

INTELLECTUAL OUTPUT 1:

CO-CREATED

METHODOLOGICAL

GUIDE



COLABOR-ACTIVE

ERASMUS+COLABOR-ACTIVE: Development of a training program for enhancing active ageing through not-for-profit sharing economy



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 <p>COLABOR-ACTIVE</p>	<p style="text-align: center;">COLABOR-ACTIVE</p> <hr/> <p style="text-align: center;">CO-CREATION SESSION 1 QUALITATIVE CONCLUSIONS</p>	 <p>Co-funded by the Erasmus+ Programme of the European Union</p>
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1. Introduction

This document presents the script used to collect information related to end users' needs and priorities and the results achieved through the sessions of co-creation and co-validation. These sessions correspond to the activities of Intellectual Output 1 with the direct participation of end users (seniors and their community). The keys contents, methodologies and digital learning resources needed have been determined for creating and improving the active ageing through Non-for-Profit Sharing Economy. Specifically, it will be summarized in the document the information collected in the "Co-Creation Session 1", conducted in Spain, France, Austria, Greece, and Germany during February and March 2018.

The main goal of these sessions was to collect the main opinions and points of view of the attendees to these sessions regarding the design of the training programme that will be developed within "Colabor-Active" project. To this end, several questions about the situation of elder people in their communities, "*Non-for-Profit Sharing Economy Platforms*", "*Inter-Intra-Generational Cooperation Models*", and the workshops and the training methodology have been answered in order to help to design the training programme.



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2. Information gathered in the Co-Creation Session 1

Question 1.

- What is the situation of Elder Persons in your communities regarding different Active Ageing criteria and, in particular, Community Participation?
- What are the main drivers and barriers?
- What is the role of different collectives (Elder Persons, Families, and Communities Stakeholders)?
- What are the needs of each collective in terms of competences?
- What skills should be developed?

In order to answer the aforementioned questions, a SWOT analysis has been developed, stressing the threats, opportunities, strengths and weaknesses that elder people deal with when it comes to active ageing in general and, in particular, those related to community participation:

EXTERNAL FACTORS	INTERNAL FACTORS
Threats	Strengths
<ul style="list-style-type: none"> - Absence of information channels on collaborative economy (all countries apart from Austria) - A great number of volunteering platforms and projects. This is seen as a negative factor causing confusion (Austria and Germany) - A lack of political interest and measures such as plans related to elder people and active aging and community participation (Spain and Greece) - Lack confidence in voluntarism and platforms (Spain and France) - Transport, mobility and distance (Spain and Greece) - Difficult to reach non-active people or isolated people (Spain and France and Germany -weaknesses) - Difficulties related to new technologies: lack of equipment, online information (Greece and Spain and France- weaknesses) 	<ul style="list-style-type: none"> - Interest in the collaborative economy and voluntary work (all countries) - Need to contribute to their community and human contact (Greece and France)
Opportunities	Weaknesses
<ul style="list-style-type: none"> - Existing local platforms (Greece, Germany, Austria, France) - Feeling useful or sense of inclusion (Greece and France) - Prevention of insolation (Greece and France) - Opportunity to learn, do something new and exchange (Greece and France) 	<ul style="list-style-type: none"> - Absence of digital skills (all countries) - They face several problems related to health, economy, housing, leisure, architectural barriers...etc. - Solitude



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Question 2.

- What is the status of participation of Elder Persons “Inter-Intra”- Generational Cooperation Models?
- What are the main drivers and barriers for application of those “Inter-Intra”- Generational Cooperation Models?
- What could be the applicability of Non-for-Profit Sharing Economy Platforms for boosting “Inter-Intra”- Generational Cooperation Models for Elder Persons?
- What could be the main drivers and barriers for application of those “Non-for-Profit Sharing Economy Platforms”?
- What skills should be developed?

All the contributions of the participants during the co-creation sessions, the following stand out:

Currently, the "Intergenerational" Cooperation Models focus exclusively on collaboration between young people and the elderly.

The participants affirm that most of the inter-intergenerational collaborative practices are carried out in the private sphere (home, family), which makes it difficult to meet other people in the community.

Regarding the role of the different participating groups, the gender perspective has been emphasized. In many occasions it is more difficult to involve women in activities related to active aging, although they can be very active people. Similarly, it was stated that it is generally the most active people who participate in collaborative tasks, since it is very difficult for active people who are outside the community.

During the sessions, other collaboration models that could be considered both intra- and inter-generational due to the age difference between the elderly were mentioned.

On the other hand, the participants consider that there are not many opportunities for Models of Inter-Intra Generational Cooperation. In addition, they affirm that in their communities they do not perceive them as people with evolving interests. Older people feel that this is mainly due to the factor of late retirement and the lack of digital literacy.

They commented on how nonprofit economic platforms can help solve problems with respect to models of intergenerational cooperation. Specifically, help to involve or attract more people, teach them digital skills...

Among the main barriers encountered during the co-creation sessions, the following stand out:

The elderly indicated the lack of spaces for collaboration and coexistence; It was made clear that every initiative, no matter how technological, needs a kind of physical meeting, a place where they can meet and debate.

On the other hand, older people feel that there are many stigmas associated with old age. Some older people feel that not all local communities (social center, library, associations and town hall) do enough for the elderly.

Intergenerational cooperation is fostered mainly by associations, clubs and groups frequented by older people. However, older people have the impression that there is a large gap between older people isolated and older people integrated. Either they have many activities or they are completely alone.



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Despite the aforementioned barriers, as a main driver, the willingness of older people to collaborate can be underlined.

Local movements (if they exist) could be used as mentors for the use of platforms and show their peers which platforms exist, how they can be registered and navigated (in case it is a web-based platform).

Regarding the main drivers and barriers to the implementation of these "Non-profit Platforms", it was emphasized that it is necessary to train volunteers to help the elderly, since some of them have communication problems or have this ability reduced. Therefore, they need to be accompanied.

Finally, with respect to transversal competences, the following stood out: communication, exchange, mutual help, feeling useful and respecting. Regarding digital skills: "keep it simple, practical, straight to the point".

Question 3.

Regarding the workshops and the training methodology.

- Methodology
- Contents
- Duration
- Support of e-learning
- Experiential Activities
- COLABOR-ACTIVE Labs
- Target Groups

Regarding the planned workshops and the training methodology, the following aspects were highlighted:

- Regarding the **methodology**:
 - It is important to ensure that all the skills taught are acquired once the training is finished.
 - The previous knowledge of people taking the course should be considered in order to adapt the contents to the attendants.
 - In terms of preferences, seniors underlined the importance of creating collaborative networks and collaborative spaces. The training should rather be practical and face-to-face. Webinars as a technique provoke mixed feelings (some are very favourable, others not). Information about active ageing and transversal competences weren't that unanimous either.
 - Still, they expressed a few doubts/point that need to be considered and also made some suggestions (Germany).
 - The guidelines should pay special attention to showing already existing platforms and initiatives.



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- The materials need to be very clear, not too long and easy to understand.
- The **content** (modules) is approved:
 - Subjects are interesting and balanced.
 - Seniors asked the question if modules would be compulsory (it would be better if they weren't).
 - However, it was mentioned that the use of technology during the course should not be a limitation for elder people. Two seniors in France felt they had enough digital skills and that they could help the others.
 - They seem to like the contents and when asked about specifics they referred to basic use of the internet and social media and they seemed particularly interested in e-learning, as most of them do not know for example how easily they can access online courses of literally any topic, so this is something they would like to know more about. Of course, most of these courses are only available in English and they are considerably fewer in Greek, however it is still an interesting topic.
 - They ask whether the contents will be fixed or if they will be adapted to their needs, especially when it comes to digital skills as they expect that they will need the most time on that.
- As for the **duration** of the training sessions, it was agreed that:
 - As for the duration of the training, most answered that they needed more than 60 hours for all modules. 2 persons limited it to 40 to 60 hours (France).
 - The duration of each session should be shortened since four hours per session seemed to be too long. Thereby, it was agreed three hours per session.
 - The schedule of the training sessions was mentioned as crucial. It was agreed that the sessions should be in the morning once a week.
- Regarding the **support of e-learning**, it was agreed the need to:
 - Provide the necessary means to make use of the platforms.
 - Share knowledge and experiences through the platform.
 - To motivate people.
 - Flexibility to be able to attract more people and adapt the sessions to the capabilities of people.
 - E-Learning was not seen as necessary but could be a good way to also include future elderly.
- Regarding the **experiential activities**:



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- They think that experimental and practical activities are very important. Seniors need to practice immediately what they have learnt in order not to forget about it.
- They believe that experiential activities are a good idea, as long as they are well organised and carried out in a place they can reach easily.
- Also, it is important this space is well-equipped and permits them to work together and collaboratively.
- Some thematic raised: using e-mails, filling a form, using a search engine, security and preventing scams, using the platform in a diversity of tools (computer, tablet, Smartphone).
- About the **COLABOR-ACTIVE labs**:
 - As for the experiential activities, they think that the labs are a good idea, as long as they are well organised and carried out in a place they can reach easily.
 - The idea of creation of a lab is unanimously approved. The lab should be accessible, open at convenient hours, and have enough personnel (young persons, etc.) to guide seniors and answer their questions.
 - Key words are availability and reactivity.
- Concerning the **potential people involved**, it was highlighted the following issues:
 - Most of them suggested that it should be primarily composed of senior citizens. However, there were a couple suggestions that they should include people of all ages who are computer novices, in order to achieve the point that was made earlier about inter- and intra- generational cooperation models.
 - Target groups are, at first, rather active seniors and open to the concept of technology.
 - They felt that in particular very old persons are hard to reach. To inform them about existing initiatives, there needs to be someone, who approaches them and who, in turn, can be addressed in case of questions. “Younger” older persons (aged 65 to 79) are easier to reach.
 - In cases of people with reduced mobility, the training sessions should be in their own environment.
 - The gender perspective should be considered to empower women.
 - It might be important to disseminate the information of the training session in the centres of older people.
 - To set up connection points to Internet in the centres of older people.
 - To ask NGOs what type of volunteering is necessary for older people.
 - To study the resources available in each neighbourhood that older people volunteering may need.



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One senior in France summarised as follows: **“It is important to attract seniors, interest them. They should come and be welcomed in a place that is well equipped and attractive. The course should be progressive and adapt itself to the competences, needs and learning speed of the seniors”.**

ANNEXES

ANNEX 1. SPAIN – SUMMARY REPORT OF CO-CREATION SESSION 1

1. Introduction

This report gathers the information collected in the “Co-Creation Session 2” conducted in Spain, France, Greece and Germany in May 2018.

The main objective of this session was to validate jointly and with the target groups all relevant aspects of the methodology and content of the training program developed in Colabor-Active. For this purpose, some contents and methodology extracted from the previous session “Co-creation Session 1” were proposed. Through the discussion and questionnaire, participants' interventions were collected.

2. Information gathered in the Co-Creation Session 2

Question 1. Regarding the Training Methodology.

- Methodology
- Contents
- Duration
- Support of e-learning
- Experiential Activities
- COLABOR-ACTIVE Labs
- Target Groups

Methodology: the mix between face-to-face and online activity is appreciated for all participants, but they are preferring face-to-face. The use of wording “non-profit sharing economy” is hard to understand in other countries.



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Contents: the technical competences and social competences and soft skills are appreciated although participants.

- **DETA – Active Ageing:** Seniors really appreciated this DETA and want to learn more about the WHO active ageing framework and age friendly cities.
- **DETA- Digital skills:** Growing interest for the use of social media including for finding events around them. Count some time for seniors to discuss and for some of them to get over their fears/barriers to use digital tools and social media. The idea to have volunteers/trainers and do one-to-one moments with seniors in order to answer their personal questions is really appreciated.
- **DETA- Transversal skills:** In all the sessions the participants showed doubts about the objective and content of transversal skills. They did not understand the differences between those contents and others already mentioned in previous sections.
- **DETA – NFPSE:** all the participants showed great interest in knowing all the existing platforms, resources and services. In addition, they spoke of the need for this content to be adapted locally.

Duration: all the participants refer that the duration should be limited and are not too long. Moreover, they thought that four hours for session was advisable.

Support of e-learning: the attendees prefer the materials in two versions (online and offline) but they were appreciated this methodology.



Experiential activities: the participants argued that the activities should be oriented and entertaining.

Colabor-Active labs: The assistants think that it is a good idea but that the schedules must adapt to the needs of the seniors. In addition, sufficient volunteers must be provided for the correct development.

Target groups: many seniors and entities think that the best target group is the people after their retirement transition because of the time they have and because of the motivation.

Other interesting results:

- Interesting platforms;
 - “nebena.de” a neighbourhood network (Germany).
 - “land bank” exchange of farmland (Spain).

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ANNEX 2. FRANCE – SUMMARY REPORT OF CO-CREATION SESSION 1

INTRODUCTION
<p>- This Template is only for Partners Representatives conducting the Co-Creation Session 1.</p> <p>- It intends to collect the main opinions and points of view of the attendees to this Session.</p> <p>- Please gather all the relevant conclusions that appear during the session regarding the main issues that can add value to the Design of the Training Program.</p>
<p>Question 1.</p> <ul style="list-style-type: none"> • What is the situation of Elder Persons in your communities regarding different Active Ageing criteria and, in particular, Community Participation? • What are the main drivers and barriers? • What is the role of different collectives (Elder Persons, Families, Communities Stakeholders)? • What are the needs of each collective in terms of competences? • What skills should be developed?



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SWOT analysis (example):

EXTERNAL FACTORS	INTERNAL FACTORS
<p>Threats</p> <ul style="list-style-type: none"> - Absence of knowledge of collaborative economy - Mistrust of other platform users (they need to be reassured) - Social isolation: how to reach the most isolated? 	<p>Strengths</p> <ul style="list-style-type: none"> - Interest in the collaborative economy - Need for social and human contact - Intergenerational communication - Conviviality
<p>Opportunities</p> <ul style="list-style-type: none"> - Platforms of time banks in neighbourhoods and municipalities - Feeling useful - Social life and overcoming stigma over the retirement period and “social death” during the old age - A tool to look for jobs - New activities - Prevention of isolation and physical and mental degradation - Seniors know some platform that sent leaflets by post mail - Opportunity for learning and exchanging 	<p>Weaknesses</p> <ul style="list-style-type: none"> - Absence of digital skills - Not all seniors are equipped with digital tools



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Question 2.

- What is the status of participation of Elder Persons “**Inter-Intra**”- **Generational Cooperation Models**?
- What are the main drivers and barriers for application of those “**Inter-Intra**”- **Generational Cooperation Models**?
- What could be the applicability of **Non-for-Profit Sharing Economy Platforms for boosting “Inter-Intra”-Generational Cooperation Models for Elder Persons**?
- What could be the main drivers and barriers for application of those “**Non-for-Profit Sharing Economy Platforms**”?
- What **skills** should be developed?

In France, there are 22 million seniors but they have the feeling they don't have enough visibility. Seniors pointed to a lack of collaborative spaces and conviviality. They also wish there were **fewer stigmas**. Some seniors feel that local communities (social centre, library, associations, and city hall) do enough for seniors, other feel that there are not enough activities proposed.

Intergenerational cooperation exists in France but is restricted to a close circle/family circle. Nevertheless, many associations and local centres stimulate it and intergenerational cooperation is positively viewed by seniors. It is starting to develop rapidly and NFPSE platform can help accelerate it.

Intergenerational cooperation is mainly fostered by associations, clubs and groups frequented by seniors. Nevertheless, the seniors have the impression that there is a huge gap between isolated seniors and integrated seniors. Either they have many activities either they are completely alone. “Once you are in the loop you have many opportunities”.

The main driver of non for profit sharing economy platforms is the need for communication. Those platforms should nevertheless **stimulate human contact and long term relations**. Also, the seniors feel they need a **physical place** to reunite, to talk and to have their question answered. A kind of “senior crèche (day-care)” or “one stops shop” for senior activities.

We discussed about the definition of collaborative platform and their comparison with social network. Seniors wish we include social networks to our examples.

Collaborative platforms would be used to practice their hobbies, social meetings, finding partners for board games and mental games and one person would use it for job search.

Transversal competences underlined are: communication, exchange, mutual help, feeling useful, and respect. As for digital skills: “**keep it simple, practical, straight to the point**”.



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Question 3. Regarding the workshops and the training methodology.

- Methodology
- Contents
- Duration
- Support of e-learning
- Experiential Activities
- COLABOR-ACTIVE Labs
- Target Groups

Experimental and practical activities are VERY important. Seniors need to practice immediately what they have learnt in order not to forget about it. Some thematic raised: using e-mails, filling a form, using a search engine, security and preventing scams, using the platform in a diversity of tools (computer, tablet, Smartphone).



The idea of creation of a lab is unanimously approved. The lab should be accessible, open at convenient hours and have enough personnel (young people, etc.) to guide seniors and answer their questions. Key words are **availability and reactivity**.

The content (modules) is approved. Subjects are interesting and balanced. Seniors asked the question if modules would be compulsory (it would be better if they weren't). Two seniors felt they had enough digital skills and that they could help the others.

In terms of preferences, seniors underlined the importance of creating collaborative networks and collaborative spaces. The training should rather be practical and face-to-face. Webinars as a technique provoke mixed feelings (some are very favourable, others not). Information about active ageing and transversal competences weren't that unanimous either.

Target groups are, at first, rather active seniors and open to the concept of technology. As for the duration most answered that they needed more than 60 hours for all modules. 2 persons limited it to 40 to 60 hours.

One senior summarised as follows: **"It is important to attract seniors, interest them. They should come and be welcomed in a place that is well equipped and attractive. The course should be progressive and adapt itself to the competences, needs and learning speed of the seniors"**.

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ANNEX 3. AUSTRIA – SUMMARY REPORT OF CO-CREATION SESSION 1

INTRODUCTION
<p>- This Template is only for Partners Representatives conducting the Co-Creation Session 1.</p> <p>- It intends to collect the main opinions and points of view of the attendees to this Session.</p> <p>- Please gather all the relevant conclusions that appear during the session regarding the main issues that can add value to the Design of the Training Program.</p>
<p>Question 1.</p> <ul style="list-style-type: none"> • What is the situation of Elder Persons in your communities regarding different Active Ageing criteria and, in particular, Community Participation • What are the main drivers and barriers? • What is the role of different collectives (Elder Persons, Families, Communities Stakeholders)? • What are the needs of each collective in terms of competences? • What skills should be developed?



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QUALITATIVE CONCLUSIONS**



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From the interviews we conducted so far, as well as from our internet research, it emerges that in Austria, particularly in Vienna, voluntary work is very much on the rise. There is a lot going on both in terms of projects looking for volunteers and individuals willing to volunteer, many (most?) of them over 55 and retired. One sign of voluntary work's growing importance is the emergence of a special fair to promote voluntary work and bring together organisations and people interested in volunteering in Vienna in 2012. Last year, a similar fair was for the first time held in the province of Lower Austria, while since 2016, there is a special fair for pupils interested in volunteering.

The scope of the projects involving voluntary work range from organising visits to hospital patients, doing warden or archive work in smaller museums or establishing food markets for people with low income to exchange circles, food cooperatives, open laboratories for technology development and projects ambitiously aimed at experimenting with new ways and means of productive work. While more or less all of these projects can be assumed to rely on IT technology and the internet for internal communication, exchange circles and networks for neighborhood help can be described as the ones being most substantially dependent on online platforms.

Our interviews show that while the number of retired people interested in voluntary work seems indeed to be on the rise, these people expect quite different things from volunteering and describe different motives to enter it. Even as one interviewee sees as a general motive to volunteer a hunger for meaningful work, he goes on to depict how e.g. men who were executives in their professional lives seek out similar challenges in volunteering. An interviewee who does voluntary work himself sees her main motive in getting to meet people outside her family; for other retired volunteers she knows, she describes doing good onto others as the main reason behind volunteering.

What also emerges from our interviews is that among people doing voluntary work (or open to it), higher educational degrees seem to be substantially overrepresented. In other words, it seems difficult to get people with basic education interested in voluntary projects, which may also hold true for the wider concept of active ageing. A likely aspect of this observation is that for people over 55, there might still be a digital divide between elder people more or less digitally literate (which is likely positively correlated to educational degree) and those still rather on the outside looking in regarding computers and smartphones. Given the reliance of relevant projects on IT devices and media for internal communication mentioned above, this can prove to be a barrier in seeking voluntary work.

SWOT analysis:

EXTERNAL FACTORS	INTERNAL FACTORS
Threats	Strengths
<ul style="list-style-type: none"> - Increasingly large choice of volunteering projects can become overwhelming/confusing 	<ul style="list-style-type: none"> - Growing interest in voluntary work
Opportunities	Weaknesses
<ul style="list-style-type: none"> - Volunteering fair, professionalised marketing of voluntary work 	<ul style="list-style-type: none"> - "Digital divide" - Educational bias among voluntary workers



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Question 2.

- What is the status of participation of Elder Persons “**Inter-Intra**”- **Generational Cooperation Models**?
- What are the main drivers and barriers for application of those “**Inter-Intra**”- **Generational Cooperation Models**?
- What could be the applicability of **Non-for-Profit Sharing Economy Platforms for boosting “Inter-Intra”-Generational Cooperation Models for Elder Persons**?
- What could be the main drivers and barriers for application of those “**Non-for-Profit Sharing Economy Platforms**”?
- What **skills** should be developed?

We have yet to come across a volunteering project explicitly aimed at intergenerationality in our research and interviews. (To be sure, there are other kinds of intergenerational projects, including e.g. intergenerational cohabitation or young people doing chores for elder people.) However, in many projects involving voluntary work elder and younger people are working together which is described as a mostly rewarding experience by our interviewees.

Question 3. Regarding the workshops and the training methodology.

- Methodology
- Contents
- Duration
- Support of e-learning
- Experiential Activities
- COLABOR-ACTIVE Labs
- Target Groups

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ANNEX 4. GREECE - SUMMARY REPORT OF CO-CREATION SESSION 1

INTRODUCTION
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<p>Question 1.</p> <ul style="list-style-type: none"> • What is the situation of Elder Persons in your communities regarding different Active Ageing criteria and, in particular, Community Participation • What are the main drivers and barriers? • What is the role of different collectives (Elder Persons, Families, Communities Stakeholders)? • What are the needs of each collective in terms of competences? • What skills should be developed?



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Communities in the city of Larissa consist usually of people from different ages, especially in the city center. Therefore, community participation is not an uncommon theme for most people. However, in most cases, the issues that impede them from participating in the community may include lack of provision of information about activities, activities that are not of their interest or they do not include them as target groups, information available only online or via sources and channels to which they do not have access; all these factors can create a feeling of isolation and marginalization. So, they mostly participate in events and activities of their communities via their younger relatives, for example when they have a son or daughter who has a family and so they can tag along.

So, in this sense, families can help Elder People to participate and remain integrated, since through them the latter group can be involved in activities, should they wish it. EPs themselves feel that when they are presented with an opportunity, then they can get more active in community participation. The problem lies mostly in access to this information, which sometimes is only online. Also, and this is equally important, they need to feel welcome. This is a point to which they feel that the communities and stakeholders need to pay more attention; EPs are keen to participate and contribute, however in more than one occasion they may feel that they do not fit in, in the sense that e.g. the topic may not be of their interest. Therefore, communities and stakeholders must work against this feeling of isolation and marginalization and include all people actively in all activities.

In the meantime, there should be more activities predicted on digital skills. For example, the Municipality of Larissa provides extended a digital literacy programme for senior citizens, in order for them to acquire basic digital skills e.g. use of a computer and surfing the Net. This initiative has been met with great interest and has received positive feedback, as a considerable percentage of the target group feel that they cannot contribute in their community anymore because of their digital illiteracy. More than that, even mundane tasks often require access to a computer, but since they are not familiarized, they do not “trust” circulating information in the internet, for example bank transactions or online purchases.

Also, generally, they didn't have a lot of information regarding sharing economy or not-for-profit sharing economy in particular, either for relevant platforms. After a brief presentation of a time bank however, they did show some interest to know more about it.



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SWOT analysis (example):

EXTERNAL FACTORS	INTERNAL FACTORS
Threats <ul style="list-style-type: none"> - Absence of information channels on collaborative economy - Information mostly via online sources - Not very active inclusion plan from the community - Unable to participate in activities that are away from their residence 	Strengths <ul style="list-style-type: none"> - Interest in the collaborative economy - Interest in digital literacy - Keen to offer to and to contribute to their community - They have a lot of experience in many aspects that can be proven useful to others
Opportunities <ul style="list-style-type: none"> - Platforms of time banks in neighborhoods and municipalities - Sense of inclusion and being useful - Creative ways to spend their time - Chances to meet new people with common interests - Chances to learn new skills, competences and to put their knowledge and wisdom to use - Creation of close-knit communities where everyone feels welcome and useful 	Weaknesses <ul style="list-style-type: none"> - Absence of digital skills - Not all of them have access to computers



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Question 2.

- What is the status of participation of Elder Persons “**Inter-Intra**”- **Generational Cooperation Models**?
- What are the main drivers and barriers for application of those “**Inter-Intra**”- **Generational Cooperation Models**?
- What could be the applicability of **Non-for-Profit Sharing Economy Platforms for boosting “Inter-Intra”-Generational Cooperation Models for Elder Persons**?
- What could be the main drivers and barriers for application of those “**Non-for-Profit Sharing Economy Platforms**”?
- What **skills** should be developed?

In most cases, there are not a lot of chances for Inter-Intra Generational Cooperation Models, unless EPs are already part of a family who can involve them in such activities. So, they feel that their peers who do not live with or close to their family cannot easily cooperate in inter- /intra- generational models; however intra- is definitely easier. In many occasions, they feel that their communities do not perceive them so much as persons with evolving interests who still want to be part of the world around them. They think that this is mostly due to the late retirement factor and the lack of digital literacy; they noted that people assume that they do not want to get involved if that includes learning new things or doing things a different way. But some of them stressed that this is not the case.

They commented on how Non-for-Profit Sharing Economy Platforms can help with these issues regarding Inter-Intra- Generational Cooperation Models. Even though they do not have a lot of information on that yet, they did comment how something like that could help them not only to get more involved but also to contribute more. However, they referred naturally to the digital skills and their lack of them and they did express some concerns, e.g. regarding time banks and how they would eventually access other people in order to provide to or receive services from.

In any case, it was made clear that every initiative, however technology-based, needs to have a sort of physical get-together, a place where they can meet and discuss. They feel that this is what is basically missing in most communities. There have been some comments that should this place existed, it would be also a great way to develop skills. For example, when learning about digital skills they could at the same time boost their communication skills, they could enhance their sense of solidarity, they could provide help to one another, they could discuss about issues of their communities, exchange views etc. Some also showed some interest regarding creative skills.



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Question 3. Regarding the workshops and the training methodology.

- Methodology
- Contents
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- COLABOR-ACTIVE Labs
- Target Groups

They believe that experiential activities are a good idea, as long as they are well organized and carried out in a place they can reach easily; same goes for the lab. Also, it is important this space is well-equipped and permits them to work together and collaboratively.

They seem to like the contents and when asked about specifics they referred to basic use of the internet and social media and they seemed particularly interested in e-learning, as most of them do not know for example how easily they can access online courses of literally any topic, so this is something they would like to know more about. Of course, most of these courses are only available in English and they are considerably fewer in Greek, however it is still an interesting topic. They ask whether the contents will be fixed or if they will be adapted to their needs, especially when it comes to digital skills as they expect that they will need the most time on that.

As for the target group, most of them suggested that it should be primarily composed of senior citizens. However, there were a couple suggestions that they should include people of all ages who are computer novices, in order to achieve the point that was made earlier about inter- and intra- generational cooperation models.

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ANNEX 5. GERMANY – SUMMARY REPORT OF CO-CREATION SESSION 1

INTRODUCTION
<p>- This Template is only for Partners Representatives conducting the Co-Creation Session 1.</p> <p>- It intends to collect the main opinions and points of view of the attendees to this Session.</p> <p>- Please gather all the relevant conclusions that appear during the session regarding the main issues that can add value to the Design of the Training Program.</p>
<p>Question 1.</p> <ul style="list-style-type: none"> • What is the situation of Elder Persons in your communities regarding different Active Ageing criteria and, in particular, Community Participation? • What are the main drivers and barriers? • What is the role of different collectives (Elder Persons, Families, Communities Stakeholders)? • What are the needs of each collective in terms of competences? • What skills should be developed?



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SWOT analysis (example):

EXTERNAL FACTORS	INTERNAL FACTORS
Threats	Strengths
<ul style="list-style-type: none"> • Absence of information channels on collaborative economy • Too many different platforms existing 	<ul style="list-style-type: none"> • Interest in the collaborative economy • Establishes local structures, which can support the collaborative economy
Opportunities	Weaknesses
<ul style="list-style-type: none"> • Local platform implemented (neighbourhood platform) 	<ul style="list-style-type: none"> • Absence of digital skills • Lack of channels/strategies to include marginalized persons

- Multiple structures supporting older persons have already been built up in the local community. This includes a digital neighbourhood platform, offline neighbourhood activities, and other online or offline platforms such as an intergenerational network for offering small jobs (“pocket money stock”). This platform allows (older) persons to ask younger ones, mostly teenagers, for help, e.g. to buy groceries. The teenager is rewarded with small amounts of money (so it is not non-for profit). Some of the participants felt there are already too many platforms.
- These structures are based on a local strategy involving different stakeholder: Grassroots initiatives with a strong focus of older persons (initiatives for older persons operated by older persons as well as intergenerational approaches) as well as municipality-employed managers who are responsible for “neighbourhood management”.
- This leads to the conclusion that many efforts have been put in
- The local community is characterized by a high rate of marginalized persons: unemployed, people facing age-poverty, and persons with a migration background.
- One major problem is seen is activating in particular these marginalized groups. However, it has been noted by the participants that there are good experiences in inter-cultural exchange.



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- What could be the applicability of **Non-for-Profit Sharing Economy Platforms for boosting “Inter-Intra”-Generational Cooperation Models for Elder Persons**?
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- What **skills** should be developed?

- Although all participants were already actively engaged in the local community, the minority of them was aware of all existing initiatives and platforms. In particular, the intergenerational platform “pocket money stock” was unknown to all but two of them.
- One participants introduced the concept, which led to a broad discussion on these kind of platforms.
- Participants felt that this could be a good way to support intergenerational dialogue and exchange but also expressed some doubts. Currently, the platform is mainly operated via phone. However, in the near future there will be an online version launched as well. Although no negative experiences with the platform were reported, participants felt that there needs to be only one negative news about the platform to scare potential users away. Furthermore, they felt that these kind of initiative require marketing initiatives. But even if these kind of platform were known, (future) users could be too sceptical. One way to address this issue is seen in an intragenerational approach: Local movements (if they exist) could be used as mentors for these platforms and show their peers which platforms exist, how one can register and navigate (in case it is a web-based platform).
- Only a few participants were aware of the concept of time banks. It was argued that such platforms were hard to implement and run, as they are not very sustainable. The main reason for this was seen in the operating costs. None of them uses such a platform, as none of these is available locally.
- Another platform mentioned targeted older people living in large apartments, mostly in cities. Recently, in some cities it has become difficult to find a flat for younger singles (due to the lack of availability, cost, etc.). Therefore, older persons can offer a room in their flat for a small rent and also ask for support with daily tasks. One participant said that a friend of her has made good experiences with this model.
- Most of the participants felt that approaches in which no money is transferred could be less successful.



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-
- The participants were interested in the methodology. Still, they expressed a few doubts/point that need to be considered and also made some suggestions.
 - They felt that in particular very old persons are hard to reach. To inform them about existing initiatives, there needs to be someone, who approaches them and who, in turn, can be addressed in case of questions. “Younger” older persons (aged 65 to 79) are easier to reach.
 - The guidelines should pay special attention to showing already existing platforms and initiatives.
 - The materials need to be very clear, not to long and easy to understand.
 - E-Learning was not seen as necessary but could be a good way to also include future elderly.