computers but are mobile devices that are small enough to fit in a user's hand. Uses include: sending and receiving emails, text and multimedia messages and taking photographs.

For Bridge the Gap!, a smartphone can be a useful device to:

- bring along to activities/meetings to take pictures, videos, voice recording;
- stay connected with other participants via messaging services;
- ...

4.4 The Internet

The *Internet* is a large network of computers that contains information and technology tools that anybody with an Internet connection can access. The Internet is the ‘big tent’ under which all individual technologies reside.

One of the main features of the Internet is the *World Wide Web* (or web for short), a huge collection of documents with links to one another. An individual document is a *web page*. A related group of web pages published by the same person or company is a *website*.¹⁸

Access on the web is only feasible by using an internet programme called browser. Most well-known browsers are Edge (Microsoft), Safari (Apple) and Chrome (Google).

The web has many functionalities. Some examples are:

- Banking: most banking transactions are online nowadays;
- Governmental issues: taxes, appointments, letters of objection;
- Commercial services and products: web shops, ticketing, travels, hotels;
- Streaming videos and music;
- Finding information: ‘googling’ to find out what something is, or how something works;
- Videoconferencing: Zoom, Google Meet, GotoWeb, GotoMeeting are examples of videoconferencing.

Another functionality of the web is a ‘cloud’. This is a password-protected area of the web in which registered users can safely store and retrieve files, run applications, and look for information that may not be available to the public. Examples of clouds are: iCloud (Apple) and OneDrive (Microsoft). Both providers offer safe text, spreadsheet, photo library or email applications that can be used to create documents, designs and layout photos.

Making use of a good anti-virus application is essential when using the internet. Norton, McAfee, Windows Essentials are examples of anti-virus programmes. These programmes protect you against malware. However, you can check for malwares yourself: just look at the webpage of your bank or that of a government agency to see if it has <https://> and a little keylock on the top.

4.5 Social Media

According to America’s Merriam-Webster online dictionary, social media are forms of electronic communication (such as websites for social networking and micro-blogging) through which users create online communities to share information, ideas, personal messages, and other content (such

¹⁸ WEMPEN, F. (2014): Internet for Dummies. Available online from: <https://www.dummies.com/category/articles/internet-basics-33587/> [Accessed: 23.02.2022].

as videos). Social media: **noun, plural in form but singular or plural in construction.**

Time Traveller for social media

The first known use of *social media* was in 2004.¹⁹

The online Cambridge Advanced Learner’s Dictionary (UK) defines social media as: “websites and computer programs that allow people to communicate and share information on the internet using a computer or mobile phone. The Business English definition of social media reads: forms of media that allow people to communicate and share information using the internet or mobile phones.”²⁰

The most commonly used social media in the European Union (EU)

As reported by the social media statistics²¹ for the period April 2020–April 2021, in April 2021 the most commonly used social media in the EU included:

4.5.1 Facebook

Facebook mission (from: <https://about.fb.com/company-info/>)

- ➔ 79.19 % of all users
- ➔ to sign in: <https://www.facebook.com/>

“Principles: Our principles are what we stand for. They are beliefs we hold deeply and make trade-offs to pursue.

Give People a Voice: People deserve to be heard and to have a voice – even when that means defending the rights of people we disagree with.

Build Connection and Community: Our services help people connect, and when they’re at their best, they bring people closer together.

Serve Everyone: We work to make technology accessible to everyone, and our business model is ads so our services can be free.

Keep People Safe and Protect Privacy: We have a responsibility to promote the best of what people can do together by keeping people safe and preventing harm.

Promote Economic Opportunity: Our tools level the playing field for businesses to grow, to create jobs and to strengthen the economy.”

¹⁹MERRIAM-WEBSTER (2022): Social Media. Available online from: <https://www.merriam-webster.com/dictionary/social%20media#h1> [Accessed: 23.02.2022].

²⁰ CAMBRIDGE DICTIONARY (2022): Social Media. Available online from: <https://dictionary.cambridge.org/dictionary/english/social-media> [Accessed: 23.02.2022].

²¹ StatCounter (2021): Social Media Stats Europe. April 2020–April 2021. Available online from: <https://gs.statcounter.com/social-media-stats/all/europe> [Accessed: 07.04.2022].

4.5.2 Instagram

Instagram Mission

(from: <https://play.google.com/store/apps/details?id=com.instagram.android&hl=en&gl=US>)

- 2.86% of all users
- to sign in: <https://www.instagram.com/>

What is Instagram?

“Instagram (from Facebook) allows you to create and share your photos, stories and videos with friends and followers you care about. Connect with friends, share what you're up to or see what's new from others all over the world. Explore our community where you can feel free to be yourself and share everything from your daily moments to life's highlights.”

4.5.3 Twitter

Twitter Mission (from: <https://about.twitter.com/en/who-we-are/our-company>)

- 6.74% of all users
- to sign in: <https://twitter.com/>

“Purpose: We serve the public conversation. It matters to us that people have a free and safe space to talk. That’s why we’re constantly improving our rules and processes, technology and tools. We’re not perfect – that’s why we listen to you, the people on Twitter. It’s also why we work to be as transparent as possible.

Principles: We live by the following principles:

Promoting Health. Freedom of speech is a fundamental human right – but freedom to have that speech amplified by Twitter is not. Our rules exist to promote healthy conversations.

Earning People’s Trust. Twitter is what’s happening. To stay reliable and credible, we must always be earning your trust.

Making it Straightforward. Simple is good, but straightforward is better. Our product, our behaviour, and our work habits should all be transparent and to the point.

Uniting Profit and Purpose. Twitter is a purpose-driven company that does good. Visit Twitter for Good to find out more about how we tie philanthropy to our business objectives.”

4.5.4 Pinterest

Pinterest (from: <https://help.pinterest.com/en/guide/all-about-pinterest>)

- 6.6% of all users
- to sign in: <https://www.pinterest.com/>

“What is Pinterest?”

Pinterest is a visual discovery engine for finding ideas like recipes, home and style inspiration, and more. With billions of Pins on Pinterest, you'll always find ideas to spark your inspiration. When you discover Pins you love, save them to boards to keep your ideas organised and easy to find.

Browse Your Home Feed

Your home feed is where you'll find Pins, people and businesses we think you'll love, based on your recent activity. We'll also show you Pins from the people and boards you choose to follow.

You can also search for Pins by typing in keywords into the search bar. Try typing 'birthday party' in the search bar to see ideas for birthday party decor, party food recipes, and birthday gift ideas.

Save, try and share Pins: Pins are bookmarks that people use to save ideas they love on Pinterest. Pins can be images, videos or products.”

4.5.5 LinkedIn

LinkedIn mission (from: <https://www.linkedin.com/help/linkedin>)

- To sign in: https://www.linkedin.com/signup/cold-join?trk=guest_homepage-basic_join-cta

“LinkedIn Instructions

Use LinkedIn’s powerful search functionality to find people, jobs, companies, and much more. From top industry influencers and relevant groups to the most current posts on topics of interest, you can discover the information you seek with LinkedIn search. Learn how to initiate and refine queries to gain the most useful results.

The feed on your LinkedIn homepage is your first stop to find content that matters from people who matter to you. You can browse articles and updates from your connections in the feed and easily share them with others. Learn more on how to customise your feed preferences and enhance your LinkedIn experience.

Reach out to professionals you may have already met or those you want to meet with the help of LinkedIn's suggestion feature, People You May Know. Learn how to find people you know on LinkedIn and connect with the right people in your community quickly and easily.”

4.5.6 YouTube

YouTube mission (from: <https://www.youtube.com/intl/en-GB/about/>)

- ➔ 2.42% of all users
- ➔ To access videos, news and TV channels: <https://www.youtube.com/>

“What is YouTube?”

Our mission is to give everyone a voice and show them the world. We believe that everyone deserves to have a voice and that the world is a better place when we listen, share and build a community through our stories. Our values are based on four essential freedoms that define who we are.

Freedom of Expression: We believe that people should be able to speak freely, share opinions, foster open dialogue and that creative freedom leads to new voices, formats and possibilities.

Freedom of Information: We believe that everyone should have easy and open access to information and that video is a powerful force for education, building understanding and documenting world events, big and small.

Freedom of Opportunity: We believe that everyone should have a chance to be discovered, build a business and succeed on their own terms, and that people – not gatekeepers – decide what’s popular.

Freedom to Belong: We believe that everyone should be able to find communities of support, break down barriers, transcend borders and come together around shared interests and passions.”

4.5.7 Messaging Platform WhatsApp

WhatsApp Mission (from: <https://www.whatsapp.com/features/>)

- ➔ To download: <https://www.whatsapp.com/download/>

WhatsApp Self Description:

“Simple, Reliable Messaging: Message your friends and family for free*. WhatsApp uses your phone’s Internet connection to send messages so you can avoid SMS fees.

Groups to keep in touch: Keep in touch with the groups of people that matter the most, like your family or coworkers. With group chats, you can share messages, photos, and videos with up to 256 people at once. You can also name your group, mute or customise notifications, and more.

Speak Freely: With voice calls, you can talk to your friends and family for free*, even if they’re in another country. And with free* video calls, you can have face-to-face conversations for when voice or text just isn’t enough. WhatsApp voice and video calls use your phone’s Internet connection, instead of your mobile plan’s voice minutes, so you don’t have to worry about expensive call charges.

* Data charges may apply. Contact your provider for details.”

[All the social media mentioned so far have been created and are managed by private US companies.]

4.5.8 Tik-Tok

Tik-Tok (from: <https://influencermarketinghub.com/what-is-tiktok/>)

➔ To sign in: <https://www.tiktok.com/login/>

“What is TikTok?”

TikTok is a short-form, video-sharing app that allows users to create and share 15-second videos on any topic.

TikTok maintains a separate app for the Chinese market, known as Duxin, which has over 300 million active monthly users. The new app’s logo is a combination of the Musical.ly and Duxin logos. (...)

How it Rose to Popularity

Since its launch, the TikTok app’s popularity has been growing tremendously. In October 2018, it was the most-downloaded photo and video app in the Apple store, globally. The app reportedly has amassed over 500 million monthly active users, the US being the most popular country where it has been downloaded over 80 million times.”

4.6 Photos, Video, Voice Recordings

How can they be useful? What are the benefits of taking photos and making videos and voice recordings?

- Discuss possible applications for Bridge the Gap! projects or initiatives;
- Brainstorm ideas to use together with older learners.

Use symbols, screenshots, (already available) tutorial videos and/or live tutorials:

- To show where these functions can be found;
- How to navigate the function and where the photos/videos/voice recordings are saved;
- How to forward and share pictures.

Options to learn and explore functions on a Smartphone or a Tablet:

- a) Show a 'How To' Video on a data projector for everyone to see (suitable for bigger groups, more than 4 participants);
- b) Show step-by-step on a Smartphone and take a picture (suitable for smaller groups up to 4 participants);
- c) Connect your own Smartphone to a data projector and show the 'Camera' function.



(left symbol: Android Smartphone, right symbol: iPhone)

After showing, divide the group in 'photo/video tandems'; as an example, you can ask participants to try this function on their smartphones or tablets (or if available from your organisation, handout a tablet or smartphone to participants to try it themselves).

Keep in mind (for trainers)

- a) The importance of giving room to participants and encouraging them to explore with their own devices and making their own experience.
- b) Try to avoid sayings things like "on the bottom right corner you will see the XY symbol" as every phone model operates differently. This may confuse participants. Instead, work with symbols, or screenshots, and show how the symbols for the various functions look like.
- c) Data privacy can be discussed using photos as examples. However, some issues may arise:
 - Obtain consent when taking pictures of other people or recording them;
 - Tell them what you will be using the material for;
 - Tell them where personal data is stored in the phones;
 - Tell them where the on/off button is.

4.7 Home Technology



Home technology (domotics) can be classified by functionality such as safety at home and around it, social contacts, healthy living environments, ease of living independently. Various "smart" devices can be connected with each other. We call this the "internet of things". Things are connected via a hub. We call a house with modern technology a smart house.



Examples of security are: the digital doorbell, the video doorbell, the remotely operated door.



Examples of social safety are: alarm systems, that, at the push of a button, create a speech/audio connection with family and/or neighbours.



In the area of social technology, in addition to the apps on the smart phone, we have all sorts of robots and virtual reality applications.



In terms of comfort for long-term independent living, an example is remotely controlled window opener and sunshade.



In terms of mobility, smart walkers, threshold aids and stand-up chairs.

For Bridge the Gap!, home technology can mean that people with reduced mobility can still participate in society. Home technology can boost elderly people' self-confidence because they are less

dependent on others. A requirement is that applications are developed together with older people and that the use is guided and supported.

4.8 The Cloud

The cloud is the Internet, in other words a network of servers. We do all kinds of things in the cloud such as checking our emails using any computer in the world that has an internet connection (emails are stored on servers, which are connected to the internet).

Another example is online collaboration with Google Docs. You just create a document and send everyone its web address. Everyone in the group will be able to add to the document, and they can even edit it at the same time. Working together is easier.

You can store files in the cloud with Dropbox so you don't have to worry about losing them. As long as you have access to the internet, your files are just a few clicks away.

You can also take notes with Evernote, using your computer or mobile device. Your notes are always up to date, no matter what device you use.

When you use the cloud, your computer communicates with a network of servers. As well as storage, you use the cloud for apps. An application that runs in the cloud is called a web app. Unlike desktop apps, web apps do not need to be installed; you just need a web browser. Google Docs is an example of a web app. You can use the cloud with the following applications or services: Gmail, Yahoo! Mail, Google Docs, Facebook, Evernote, Dropbox, etc.

5 Good Practices: Age-friendly Initiatives Supported by Digital Tools

5.1 Digital Healthy Ageing, Lower Austria, Austria

Objectives

“Digital Healthy Ageing” is a project that promotes neighbourly connections, an autonomous life and the health of older people. The aim of the "Digital Healthy Aging" project is to promote the health literacy of older adults and social connections among them with the help of digital applications.

Key Facts

“Digital Healthy Ageing” is being implemented in 14 municipalities in Lower Austria. It targets older adults living autonomously at home. The initiator of the project is *Waldviertler Kernland*. Doris Maurer is the Project Manager and the project is funded by Fonds Gesundes Österreich.

Implementation

“Smart cafés” are organised regularly to enable older adults to get in touch with each other and learn about digital devices from each other. The so called “Smartphone-companions” join the meetings and participants on their journeys of discovery. Usually, a group of up to 5 adults meets in these “smart cafés” that are held in coffee shops and public libraries. The emphasis of “smart cafés” is on peer-to-peer learning, and creating a comfortable environment to try new things and explore devices and functionalities together. Furthermore, an App called “Stupsi” (linked to the term “nudging”) was developed that older adults can use to receive information on health promotion and individual or group activities to meet up and explore their living environment together – fostering connections between the digital and analogue worlds.

More Information

Website and further information can be found here: https://www.waldviertler-kernland.at/cms/digital_gesund_altern/

5.2 Mobility Scouts Go Blogging, Vienna, Austria

Objectives

A group of older learners who are participating in the Mobility Scouts project in Vienna have been working to create a (more) age-friendly living environment in Vienna since 2018. Many projects to support an age-friendly city have been implemented so far. The group of Mobility-Scouts has been active in different roles in order to create a more age-friendly Vienna: as initiators of projects, spokespeople for other older adults and experts for public organisations and research. More recently, and despite the COVID19-pandemic, the group still wanted to do something and actively advocate for their ideas and needs. They have therefore decided to explore “digital paths” and new ways of advocacy.

Key Facts

The project has been initiated and is supported by *queraum. kultur- und sozialforschung*, and takes place in Vienna. The project is funded by the Austrian Ministry of Social Affairs.

Implementation

The group of Mobility Scouts are involved in a co-creation process to jointly run a WordPress website and a Blog to raise awareness about their projects and reach a broader public. This process started in summer 2020. Thanks to the Mobility Scouts-Blog project, participants are acquiring new digital skills to learn how to set up and run a WordPress website and a blog. Regular online meetings via ZOOM are organised to exchange experiences among participants, learn from expert inputs, discuss further developments to the project and foster peer-to-peer learning.

Results

So far, the website has been updated and filled with information about current projects and helpful links the group wants to share with other interested citizens. Furthermore, the Mobility-Scouts Blog has been launched!

More Information

More information on the “Mobilitäts-Scouts” project, the new Website and the Blog can be found here: www.mobilitäts-scouts.at

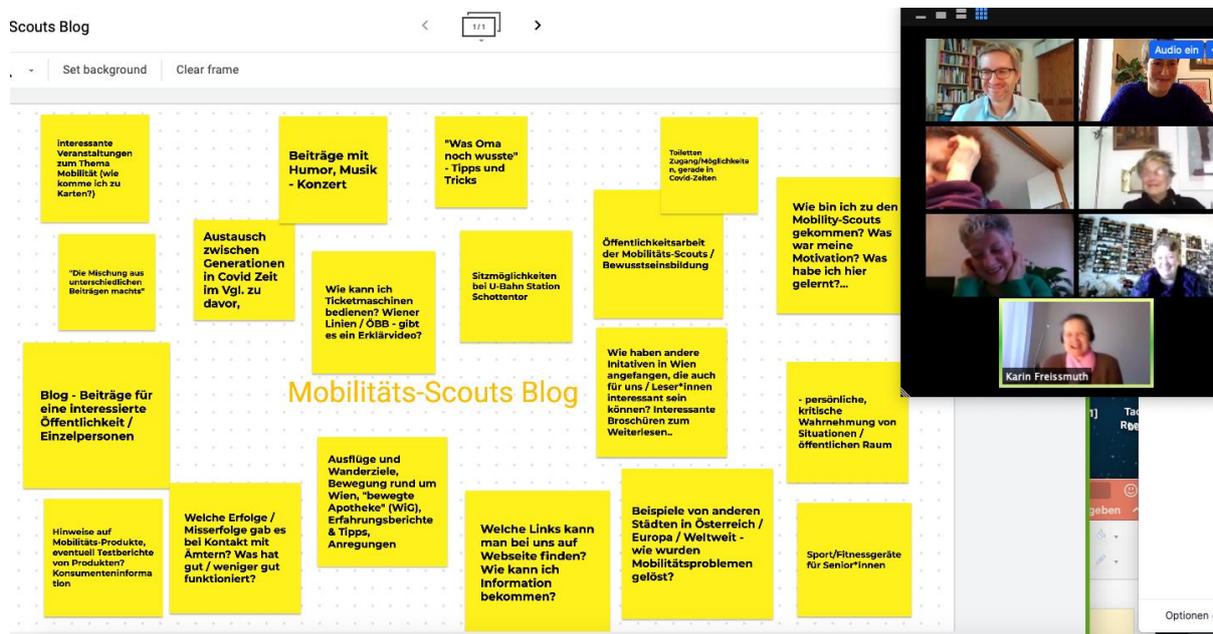


Figure 7: Mobility Scouts blog

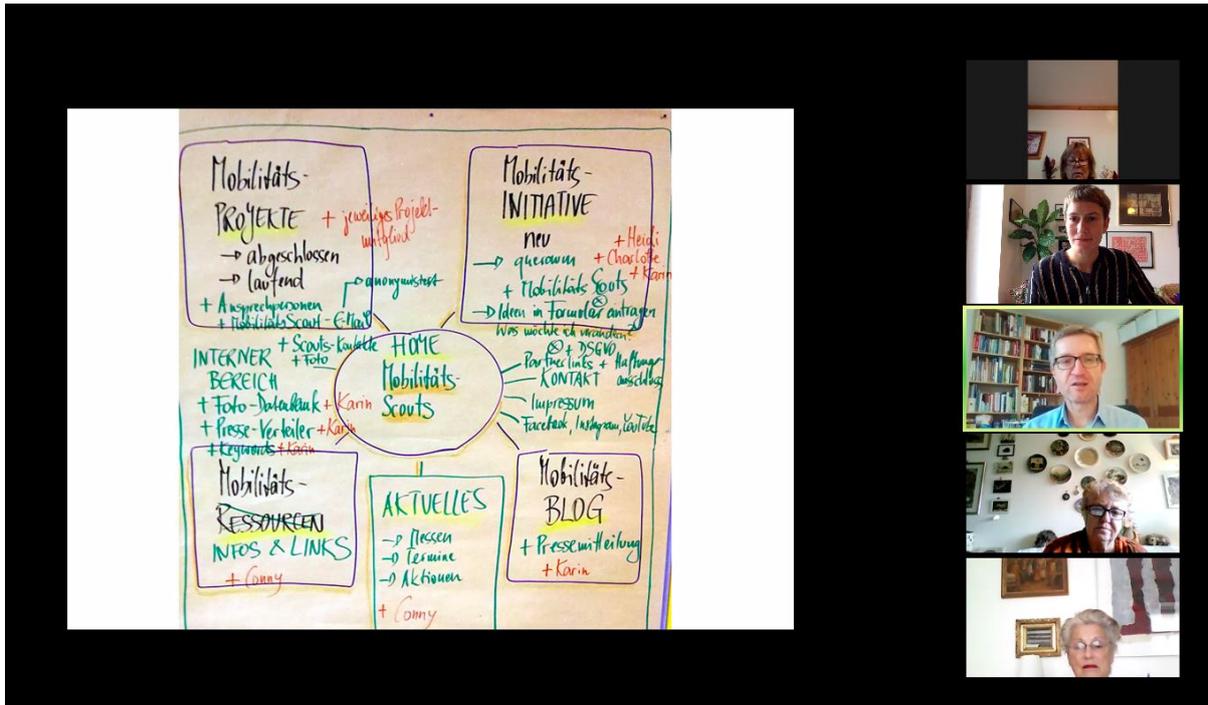


Figure 8: Mobility Scouts meeting

Both screenshots were taken during online meetings in November and December 2020.

5.3 SeniorenNetz, Märkisches Viertel, Berlin, Germany

Objectives

SeniorenNetz is an information portal and interaction network, initiated as a pilot project by a pensioner, Mariane Grabowsky, in 2017 and built together with senior citizens. Mariane Grabowsky thought it was a shame that many older people did not use the internet and thus missed out on many benefits of digital technologies ([Die Cyber-Senioren holen Internet-Preis - Berliner Abendblatt \(berliner-abendblatt.de\)](https://www.berliner-abendblatt.de)).

Key Facts

The project initiators are the “Netzwerk Märkisches Viertel” association and its active senior citizens together with GESOBAU AG. The project is carried out in cooperation with the design Collective “Place/Making”, the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth and the AWO Berlin.²²

Mariane Grabowsky summarises the special features of the project in an interview: “The special thing about our project is that it was developed by seniors for seniors. We edit our website ourselves and update it regularly with everyday tips: it is an information portal for older people in the district of

²² NETZWERK MÄRKISCHES VIERTEL (2018): SeniorenNetz Märkisches Viertel. Available online from: SeniorenNetz MV (netzwerkmv.de) [Accessed: 21.02.2022]

Märkisches Viertel. Our digital platform is not only an information network but also a means to establish and cultivate personal contacts".²³

Implementation

The online platform lists relevant offers and information for older people in the district. This way, older people are informed about cultural and sports events, senior citizens' meetings and services. For people who do not have access to the net or don't have a personal computer at home, two information pillars with integrated tablets and printers have been set up in the district.²⁴ Here, people can access this information portal and print out relevant offers. In addition to the information portal, courses are offered by, with and for senior citizens. "Cyber Seniors" is a course that aims at reducing fears, teaching digital skills to older people and motivating them to participate from a digital point of view.²⁵ The design Collective "Place/Making" has purchased tablets for these 3-month courses. Participants learn to use devices such as smartphones or tablets independently and get to know functions such as e-mail, Google, Skype and Facebook.

The project combines different approaches and brings together different stakeholders. The combination of digital and analogue offers is important to the project. This digital tool is intended to promote more local meetings as well as greater independence and social exchange. Thanks to their initiative, older people are more visible and their needs better perceived.²⁶

Results

In 2017, SeniorenNetz won the Golden Internet Award. As the pilot project was very successful, the project is now being continued and redesigned. The Lotto Foundation has provided funding for three years.²⁷ The Federal Ministry for Family Affairs, Senior Citizens, Women and Youth support the project together with AWO Berlin.

More Information

<https://www.seniorennetz.berlin>

<https://www.netzwerkmv.de/index.php?id=82>

<https://www.gesobau.de/pressemitteilung/seniorennetz-das-altersfreundliche-informationsportal-ist-in-der-auswahl-zum-deutschen-engagement.html>

<https://www.youtube.com/watch?v=iYkJO9zKKmE>

²³ BARTYLLA, S. (2017): Die Cyper-Senioren holen Internet-Preis. Berliner Abendblatt. [online] 12.04.2017. Available from: (<https://abendblatt-berlin.de/2017/12/04/die-cyber-senioren-holen-internet-preis/>) [Accessed: 15.02.2021]

²⁴ BÜRCEL O. (2020): Digital im Alter: Projekt "SeniorenNetz". Senatsverwaltung für Integration, Arbeit, Soziales. [online] 06.10.2020. Available from: <https://www.youtube.com/watch?v=iYkJO9zKKmE> [Accessed: 15.02.2021]

²⁵ NETZWERK MÄRKISCHES VIERTEL (2018): *SeniorenNetz Märkisches Viertel*. Available online from: SeniorenNetz MV (netzwerkmv.de) [Accessed: 21.02.2022]

²⁶ BÜRCEL O. (2020): Digital im Alter: Projekt "SeniorenNetz". Senatsverwaltung für Integration, Arbeit, Soziales. [online] 06.10.2020. Available from: <https://www.youtube.com/watch?v=iYkJO9zKKmE> [Accessed: 15.02.2021].

²⁷ BÜRCEL O. (2020): Digital im Alter: Projekt "SeniorenNetz". Senatsverwaltung für Integration, Arbeit, Soziales. [online] 06.10.2020. Available from: <https://www.youtube.com/watch?v=iYkJO9zKKmE> [Accessed: 15.02.2021].

5.4 Oll Inklusiv, Hamburg, Germany

Objectives

“Oll Inklusiv” [“oll” means “old” in the regional dialect of northern Germany] stands up for age diversity and demands that senior citizens must be heard, and be colourful, critical and active.²⁸ It is a platform to discuss different topics and promote older people’s active involvement.

Key Facts

Culture and music manager Mitra Kassai founded the non-profit initiative "Oll Inklusiv" in 2017.²⁹ Together with about 30 volunteers, Mitra Kassai has been organising a number of excursions in Hamburg for older people, or "seniors and senioritas" as she calls people aged 60 or over.

This initiative is financed through donations and crowdfunding. In addition, it is regularly supported by musicians, radio stations, artists and other stakeholders.

Implementation

Oll Inklusiv is a “vibrant network” that promotes a positive image of old age. With its pro-age approach, it fights against stereotypes and aims at strengthening senior citizens’ quality of life as well as the wider community of older people. In recent years, there have been trips to clubs, the cinema, readings, a visit to a festival and other activities. Food and suitable music for dancing are always provided. Oll Inklusiv makes sure that venues are barrier-free, and excursions and activities are always free of charge as are water and biscuits.³⁰ To ensure easy access to the various events, no registration is required, and everyone can come and go as they please.

The internet presence of this initiative is appropriately modern, colourful, active and diverse. Oll Inklusiv is present on all important platforms such as Facebook and Instagram. Its homepage is clear and gives a good overview of all its activities. In addition, the initiative has its own podcasts which are available on platforms such as Spotify. Explanatory videos on the use of digital media and their digital offers are always available on their YouTube channel.

Results

Due to the COVID-19 pandemic, “Oll Inklusiv” has had to adapt its programme so much so that in summer 2020 it launched its own app with the financial support of the IT portal Stifter-helfen.³¹ An instructional video explaining how to use the app can be found on YouTube. Through this app, Oll Inklusiv aims at creating an inspiring forum on the topic of positive ageing. Videos of its events and podcasts are linked to the app which has a digital noticeboard. Furthermore, dates of forthcoming excursions can be published on the internal calendar of the app. In addition, the app offers its own messenger to enable older people to network and share photos.

In 2020, many new pandemic-friendly programmes were developed such as sofa concerts. Videos for dancing, singing and cooking were uploaded on its YouTube channel. In order to stay in touch with

²⁸ OLL INKLUSIV (2021). Available from: <https://www.oll-inklusive.de/> [Accessed: 21.02.2022].

²⁹ Bargel, V.I. (2019): Mitra Kassai bringt Senioren zum Tanzen. emotion. [online] 11.07.2019. Available from: <https://www.emotion.de/leben-arbeit/gesellschaft/mitra-kassai-oll-inklusive> [Accessed: 02.03.2021].

³⁰ OLL INKLUSIV (2021). Available online from: <https://www.oll-inklusive.de/> [Accessed: 21.02.2022]

³¹ OLL INKLUSIV (2020). Available online from: <https://www.oll-inklusive.de/> [Accessed: 21.02.2022]

older people and support them, the initiative held several courtyard concerts at the Pflegediakonie in Hamburg³². Residents of the nursing home were thus able to enjoy live music from their balconies and felt motivated to dance. The courtyard concerts were video recorded and published on YouTube to make them accessible to a broader audience.

More Information

Further information: <https://www.oll-inklusive.de>

YouTube Channel: https://www.youtube.com/channel/UCP2w86l8tUtZZy_-1HX_B4A

Podcast: <https://podtail.com/en/podcast/oll-inklusive-60-plus/>

5.5 Sprayhilfe statt Gehhilfe – Old Robinson Sprayers, Hanau, Germany

Objectives

"Sprayhilfe statt Gehhilfe" was a project launched in 2019 as part of the 150th birthday celebrations of the artist August Gaul in Hanau. The project, whose name means "Spray aid instead of walking aid", aims at teaching how to do graffiti in the belief that older people's creativity should be promoted. The project also aims at strengthening older people's self-efficacy and self-confidence and contributing to a positive and diverse image of old age.

Key Facts

The initiator of the project is the Family and Youth Centre of the Hanau-Wolfgang urban district. Project partners are the Museum Großauheim, the District Development Department and Administrative Department for Demographic Change³³. The project receives financial support from the Sparkasse Hanau and the Volunteer Agency of the city of Hanau³⁴. The initial graffiti workshops were held by two young artists, and participants paid a fee of 45 Euros for 15 sessions.

Implementation

Initially, participants listened to an introduction to graffiti spraying. A group of over 10 older people then met once a month to draw designs for their artworks and make their graffiti together. In addition to strengthening social interaction and encouraging their creativity, participants' digital skills too are enhanced. As one participant stated, computer programmes play an important role in designing artwork.

In 2020, the project was given the opportunity to spray 10 Telecom and electricity boxes³⁵. This opportunity allowed older people to actively participate in shaping the cityscape and strengthened their self-efficacy and democratic participation.

Results

Completed by the 150th birthday of August Gaul, the artworks were shown to the general public at a group exhibition in November 2019.

³² OLL INKLUSIV (2020). Available online from: <https://www.oll-inklusive.de/> [Accessed: 21.02.2022]

³³ HACKENDAHL, H. (2019): Senioren-Graffiti-Projekt "Sprayhilfe statt Gehhilfe" nimmt Gestalt an. [Op-online] 02.07.2019. Available from: <https://www.op-online.de/region/hanau/grossauheim-senioren-graffiti-projekt-sprayhilfe-statt-gehilfe-nimmt-gestalt-12754026.html> [Accessed: 17.02.2021].

³⁴ Neß, D. (2020): Sprayhilfe statt Gehhilfe – Update. Menschen in Hanau. [online] 16.09.2020. Available from: <https://menschen-in-hanau.de/de/sprayhilfe-statt-gehilfe-update/> [Accessed: 17.02.2021].

³⁵ Ibid.

Participants took great pleasure in spraying and actively shaping the Hanau townscape. Therefore, the meetings continued and the idea of setting up a "walking gallery" along one of the streets in Hanau was conceived³⁶. Participants have continued to meet once a month, and the meetings at the "Spray Café" are still open to anyone interested. The group now calls itself the "Old Robinson Sprayers". Thanks to the introduction of a hygiene concept, participants were able to continue meeting in 2020. In September 2020, participants' new artworks were presented at a vernissage.

More Information

<https://menschen-in-hanau.de/de/sprayhilfe-statt-gehilfe-update/>

5.6 Pane e Internet (Bread and Internet)

Location: All over the region of Emilia-Romagna.

Objectives

The strategic goal of the "Pane e Internet" (PeI) project is to enhance citizens' digital competence and reduce digital exclusion among the project's target groups. This is achieved by promoting and supporting the establishment of so-called PeI Points by the largest Municipalities and by the Municipality Unions, using their own resources and with the involvement of other local actors. A permanent and networked system of PeI Points across the entire Emilia-Romagna region caters for its citizens' digital needs. PeI Points aims at promoting the development of citizens' digital competence in a life-long-learning perspective and raising their awareness and critical use of digital technologies and online services, in particular those offered by the public administration.

Which Specific Target Groups Are Supposed to Benefit?

- a) Citizens in Emilia-Romagna who are 45 to 74 years old and have never used the Internet and online services. In absolute terms, there are about 760,000 people or 44% of the population in this age group (2014 figures). When considering the entire population, the share of the digitally excluded in Emilia-Romagna is 27%, whereas 93% of people above 74 years old have never used the Internet.
- b) Immigrants and unemployed people with no or low digital competence.
- c) Citizens who do not use the Internet regularly (about 35% of the entire population), any potential customer of digital facilitation services, and adults and young people interested in digital cultural events.

Key Facts

- What is the context of this good practice? The context is the Digital Agenda initiative introduced by the Emilia-Romagna Regional Government.
- Who is teaching this good practice? The above mentioned PeI Points.
- Who supports this good practice? The Emilia-Romagna Regional Government.
- Why? As part of the Digital Agenda initiative of the Emilia-Romagna Regional Government.
- What are the investment costs, if any? €3.3m.

³⁶ Ibid.

Implementation

What is being done in particular? How?

- Digital literacy training, comprising a 1st level course aimed at breaking the ice for absolute beginners with PCs or tablets, and a 2nd level course aimed at enhancing learners' autonomy in using specific applications, managing Internet safety and other critical issues mostly related to the use of social networks.
- Digital cultural initiatives (workshops, conferences, seminars etc.) to spread awareness of new online services (especially e-government services) and promote the safe and critical use of other digital opportunities.
- Digital facilitation services, consisting of one-to-one assistance mainly delivered by volunteers in public libraries in order to promote long life learning in the community.

Risk Management and Mitigation: How Were Obstacles Overcome?

DigComp. Through constant monitoring and Pel's training offer and learning materials based on the *DigComp*, the *European Digital Competence Framework* for all citizens.

Results

- Which key results are worth mentioning?
- The success of Pel is reflected in the results of the 2020 *EY Digital Infrastructure Index* which measures digital infrastructures in all the 107 Italian provinces: 5 Emilia-Romagna provinces are within the top 13.
- Is this good practice still being adopted, or is it finished? Still on-going.

More Information

- What is/are the source/s for this good practice? <https://www.paneeinternet.it/public/pei-en>
- Any further interesting information? The Pel e-facilitation service and volunteers.

5.7 Nonni su Internet (Grandparents on the Internet)

Location: 20 Italian regions and 11 different countries.

Objectives

- What are the objectives of this good practice? Digital literacy with and for elderly persons.
- Which specific target groups are supposed to benefit? 60+ citizens.

Key Facts

What is the context of this good practice?

The creation of an inclusive learning society where innovation, education, inclusion and fundamental values are all combined to work together, within the mission of the non-profit Fondazione Mondo Digitale (Digital World Foundation) which has been promoting this good practice since 2002: to promote the sharing of human knowledge, social innovation, and social inclusion, with particular focus

on the categories at greatest risk of being excluded, i.e., the elderly, immigrants, unemployed young people.

- Who is teaching this good practice? The Foundation's staff and volunteers.
- Who supports this good practice? Tutors, high school and/or university students coordinated by an expert ICTs teacher. The Foundation considers that the ideal tutor/learner ratio is 1/2.
- Why? To offer older participants the support they need.
- What are the investment costs, if any? Not known. Attendance to the courses is free of charge and the costs are covered through the Foundation's fundraising efforts.

Implementation

What is being done in particular? How?

The courses are held in the computerised classrooms of schools of all kinds. "Learners" are local residents over 60 years old or elderly people registered at local elderly social centres. Classes of 20-25 elderly people are held at each participating school.

The duration of each course is 30 hours, divided into 15 two-hour weekly lessons. Participating seniors, student tutors and teacher supervisors all receive a certificate of attendance at the end of each course. The educational validity of the project has been appreciated by participating schools to the extent that it has been included in their training offer and credits are awarded to student tutors.

The programme of the course for absolute beginners is structured in such a way as to provide a complete introduction to the use of the computer in just 15 lessons, from navigating the Internet to the use of e-mail and social networks. Presentation of the various peripherals that can be connected to the pc (e.g., webcams and scanners) is an opportunity to help senior citizens to become familiar with new communication technologies (mobile phones, digital terrestrial television, iPods, Iptv).

Each course is enhanced by the multimedia work that both tutors and senior citizens perform together as an exercise to learn to work with a pc: from preparing an online dictionary of yesterday's toys and games to photo albums with digitalised old photos.

Risk management and mitigation: How have obstacles been overcome?

The impact of the project is constantly monitored and analysed using innovative qualitative and quantitative tools (RTE – Real-Time Evaluation), while consolidated communication strategies add value to the results.

Results

What key results are worth mentioning? Over 37,000 senior citizens have become certified *Internauta seniors* (skilled senior Internet users) thanks to training given by around 21,800 student tutors and 2,165 IT teacher coordinators. Is this good practice still being adopted, or is it finished? Still on-going.

More Information

What is/are the source/s for this good practice? <https://www.mondodigitale.org/en/what-we-do/areas-intervention/active-aging/nonni-su-internet-0>

Any further interesting information? Everyone on the Internet week: a digital literacy week is staged each year during the spring for adults in general and the elderly in particular. Tutors, teachers, and

senior citizens invite everyone else to go to their nearest classrooms and learn the ABC's of the computer and online public administration services.

5.8 “Come together, dear seniors”, Vilnius and Kaunas

Objectives

The aim of the project “Come together, dear seniors” is to encourage older people to try and engage in new activities (painting, making objects with clay and leather, line dancing, callanetics, etc.), socialise and set an example of active and healthy ageing to others. Creative activities are employed to improve the physical and psychological well-being of seniors, encourage their self-expression, build the feeling of community and a culture of communication. The target group is older people 65+.

Key Facts

The project was initiated by a public and political figure, Edgaras Stanišauskas, member of the Vilnius City Council and head of a public enterprise called “Idea of Success”. The idea was to propose creative and health-enhancing activities for older people so that they could try things they had never done before, e.g., painting, line dancing, callanetics, crafts. Older people can try four different activities and find what suits them; once the workshops are over, older people continue developing the activity they have chosen as a hobby.

The pilot project was launched in Vilnius in 2017 and involved over 300 older-age citizens in 3-month long creative workshops. In 2018 the project geography expanded to Kaunas and reached 800 older persons who attended creative workshops for a total of 440 hours. The target is to have 10 Lithuanian cities involved by 2023. In 2019 the number of seniors taking part in the project activities reached 1000.

All the activities are free of charge and the costs are borne by the sponsors, such as the eye clinic Lirema, the supermarket chain IKI, the pharmacy chain Eurovaistine, a dental clinic, and other socially responsible businesses. The public national broadcaster, “15 min” - one of the biggest news website - and some other media companies are information partners. The project promotes the idea of healthy and active ageing and portrays a positive image of older people in Lithuania. In 2020 the project was challenged by the lockdown due to the COVID-19 pandemic. The challenge was met by moving some of the activities online using Facebook and YouTube.

Implementation

Creative and health-enhancing workshops take place in autumn and last for three months. The workshops are held by well-known professionals: actor and dancer Dalia Michelevičiūtė, ceramic artist and host of a TV programme Nomedra Marčėnaite, painter and exhibition curator Linas Liandzbergis, master of handcrafts Kristina Račkauskaite, trainer Toma Peštene, and master of leatherwork, glasswork, jewellery, and spatial expression Jone Kalinaite-Stankevičiene. Older people try new activities, find a hobby that they can further practise on their own. They also make new friends. Local councils support the project by making premises available for the various activities.

As face-to-face workshops were no longer possible due to the COVID 19 lockdown, some activities moved online and took place on Facebook and YouTube. In 2020 the property management company Mano būstas joined forces and introduced training courses on digital skills. This company manages

multi-storey apartment buildings, where a lot of apartment owners are older persons. The company created an eHOME app for paying bills, reporting faults, monitoring ongoing repair work, following the news, communicating with property managers, voting and participating in decision making.

Results

Project activities were organised by well-known public figures and drew attention to the need for more such programmes for older people. The project was well promoted in different media channels demonstrating the possibilities for older people to learn new things, try new hobbies, and find new friends. Most of the participants of creative workshops tried activities like painting, wool felting, or jewellery for the first time. They all claimed that new creative activities opened their minds and improved their self-esteem. Older people are concerned about their living environment and they want to participate in improving it. The application eHOME and online training to acquire ICT skills have increased the involvement of older people in local community matters as they can do all this online and safely.

More Information

All workshops are free of charge. Project promoters look for and find sponsors for the activities in the world of business thus drawing attention to potential areas they can demonstrate corporate social responsibility.

[Project website](#)

[Report on the project on the national TV](#)

5.9 Genius Loci: Urbanisation and Civil Society, Kaunas, Šančiai Community

Objectives

This three-year (2020-2023) project funded by EEA grants aims at solving the problem of the uncoordinated and undemocratic urbanisation in Kaunas Šančiai district and involving local people in the planning of new developments in this historical area. One of the objectives is to create a virtual community space for civic processes and increase the number of users of digital tools to promote public participation in civic activities.

Key Facts

The target group of the project is the residents of the Šančiai district and other interested groups of Kaunas and other cities.

Implementation

During the project lifetime, more than 50 civic activities and partnerships with Šančiai residents and other stakeholders are scheduled to be launched. These are education, creativity, map building and capacity-building activities. No specific ICT training activities are envisaged and, therefore, the possibility to arrange workshops for older residents of the district to teach them how to upload information onto the memory map was discussed with the project implementers.

Results

The first output of the project is the [Memory Map](#). The purpose of the Šančiai memory map is to collect and share images and narratives of our collective and individual history. The map should include not

only listed buildings and sites, but also personal images conveying memories, legends on the place, etc.

More Information

<https://sanciubendruomene.lt/en/>

5.10 Social Media for Community or Neighbourhood Watch

Objectives

To protect neighbourhoods from criminal activities.

Key Facts

This good practice can be seen everywhere in The Netherlands: in urban, sub-urban and rural areas, and in small and large communities.

This activity is managed only by volunteers. Neighbours in the same street, neighbourhood or larger community agree to share their mobile numbers and create a WhatsApp group. Sometimes the local policy officer joins the group.

No investment costs.

Implementation

The group function of Whatsapp is used in The Netherlands to create the so-called Whatsapp Neighbourhood Prevention Groups. Neighbours can share information and alert each other if a suspicious person or other dangerous situations in the neighbourhood arise. Examples are: a woman ringing at doors trying to swindle older adults, or a burglar getting into someone's house from the back door in street X. When entering the neighbourhood, there is a special sign (see figure below) warning criminals off. These signs can be found everywhere.



Figure 9: Using WhatsApp for neighbourhood safety

Results

This initiative has been taken up everywhere in The Netherlands. Groups come and go, depending on the availability and drive of a few group leaders.

5.11 iZi Experience Home in The Hague

Objectives

An initiative of The Hague municipality, the project promotes technological solutions allowing older people to be self-reliant in their current home environment for longer. The municipality welcomes developers to test their solutions with older residents. The iZi house is open to the general public who can learn about solutions, many of which are already available on the market.

Key Facts

The iZi Livinglab was founded by the municipality of The Hague in cooperation with the Leyden University Medical Centre, the University of Tilburg, The Hague University of Applied Sciences, the Social Housing cooperative HaagWonen, the Welfare organisation Xtra, Nell, the Technical University of Delft, and World Startup Factory.

Implementation

The three-room experience house in The Hague showcases 90 solutions; some of which, but not all of them, are digital. There are devices like social or care robots, smart tablets, lifestyle sensors, and personal alarms. The bathroom has been adapted with handles and slip-proof floors, as well as a toothpaste dispenser. The bedroom has special lighting to prevent falls during a trip to the bathroom at night.



Figure 10: iZi demo house The Hague

The iZi Community is an important part of the project. The members of this Community are older residents living near this house who have contributed to its design and layout. They act as ambassadors for this project and promote the use of modern technology among other older people. Once the ambassadors learn how to use modern technology themselves, they can then support other

older people to acquire the knowledge and necessary skills to use all these technological devices and products.



Figure 11: Demonstration in iZi house The Hague

The project includes the iZi Living Lab, a pre-existing group of older residents in social housing who can test and provide feedback on the products. More proficient users work with and train others in the group, and can take visitors for a tour of the iZi house.

This programme won a World Smart City award in 2018 (Inclusive and Shared Cities category). However, it is not unique, as many such smart showcase homes currently exist in The Netherlands such as the Comfort Woning in Overschie, Rotterdam).

Results

The iZi experience house is available for visits. Funding for upscaling and further exploitation is being looked for. In 2021, the project was part of the care innovation programme of the municipality of The Hague, to which other living labs are also connected.

More Information

www.Wijenizi.nl

Youtube: <https://www.youtube.com/watch?v=AZH1U8uqtoM>

5.12 Stumble Campaign, The Hague

A combination of social and traditional media.

Objectives

During the local Week of Fall Prevention in 2020, The Hague was reported to perform rather badly in terms of fall incidents in or outside the home. The report encouraged the Older People's Council of The Hague (Stedelijke Ouderen Commissie, SOC) to take a closer look at this issue. The SOC implemented a reporting point where older adults could notify the presence of loose, crooked or sagging paving stones. It received over 400 notifications from older adults. The SOC assembled the notifications in a report that was given to the council executive in charge of this issue or to the deputy mayor.

Key Facts

The initiative is a combination of traditional and social media. The SOC launched this initiative by contacting its member organisations and advertising it in local media. Both the presentation of the report and the response of the deputy mayor were filmed and posted on YouTube, where it is still available. The YouTube video also shows demonstrations of dangerous situations. The initiative was mentioned on radio Den Haag fm.nl, local editions of national newspapers and the online magazine Seniorenjournaal.

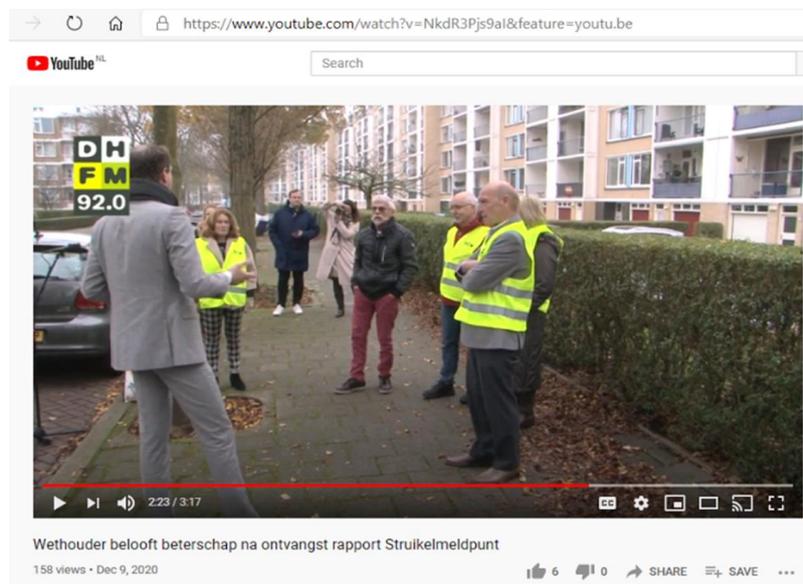


Figure 12: Older People's Council The Hague Stumbling Campaign

Implementation

The report was well received by the deputy mayor of the city of The Hague who promised to improve the situation in the city.

More Information

Den Haag FM » Wethouder belooft beterschap na ontvangst rapport Struikelmeldpunt
Wethouder belooft beterschap na ontvangst rapport Struikelmeldpunt - YouTube

5.13 App to Report Problems in Outdoor Places (Slim Melden)

National, including the municipality of Gouda.

Objectives

In order to enable citizens to report directly to the municipality cases of loose, crooked or sagging pavements or other problems in outdoor areas, the municipality of Gouda has created and launched the 'Slim Melden' app. After receiving the notifications, the municipality replies within a limited period of time to the citizens and solves the issue.

Key Facts

The app shows a map of the location where the citizen is, if s/he allows access to the current location on the smartphone. An address in the search button can also be added to find the location. The map can be enlarged and includes symbols of streetlights (green bulbs) and playgrounds. By clicking on a symbol, a citizen can report the issue.

Reports can be made without using symbols. In that case, citizens choose a spot on the map directly. After choosing the right category, they can write their reports and leave their email addresses or telephone numbers in case they want to receive a reply from the municipality.

If someone else has already reported the issue, they can report that the problem affects them too.

In case of dangerous situations, it is better to call the emergency line of the municipality directly.

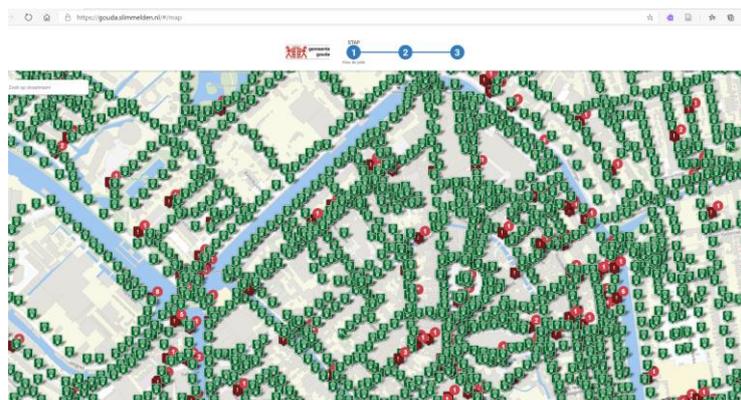


Figure 13: Gouda - Outdoor Spaces Report

Results

Based on actual experiences, the municipality has been seen to respond quickly to solve the problems that are reported.

More Information

<https://civity.nl/en/products-solutions/smart-reporting/>

<https://gouda.slimmelden.nl/#/home>

5.14 Alliantie Digitaal Samenleven (Alliance Digital Society)

Objectives

To foster participation and inclusion of people in the (digital) society and empower them.

Key Facts

Alliance Digital Society is a public/private partnership with about 30 partners. It was launched in 2019 by the Ministry of Internal Affairs, the Number Five Foundation and VodafoneZiggo.

There are three types of roles partners can play within the Alliance:

- Family: close to the alliance, like a family. Partners support coordination activities and facilitate and organise the programme of the Alliance. Support is given in terms of hours and money.
- Friend: participates actively in the work groups and contributes with expertise, people and tools and instruments.
- Fan: works on the actions of the Alliance, sometimes participates in events and disseminates information about the Alliance at various events.

Implementation

Alliance Digital Society helps people to identify the most important things in society and supports digital solutions. The Alliance is structured in working groups and teaches digital skills to support:

- People who have lost their partners through death or divorce; and
- Older people

Results

The initiative is expanding and gaining an increasing amount of interest. Organisations that have been interviewed (SeniorWeb, Student aan Huis and KBO-PCOB) are members of the initiative.

More information

www.digitaalsamenleven.nl

5.15 Municipal Platform for Neighbourhood Initiatives

Objectives

Mobilise citizens and let them decide on the implementation of ideas to improve their neighbourhoods.

Key Facts

Neighbourhood platforms are being set up in many municipalities such as Oost Begroot, including Watergraafsmeer in Amsterdam, and Seghwaert Doet! in Zoetermeer.

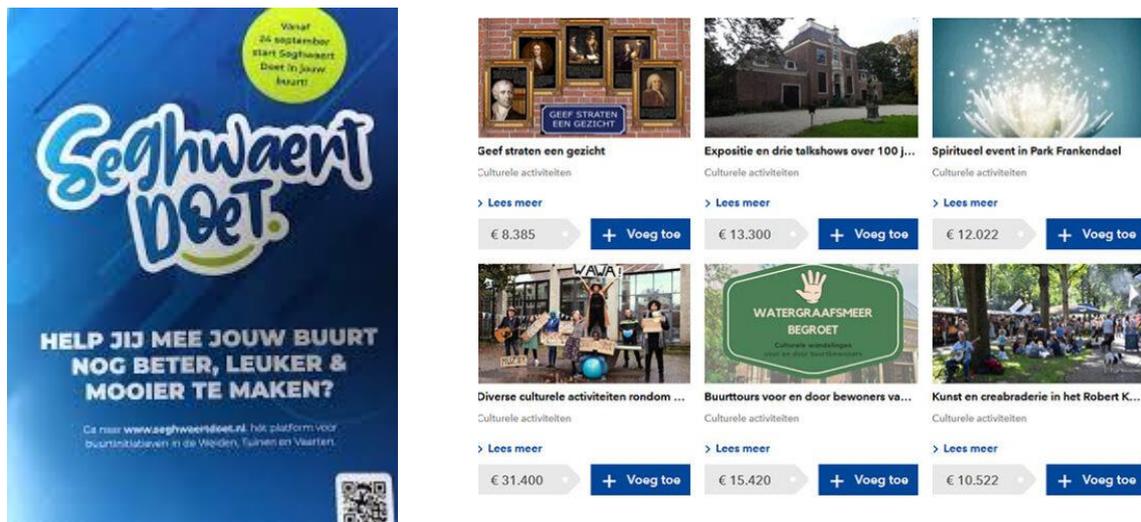


Figure 14: Information board Seghwaert Doet!

Residents can submit their ideas digitally. Depending on the size of the neighbourhood, 10 to 30 ideas are normally put forward by citizens.

Performance

Municipalities grant neighbourhoods a certain amount of money to spend. Neighbourhood residents then submit their project plans. Local residents vote for the projects digitally by distributing their vouchers among them. One of the main lessons learned is that municipalities do not restrict residents' creativity too much. Municipalities do not impose too many rules or set up procedures that are too difficult to understand.

Results

Many projects have already been implemented. Others are in the final stages of the decision-making process of the municipalities.

6. Exercises and Homework

The following section outlines local practices and projects training groups can work on as well as suggestions for homework.

6.1 How am I doing? What is important to me?

Purpose/Goal	A broad view and reflection on what participants find important in their lives and environment. What do you want to invest in? Choose a case study to work on.
Material(s) needed	<ul style="list-style-type: none"> • Plate or slide with the domains of age-friendly environments • Yellow and green post-its • Pens • Own devices (participants with internet or internet via data projector)
Preparation	<ul style="list-style-type: none"> • Prepare materials • Data projector with computer/internet connection ready
Implementation	<p>Discuss with participants the domains of age-friendly neighbourhood. Explanation of domains. Look up information on the internet or, for example, YouTube (by themselves and together).</p> <p>Each participant then writes down on a green post-it in which domain things are going well. On a yellow post-it each participant writes in which domain s/he would like to invest or improve.</p> <p>Afterwards, participants discuss the situation among themselves.</p>
Duration	Individually determined
Tips & Tricks for Trainers	Has a specific case come up that participants would like to work further on during the training? Follow-up discussion. Assign homework to find out more using digital tools.

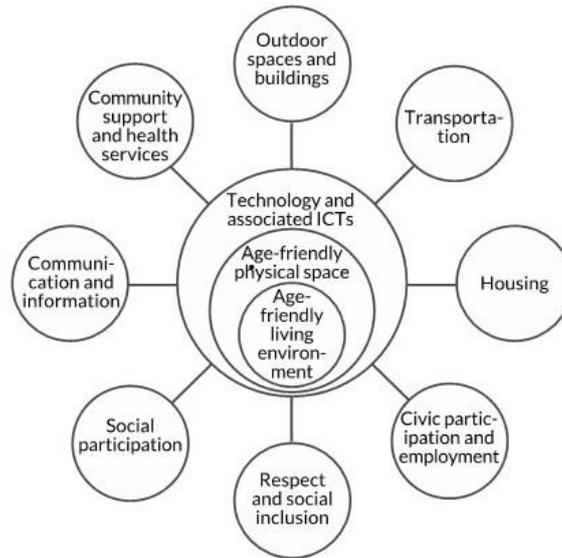


Figure 15: Example of Possible Outcome

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

Purpose/Goal After an introduction on aspects of age-friendly environments, this exercise encourages participants to re-discover their neighbourhood with new insights and the AFE domains.

Material(s) needed

- Smartphone, camera and/or tablet

Preparation Participants can try to take pictures during the workshop, either indoors or outdoors (invite the group to go out as part of the workshop to try and take pictures in small groups). After each small group has taken 1-2 pictures, the entire group reconvenes after approx. 20-30 minutes to share their experiences.

Implementation This exercise invites participants to take pictures of examples of “age-friendliness” in their neighbourhood. This can be examples of good practices and/or features that are (still) missing, and gaps they have identified, e.g., availability of benches, public seating opportunities, high or flattened curbs.

Participants are asked to take pictures with a digital device (smartphone, tablet) if applicable when walking around the neighbourhood. Each participant collects 3 – 5 examples and share and discuss them with the group at the next meeting.

Duration Individually determined

6.3 Collecting Neighbourhood Voices

Purpose/Goal	After an introduction on aspects of age-friendly environments, this exercise encourages participants to collect experiences and ideas of other (older) residents in their neighbourhood.
Material(s) needed	<ul style="list-style-type: none"> • Smartphone, tablet or voice recorder
Preparation	Participants can try to record small audios during the workshop, either indoors or outdoors (invite the group to go out as part of the workshop to try recording audios in small groups). After each small group has taken 1-2 audios, the entire group reconvenes after approx. 20 minutes to share their experiences.
Implementation	<p>“If there is one thing you can change in your neighbourhood, what would it be?”</p> <p>Participants are asked to interview 1–3 residents/neighbours with a voice recording device (e.g., smartphone, tablet or voice recorder). Participants share and discuss their experiences and findings with the group at the next meeting.</p>
Duration	Individually determined

6.4 Practise with Social Media and Emoticons

Purpose/Goal	To get to know each other, encourage cheerfulness in the group and conscious use of social media and emoticons, use skills.
Material(s) needed	<ul style="list-style-type: none"> • Smart phone, tablet and/or computer
Preparation	No further preparation needed.
Implementation	<p>Brief explanation of the reason to do this exercise. Show social media and emoticons via smartphone, tablet and computer (Windows button+point).</p> <p>Exercise a): Let participants guess the meaning of some emoticons (10 minutes), examples from Pinterest.</p> <p>Exercise b): In pairs, participants have a 10-minute conversation about who they are and what neighbourhood they live in. Each participant then writes down the emotions they saw and felt during the conversation.</p> <p>Exercise c): The same pairs have a chat online (e.g., WhatsApp or Messenger) and use as many emoticons as possible.</p>

Discussion to be held afterwards: What differences have you noticed? What should you pay attention to when using emoticons? When do you use them and when not? Discussion about formal, informal, safe and familiar communication.

Duration 30 minutes

Homework 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?



Figure 16: Set of emoticons

6.5 Local AFE Projects: Concept and Structure

Purpose/Goal Once participants have developed ideas for local projects and divided themselves into small groups, they are asked to develop their ideas further. Participants engage intensively in planning their local projects and develop a concept for their projects and how they want to implement it.

Material(s) needed • Worksheets Concept Development (printed and Word file)

Implementation Participants are handed out a working sheet with questions they have to discuss, and develop an initial concept in small groups (about 1 hour): ideas on what is to be achieved and how they are collected. Afterwards, the concepts are briefly presented and discussed in plenary. As homework, participants further develop their concepts in their work groups and elaborate a structure. They can add their notes to a digital version of the worksheet.

The trainer sets a date by which each group tells 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. S/he will also check if the necessary hardware and software can be provided.

Duration 1,5-2 hours

The work sheet is available in Annex 1.

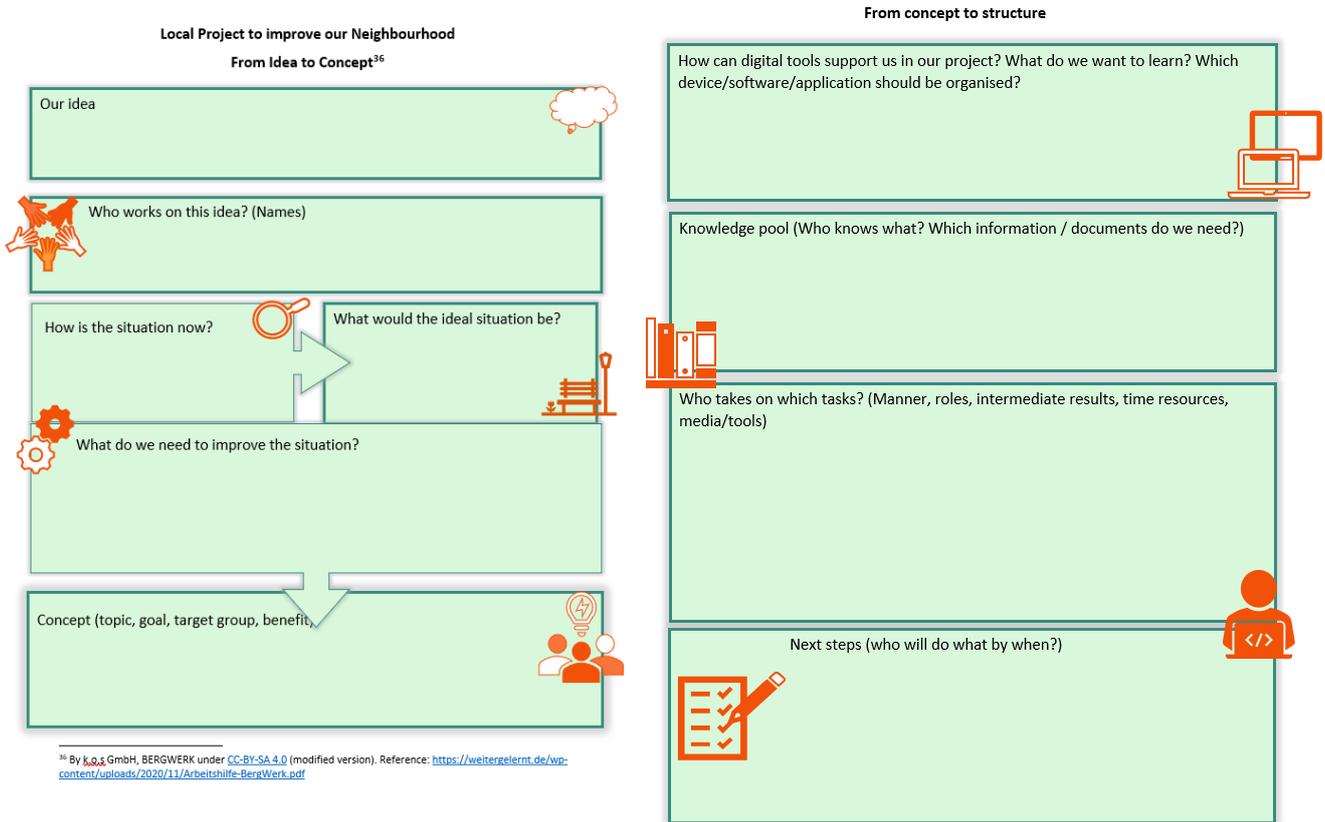


Figure 17: Concept and Structure

6.6 App Tester

Purpose/Goal This exercise helps participants to practise using a smartphone or tablet. The focus is on encouraging participants to use the devices according to their interests.

Material(s) needed

- Smartphone or tablet

Preparation The trainer has to find suitable apps in advance e.g.:

- Quizzes with the possibility to connect with friends and challenge each other;
- Brain jogging;
- Digital medication schedule with reminder function.

The trainer prepares a handout with the questions for which participants are supposed to take notes.

Implementation Participants are shown apps that are useful for functions such as shared interaction or health promotion. The task is to choose one of the apps, search for it in the "App Store" or "Play store" and install it. Participants can familiarise themselves with the app in the workshop. Afterwards, they have to try out the app at home and take notes on the following questions:

- I have tried the following app:
- How did I experience the handling of the app? What difficulties did I encounter?
- How do I evaluate the benefits that this app has for me personally?
- This is my conclusion:

If they find the suggested app does not match their individual interests, participants can do the exercise with another app of their choice. If they feel uncomfortable to do this task on their own, the homework can be done in small groups.

In the following workshop session, there will be a roundtable during which participants share their experiences.

Duration Individually determined

6.7 Technology Detective

Purpose/Goal	The goal of the assignment is to make participants aware of various innovative technologies already used in their environment.
Material(s) needed	<ul style="list-style-type: none"> • Smartphone or Tablet, digital camera, projector and screen to show the photos.
Preparation	<p>Participants are given a presentation on home technology devices during the training session.</p> <p>Participants have already been taught how to use their smart phone cameras and how to process photos.</p>
Implementation	<p>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.</p> <p>In the next session, participants share their photos and allocate technologies they have photographed to a specific group by functionality.</p>
Duration	Unlimited; it depends on participants' involvement.
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.

6.8 Trip Planning

Purpose/Goal	The goal of the assignment is to master the functionalities of the public transport app presented in the classroom session.
Material(s) needed	<ul style="list-style-type: none"> • Smartphone or tablet
Preparation	<p>Participants are taught how to download and use the official public transport app during the training session.</p> <p>The trainer checks the upcoming event/exhibition/place of interest in the city that would appeal to the target group.</p>
Implementation	Participants' home assignment is to plan the trip (or actually go to) the specified location and get back home. They have to be in the specified place at a specified time.
Duration	20 mins.
Tips & Tricks for Trainers	The entire group may be given the same assignment, i.e., the same location to go to. However, different locations can be chosen for each participant

according to their needs (to visit a friend or relative, to go to a specific market, etc.).

Using the weather forecast app could be advisable.

6.9 Communicating Digitally with your Municipality

Purpose/Goal	Become familiar with the website of your municipality for the actions you want to work on. This could entail looking for information or activities, responding to a zoning plan, giving input, registering for an information evening event, registering for the collection of bulky waste, etc.
Material(s) needed	<ul style="list-style-type: none"> • Smartphone or tablet • Computer and data projector
Preparation	The trainer has to prepare a case study and practise beforehand.
Implementation	<p>The trainer gives an example. S/he 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. Learners help each other in pairs. The trainer walks around and helps if necessary.</p>
Duration	Individually determined
Tips & Tricks for Trainers	<p>Afterwards discussion:</p> <ul style="list-style-type: none"> • Was it easy or difficult to search? - Was it applied successfully? • Where did you get stuck? • Do you have any tips for the municipality that can help it improve its services and activities? • How will you report these tips digitally?

6.10 Find Supporters for your Idea with Mind Mapping

Purpose/Goal	Contact fellow residents to realise or strengthen your idea, plan or desire. Stimulate each other to come up with ideas.
Material(s) needed	<ul style="list-style-type: none"> Black marker, red and green pens. (This exercise can also be done digitally in ZOOM.)
Preparation	Hang up a large sheet of paper.
Implementation	<p>a. During the training, brainstorm with Mind Map the possibilities that are available in relation to everybody's own situation, in order to find allies to develop your own idea. Write on a large piece of paper the categories: personal/physical and digital. Look for examples such as ringing doorbells, putting letters in mailboxes, calling people, placing an appeal in the local newspaper. Find as many forms as possible in both categories. Give each other ideas.</p> <p>b. Everyone circles with a green pen what s/he will do.</p> <p>c. With a red pencil, each participant circles what s/he will not do.</p> <p>d. Discussion: Why will they do it and why won't they do it? (I dare not, I can't, I don't want to, etc.). Formulate points that learners want to learn.</p> <p>e. Practice them.</p>
Duration	Individually determined
Homework	Ask the learners to carry out one of the actions.

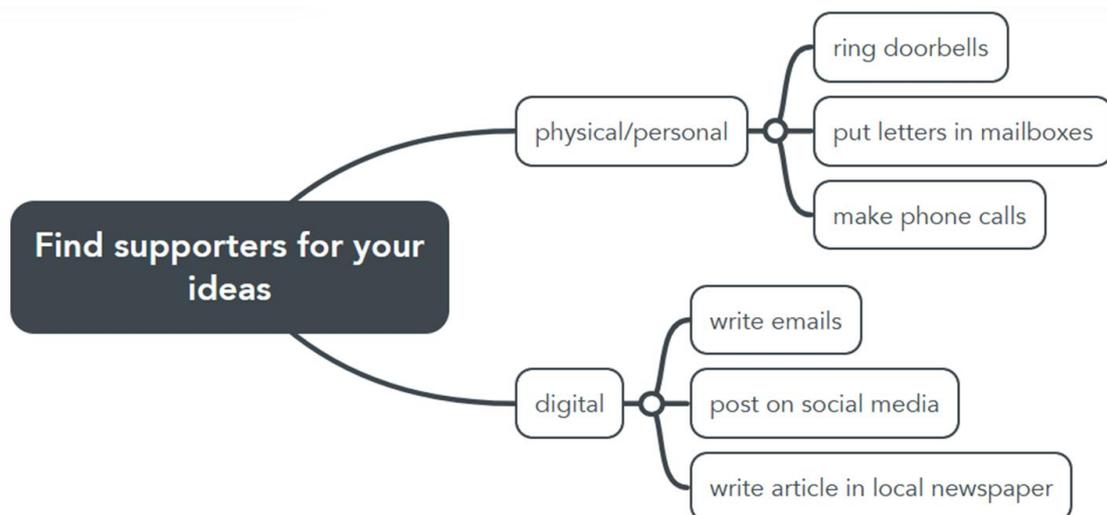


Figure 18: Example of a Mind-Map to be used for brainstorming

7. Evaluation Methods

In order to improve the training content and methods and ensure adequate quality, continuous assessment is necessary. Therefore, an evaluation should be conducted both at the end of the entire training and at the end of each session. Thus, participants' feedback and requirements can be documented for each session and incorporated into future implementations and developments of the training. Evaluation exercises should be as uncomplicated as possible (evaluation flower, bullseye method and/or short feedback round). After the entire training has been carried out, a questionnaire is filled out by all participants in order to obtain a detailed evaluation.

7.1 Self-Reflection for Individual Participants and/or Project Group

Purpose/Goal	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.
Material(s) needed	<ul style="list-style-type: none"> • Flipchart with lead questions • Flipcharts and small sheets for each group
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 context if trainers see it fit):</p> <ul style="list-style-type: none"> • What has happened so far and what is the status quo? • What hurdles and barriers did you face and how did you tackle them? • What are the next steps and actions you want to take? • What are your wishes for the future of your project?
Duration	Individually determined

7.2 Fishing Exercise (AFE Project)

Purpose/Goal	This activity encourages participants to highlight and share the main issues that have come up during the training.
Material(s) needed	A flipchart, one large sheet of paper showing a fishing net, one large sheet of paper showing a pond, some cut-out shapes of fish and/or other animals/things that might be in a pond.
Preparation	Preparation of the material.
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.
Duration	30 minutes
Tips & Tricks for Trainers	Don't comment on the likes and dislikes that participants express.



Figure 19: Pictures Mobility Scouts meeting Vienna © queraum. kultur-und sozialforschung

7.3 Participants' Evaluation of the Training

Purpose/Goal	To obtain an overview of impressions, satisfaction and needs for improvement to encourage participants to evaluate the training in an intuitive and playful way.
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-its / small sheets of paper
Preparation	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.
Implementation	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-its attached to their respective categories. The results are analysed jointly with the participants and documented with a photo.
Duration	Individually determined

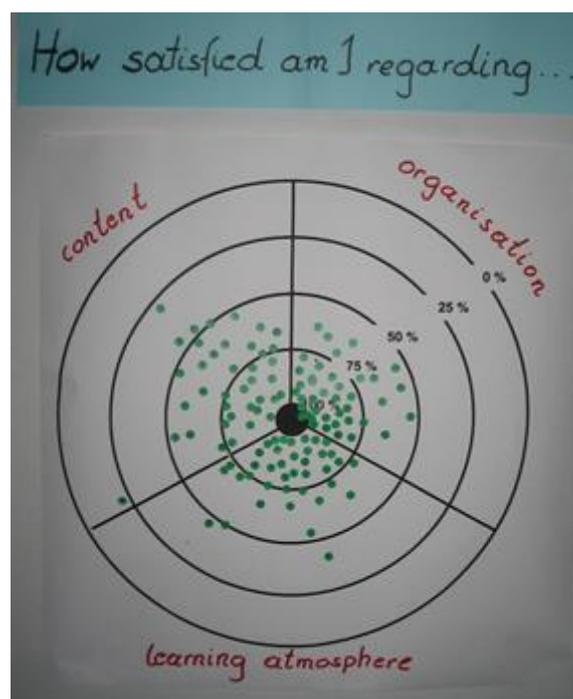


Figure 20: Example of Bullseye Method (Result)

7.4 Visual Dialogue Method for Evaluation: The Flower

Purpose/Goal	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.
Material(s) needed	<ul style="list-style-type: none"> • Flower visualisation
Preparation	-
Implementation	<p>The trainer takes participants through this visualisation, and then asks them to relate the images to the training they have received. Did you get enough nourishment? Did you get new insights? What aspects of the training helped most? How was the gardener/trainer? Helpful, inspiring? Do you have tips and suggestions? What will you do after the training with what you have learned?</p> <p>Participants write down their impressions and give tips and suggestions. Their opinions are shared in the group.</p>
Duration	Individually determined
Tips & Tricks for Trainers	Optional: The trainer gives flowers or bouquets to participants as a way to say thank you.

Ask participants to look at the flower and then answer the questions for themselves. Afterwards, share answers with each other. Give each other tips to learn from.

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....
- *

Figure 21: Visualisation of the Flower Evaluation Method

7.5 Final Activity: Training Evaluation

Purpose/Goal	Participants are invited to self-reflect on some guiding questions. (Individual self-reflection exercise for participants of Bridge the Gap! Training courses)
Material(s) needed	<ul style="list-style-type: none"> • Flipchart and small sheets of paper with lead questions
Preparation	The trainer prepares the questions on the flipchart as well as small sheets to be handed out to each participant. (Feedback forms to be handed out at the last training/workshop session to participants, see annex 4)
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>Lead questions:</p> <ul style="list-style-type: none"> • In your opinion, why is a project like Bridge the Gap! important? • What were the most important learning experiences of your participation in the project? • What were your contributions in the implementation phase? • What were the biggest successes in the implementation of your local projects? • What were the biggest problems that occurred? What solutions (if any) were found? • What was most surprising in the implementation phase? • Do you have any tips and tricks for people who would also like to become truly involved in an age-friendly city?
Duration	Individually determined

7.6 Self-reflection for Trainers

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

Questions for trainers

- 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?
- 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?

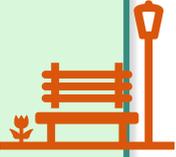
Annex 1: Worksheet Concept Development

Local Project to improve our Neighbourhood

From Idea to Concept³⁷

Our idea 

 Who works on this idea? (Names)

How is the situation now?   What would the ideal situation be? 

 What do we need to improve the situation?

Concept (topic, goal, target group, benefit) 

³⁷ By k.o.s GmbH, BERGWERK under [CC-BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/) (modified version). Reference: <https://weitergelernt.de/wp-content/uploads/2020/11/Arbeitshilfe-BergWerk.pdf>

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, intermediate results, time resources, media/tools)



Next steps (who will do what by when?)



Annex 2: Evaluation Questionnaire for Trainers: Training Sessions

EVALUATION OF INDIVIDUAL TRAINING SESSIONS

In order to improve the **Bridge the Gap!** training, feedback from trainers is essential. Therefore, we ask you to write down your experiences and comments after each session as well as at the end of the entire training. Please fill out the following questionnaire - preferably in bullet points. Since the training is modular and adapted to participants' individual interests and abilities, it is important to describe what was done during the training. Thank you for your cooperation!

Country, training venue:

Name of trainer(s):

Number of training sessions:

1. Evaluation of the Training Session by the Trainer(s)

- 1.1 Please describe the content of the training session and the methods applied.
- 1.2 Please describe the materials handed out in today's training session.
- 1.3 Did you use your own methods or materials? If yes, please describe.
- 1.4 Do you think the training content was appropriate? Please specify weaknesses and potential improvements.
- 1.5 Do you think the methods were implemented well? Please specify weaknesses and potential improvements.
- 1.6 What content, materials or methods should be added?

2. Documentation of Participants' Evaluation of the Training Session

- 2.1 Feedback method(s) applied (Bullseye, Evaluation Flower, feedback round):

(if available) please summarise the results regarding:

- 2.2 Evaluation of the content:
- 2.3 Evaluation of the methods:
- 2.4 Evaluation of the facilitation of the training:
- 2.5 Evaluation of the atmosphere:
- 2.6 What are participants' expectations on further training sessions?
- 2.7 Further remarks:

(if available) please provide pictures of the evaluation results (flipchart or pinboard).

Annex 3: Evaluation Questionnaire for Trainers: End of the Training

EVALUATION OF THE OVERALL TRAINING

We ask you to briefly describe your overall impression of the training using this questionnaire. Thank you for your cooperation!

Country, training venue:

Name of trainer(s):

1. Do you think the training content was appropriate? Please specify weaknesses and potential improvements.
2. Do you think the methods were implemented well? Please specify weaknesses and potential improvements.
3. What content, materials or methods should be added?
4. What should be considered when implementing the training next time?
5. Do you have any further remarks or suggestions?

Annex 4: Evaluation Questionnaire for Participants: End of the Training

TRAINING EVALUATION

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"/>				
1.2	There was an appropriate mix of participants.	<input type="checkbox"/>				
1.3	The duration of the training was adequate.	<input type="checkbox"/>				
1.4	Room and arrangements were suitable (size, equipment, light etc.).	<input type="checkbox"/>				
2. CONTENT AND METHODS						
2.1	The training programme was clearly structured.	<input type="checkbox"/>				
2.2	The topics of the course were well selected.	<input type="checkbox"/>				
2.3	The methods used supported the learning.	<input type="checkbox"/>				
2.4	The materials handed out during the training were useful.	<input type="checkbox"/>				
2.5	I was able to follow the subjects taught very well.	<input type="checkbox"/>				
2.6	The trainer(s) responded well to my needs.	<input type="checkbox"/>				
3. OUTCOMES AND ENGAGEMENT						
3.1	I gained new knowledge about age-friendly environments.	<input type="checkbox"/>				
3.2	The course improved my ability to identify ways to improve my neighbourhood.	<input type="checkbox"/>				
3.3	The course improved my ability to identify digital tools that support my interests.	<input type="checkbox"/>				
3.4	I am more confident in using digital tools.	<input type="checkbox"/>				

3.5 The course increased my motivation to engage with other people.

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.