



# ACTIVE THROUGH EDUCATION

## HANDBOOK

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## Active through education

Erasmus+ Strategic Partnerships for adult education Exchange of Good Practices

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More info about the Project:

[www.active.europeanproject.eu](http://www.active.europeanproject.eu)



<https://www.facebook.com/activethrougheducation.eu>

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# Introduction

European societies are ageing. In 1950, only 12% of the European population was over age 65. Today the share has already doubled, and projections show that in 2050 over 36% of Europe's population will be 65+ years old. Said so, older people's civic engagement and participation has emerged as a key topic for gerontology and public policy, while International organisations, including the United Nations and European Commission, have been prioritizing it as a means to promote active and successful ways of ageing.

The project partner countries (PL, BG, RO, ES, GR) have similar problems related to the aging of the population. As the number of older people in the population is growing even faster, it is important to ensure that seniors are a strong and actively participating group in society. Informal and non-formal education is a powerful tool that makes such activation possible. As organizations and institutions working with adults and seniors, all partners have a common goal to improve the methods of teaching people 60+ based on proven methods of education in Europe and active aging.

Another important issue is the low participation in adult learning in partner countries. According to the „Education and Training Monitor 2019 Country Analysis” EU average as concern overall participation in adult learning (age 25-64) is 11.1%. This Partnership assembles organizations from countries where the percentage is much more lower: Romania 0.9 %; Bulgaria 2.5 %; Poland 5.7%; Spain 10.5%. Moreover, according to The Programme for the International Assessment of Adult Competencies (PIAAC), 1/5 of the adult population of Europe does not have sufficient so-called basic skills.

The basis for the concept of the project was the data contained in the report from the study "Educational needs and expectations of people over 50" (ISBN 978-9984-48-105-0) which was carried out within Lifelong Learning Programme Grundtvig Learning Partnership project by partners in their countries (including Poland and Romania) with aim to identify educational needs of seniors, find out people's motivation to participate in learning activities as well as to improve teaching and develop the offer of education for senior learners.

The survey data from this report indicate the needs and expectations of older students, forms and methods of learning and teaching, as well as the possibilities and barriers of people aged 50+. They constituted the knowledge base for the development of the current project with an educational offer for seniors and for the improvement of teaching methods. The project includes activities that will benefit senior learners, especially those at risk of social or digital exclusion, where educational support can improve the quality of life.

# Active through education Project

“Active through education” is an Erasmus+ funded project carried out between December 2020 and September 2022 and aimed to improve the methods of teaching people aged 60+ based on proven methods of education in Europe and active aging.

Project was coordinated by Fundacja Edukacja i Media (Poland) and involved partners from Bułgaria (Balkanska Agenciya za Ustoychivo Razvitie), Romania (Asociatia Initiativa Cetatenilor Seniori), Spain (M&M Profuture Training, S.L.) and Greece (Politistikos Laografikos Syllogos "Itanos").

The main goal of the project was to improve the methods of teaching people aged 60+, based on proven methods of education in Europe and active aging. The partnership focused on:

- expanding knowledge on the educational needs of seniors,
- exchanging, sharing and comparing examples of good practice from partner countries,
- testing new methods, adapting and implementing at least 1 of them in ongoing training,
- improving the educational offer for people 60+,
- promoting the idea of lifelong learning among 60+ people.

The project implementation was divided into two stages:

The first one was dedicated to research, finding information and developing ideas related to the different educational methods. At the end of this period a Short term training event (Learning, Teaching, Training Activities) for adult educators was organized. Teaching methods that were practiced during the project and shared during LTTA included: How to use the potential of non-governmental organizations and libraries in education of 60+ people; How to use cultural activities and soft skills training for the benefit of seniors; How to use social media and Internet in a safe way; Memory training and mind exercises for seniors; Videoconferencing as a tool of communication especially in the era of pandemics.

During the second stage of the project implementation we dedicated time to examining each method, adapting and implementing some of the methods into our ongoing training. The results have been in some cases excellent, in some others maybe not as good as expected, but they were all positive, because “trying” is already a good start.

We encourage teachers to try some of the ideas proposed. Choose one of the methods according to your teaching style, adapt it to your learners and educational environment and bear in mind that some methods apply to some subjects better than others. Have fun!

# How to use the potential of non-governmental organizations and libraries in education of 60+ people

## Introduction

Lately there has been an extensive debate on old age, active aging and necessary changes in the socio-economic area, information, education and recreational needs of persons 60+. As regards the cultural field, libraries are implementing a wide variety of services which meet their needs.

From developing IT competences (the so called digital literacy), which helps senior learners to access information online, keep connected with the loved ones via social media to handling new equipment and technology which surrounds us, seniors are a group targeted by many institutions and NGOs which develop special programs meant to improve the quality of their lives.

Under the circumstances, The County Public Library from Braila provides support to seniors to enable them enjoy the benefits of digital, social and cultural inclusion.

## Educational activities for seniors by the public library in cooperation with NGOs and cultural centres

**Communication** - Along the years we have been working with a great number of NGOs and developed together group communication activities, sharing life experience, occupational therapy, dance, theatre, info sessions on health issues, musical auditions and watching movies, psychology focused workshops, support groups for addicts and people affected by serious diseases, digital storytelling, foreign language courses.

**Socializing** - We are happy that seniors respond to our invitations to attend cultural events such as: book launching, meetings with writers, documentary exhibitions, painting exhibitions, festivals, book fairs and literary cafes. There is a great interest on their behalf for such events. When they find out about them from the general media or social media, they invite each other and actively participate in them by asking questions, enjoying to socialize, leaving with a wish to come back to the library space.

**Entertainment** - The most enjoyable activity is by far the **Dance Club 60+** where seniors are invited for a good 'bite' of good time, socializing and a drop of health by moving. They meet twice a week. They first rehearse and they organize shows of a rich repertoire of modern, classic and traditional dances.

**Artistic expression** - **The theatre group "Ambitiosii"**, was set up in 2010 and coordinated by the library. The project was taken over by other county libraries particularly successful

with retired persons. They meet weekly and rehearse plays which they show to larger audience and participate in Amateurs theatre festivals.

**Transgenerational communication - “Biblio-amici for grannies”** – is a project developing unde the slogan “they are ours too”. The library partners with the association “ART THERAPIE. CES.AU” and adress the needs of seniors living in a home called “St Peter an Paul”.

**Socializing and empowerment** - The program is meant to improve the quality of life, stimulate cognitive and occupaional capacities, building close relationships between seniors by finding different ways to make them feel useful. Literary debates, movie watching, making artisan objects were organized with smaller or larger groups.

**Trust building and health education** - In cooperation with the Sports County Department and clubs, the library organizes the annual Champions’ Day to promote the best and most popular champions worldwide. Senior sportmen share their success stories to encourage young people to practice sports and live a healty life.

**Workshops** - As of 2018, the County Library of Braila hosts many workshops under the title: Talking with the therapist, where themes of interest for the larger audience, mindfulness and relaxation techniques were approached. The seniors proposed new themes for discussion while the therapist answered questions coming from the audience, particlarly concerning the health degeneration management, or mentality differnces between generations.

**Support group** - There is program entitled “I, you, us and the cancer” which facilitated the creation of a support group for persons diagnosticated with cancer, respectively support groups for their families. The project offers ill people an opportunity to get integrated into a community with similar interests and preoccupations – to discover a safe environment to express the true self, to discover the impact of emotions on their health, to learn different stories and yet similar, personal experiences, to explore self – discovery techniques, to find out the great effects of relaxantion and detachment and to make the first steps into transforming their own life.

**“A festival of popular traditions”** was an opportunity to celebrate the Romanian traditional blouse and the general public were invited to shows, exhibitions, workshops, recitals, folkloric dances in close connection with the traditional costumes, with traditions and costumes were revived and promoted. The members of Union for Solidarity in Retirement from Braila, used the library venue for an event called “Talking about traditions”. They wore traditional costumes, the seniors told their stories from village life for 2 hours over a cup of coffee.

**NEVER ALONE** - is a series of information and prevention sessions focused on AVC, diabetis and other diseases of the old ages were hosted by the library and developd by the association “Never alone- Friends of the elderly” from Bucharest. In Romania every 2 old

person feels lonely and isolated. Together with their 200 volunteers, the association organizes social visits and for practical support to help them with shopping and doctor's visit. They also organize visits to the elderly homes. Such activities energize the elderly mentally, physically but mostly emotionally.

**DIGITAL LITERACY FOR SENIORS** makes seniors discover the computer world and secrets of mobile phones during sequences of weekly sessions as a non-formal learning activity for disadvantaged persons. Librarians coordinate the sessions.

**“Digital stories workshops”** – is a modern way to bring to the public attention the heritage value of the collective memory, the participants sharing life stories, facts and figures brought to the general public as copyrighted videos. All stories, subtitled in English, were uploaded a platform to be seen worldwide. It was attractive for both youth and seniors.

The National Library Association organized the **exhibition named “ Library to power 3- seniors and libraries”** which brought seniors and library programs dedicated actions in the front line.

From events with books and librarians' visits to elderly homes, to recreational musical activities, photos show the joy and care of librarians to work with seniors.

The above are just a few examples of events dedicated to seniors. Many libraries country wide develop similar activities. Librarians share their experience and new practices, work together for their success and for providing the community with modern services adapted to the present day.

*10 August 2021, County Public Library “Panait Istrati”  
Viorica Alexandru EN/Laura Caplea RO*



## Case study 1 - Stories from the Danube wetlands in the '50s

<b>Country where the practice was implemented</b>	<b>Romania</b>
1.	<b>Title</b> Stories from the Danube wetlands in the '50s
2.	<b>Type of the practice</b> Educational event – building on personal life confessions
3.	<b>Objectives of the training</b> - building self esteem and confidence - empowerment for communication with a variety of audience members
4.	<b>Description of the practice</b> Jointly organized by Our NGO and the County Public library of Braila, the educational event builds on personal life confessions and includes: <ul style="list-style-type: none"> <li>- the introduction of the author, a 70 years old lady, to an audience of around 100 seniors and students;</li> <li>- a short presentation of the author's published short stories, by the publisher, the coordinating NGO;</li> <li>- an opinion of a critic ;</li> <li>- the author reads one of the stories close to her heart in front of the audience;</li> <li>- a speaker talks about the specific historical period addressed by the author;</li> <li>- a student reads one of the poems included in the book, asks questions to the author and invites fellow students' comments and questions;</li> <li>- the audience are invited to comment, ask questions and share their own life experience from the area in the '50s.</li> </ul> By this we tried to provide some emotional relief and an environment for the author and the attendants to share experience, knowledge and emotions from the '50s, a time of bewilderment with a harsh impact to present days. We answered the requests of our aged members and the host library readers.  <b>Exercises</b> <ul style="list-style-type: none"> <li>- Reading and listening</li> <li>- Story telling</li> <li>- Getting informed about history of the place</li> <li>- Exchange of opinions</li> </ul> <b>Methodology</b> In order for the educational event to fulfill its objectives we made sure <ul style="list-style-type: none"> <li>- A detailed program was available, a chair person was coordinating the development of the event and maintained the inputs within due time and to the topic;</li> <li>- the audience was mainly around the author's age with life experience in more or less the same geographic area to enable common grounds for communication;</li> </ul>

	<ul style="list-style-type: none"> <li>- the educational level of the attendants varied from low through to academic education to enable self esteem raising where necessary, a variety of inputs to the exchange of opinions and learning from each other;</li> <li>- the presentation of the publication was focused in more detail on the stories from the author's childhood and youth in a ranger's family living a nomad life in the forests and wetlands of the lower Danube in the '50s to stir emotions and keep interested the audience;</li> <li>- the younger audience was involved by inviting a student to read a poem and attract those of her age in a discussion for a short while;</li> <li>- a number of attendants were given the floor for a few minutes to share a personal experience, ask questions or comment on the author's experience;</li> <li>- an expert speaker informed the audience about the historical period and geographic issues;</li> <li>- the audience were handed a copy of the booklet to follow the text while the author was reading and thus helping them ask questions;</li> <li>- a critic gave her opinion on the stories which boosted the author's self esteem and enhanced the attention of the audience.</li> </ul>
5.	<b>Target group addressed</b> 60+ but not excludedly
6.	<b>Course duration &amp; follow-up activities, if any</b> 2 hours
7.	<b>Necessary materials/resources</b> Booklet, 100 copies Mic and camera, video projector and Internet connection.
8.	<b>Impact of the practice</b> 300 of the copies were distributed upon request to a number of events at the public library and to the members of the Retired Teachers' Association; 2 other seniors from the economic and military field requested similar support to prepare and launch their stories from after war period; The Association had an opportunity to practice their own publishing, event organization expertise and raised the interest about their activities in the community of seniors.
9.	<b>Name of the initiator</b> ( <i>organization/author/trainer</i> ) Initiativa Cetatenilor Seniori, Viorica Alexandru and Georgiana Troia
10.	<b>Social media:</b> <a href="https://brailachirei.wordpress.com/2011/11/10/%e2%80%9dintamplari-de-la-dunare%e2%80%9d-amintiri-culese-intr-o-carte-de-vasilica-stamate/">https://brailachirei.wordpress.com/2011/11/10/%e2%80%9dintamplari-de-la-dunare%e2%80%9d-amintiri-culese-intr-o-carte-de-vasilica-stamate/</a>

## Case study 2 - HOPE Antiplastic with Ecologos

<b>Country where the practice was implemented</b>	<b>Romania</b>
1.	<b>Title</b> HOPE Antiplastic with Ecologos
2.	<b>Type of the practice</b> Workshop, part of the Erasmus+ project Hands on Plastic Education
3.	<b>Objectives of the training</b> -to combine the expertise and work experience of our Organization, specific environment NGO and library resources in educational workshops; -to use interactive learning methods for raise awareness about pollution of the environment within close reach; -to empower participants in eco-events with specific knowledge and under standing.
4.	<b>Description of the practice</b> They seniors used their expertise to devise the request for a workshop for participants in the yearly Antiplastic Festival related to the EU Green Week. One NGO was selected to deliver the workshop in an interactive manner and the local public library was envolved for the venue, video and sound equipment, Internet connection and computer. The workshop was part of the an Erasmus project while the Festival is part of the EU policy to promote antiplastic attitude. Participants selected by the seniors' organization were students and teachers to be introduced to both eco-content and eco- activism. This particular workshop is a step into content.  <b>Exercises</b> Demonstration of Danube pollution in a glass bowl Getting to know each other – circle arrangement Rank pollutants – small group work Identifying damages by pollutant – small group work Exchange of views on reducing damages and pollutants – small group work Summarizing pollutants- damages and pollution abatement - heads presentation  <b>Methodology</b> This was an Ecologos interactive workshop handeled by the staff of SNK Association from Bucharest. Two trainers coordinated the demonstration, exercises and participation of 50 students and teachers. The trainees did exercises in small groups of 10, each with a leader. The leaders presented the outcomes to the audience at the end of the drill. The exercises were meant to fed the creativity and understanding of the participants In the Antiplastic Festival activities, particularly the public speaking and poster competitions in the frame of the EU Green Week covering plastic pollustion. Seniors had an expert role in designing the string of educational events, identifying and selecting expert NGOs and involving the library accordingly in the Antiplastic Festival.

5.	<b>Target group addressed</b> Students and teachers
6.	<b>Course duration &amp; follow-up activities, if any</b> 5.5 hours. Every year new groups of would be participants in the Green Week of the EU can use it via the library or the partner colleges.
7.	<b>Necessary materials/resources</b> Stationary, flipcharts, pens, nametags, glass ball for Danube pollution experiment, laptop, Internet connection
8.	<b>Impact of the practice</b> Participants were able to use their understanding of the plastic pollution in the preparation of their speeches for the public speaking competitions, or the design of a poster for the poster exhibition and competition. The link between the library and Initiativa strengthened. Participants from colleges got closer to the library. Seniors from the organization became more self confident as they were using their infogathering, communication, planning and organisational expertise and life experience in this particularly complex instance.
9.	<b>Name of the initiator (organization/author/trainer)</b> Initiativa Cetatenilor Seniori, Viorica Alexandru, Aura Ion
10.	Social media <a href="https://www.facebook.com/events/1988441614748260/?acontext=%7B%22event_action_history%22%3A[%7B%22surface%22%3A%22group%22%7D]%7D">https://www.facebook.com/events/1988441614748260/?acontext=%7B%22event_action_history%22%3A[%7B%22surface%22%3A%22group%22%7D]%7D</a>

### Case study 3 - Senior Citizens Empowerment for active aging

Country where the practice was implemented	Romania
1.	<b>Title</b> <b>Senior Citizens Empowerment for active aging – volunteer work with youth</b>
2.	<b>Type of the practice</b> – Workshop
3.	<b>Objectives of the training</b> <ul style="list-style-type: none"> <li>- Build awareness of trainers about the pros and cons for involving seniors as volunteers;</li> <li>- Equipping senior volunteer trainers with tips of what to use and what to avoid when working with youth</li> <li>- Awareness of social skills needed by seniors and youth to get engaged in a community causa</li> </ul>

4.	<p><b>Description of the practice</b>  The workshop is dedicated to trainers of senior volunteers to get involved in the organization of a photo competition of college students with a focus on pets and strays in community. The workshop was divided in 3 parts : one the outline the pros-and cons for involving seniors as volunteers; the second included tips on working with youth; the third detailed the social skills needed by seniors to get involved in strays and pets care to the benefit of both community and the animals. The venue is a conference room at the public library. The participants are 8 teachers close to their retirement selected to work with 12 senior volunteers in their workplace. The workshop is part of the EU project Senior Citizens Empowerment for Active Aging.</p> <p><b>Methodology</b>  A kit for senior volunteers working with youth produced under the project was briefly introduced to the participants. Each of the 3 parts were conducted interactively so that at the end the learners have discovered themselves the pros-and cons for involving seniors as volunteers; how to work with youth in preparing a photo competition; what social skills and knowledge are needed by seniors to get involved in the specific community activity. The 3 parts with a duration of 6 hours are followed by homeworks over a period of 10 days and communication trainer-trainees in 3 meetings over the mentioned period.</p>
5.	<p><b>Target group addressed</b>  Trainers of college Teachers before retirement</p>
6.	<p><b>Course duration &amp; follow-up activities, if any</b>  The workshop duration is 6 hours and 10 follow up days including 3 face to face meetings for homework reviews</p>
7.	<p><b>Necessary materials/resources</b>  Venue at the county public library, computer and Internet connection for information, flipchart and paper to summarize the interactive work, the tool kit print, one copy for each participant. The 3 homework reviews take place at the partner colleges in the IT labs.</p>
8.	<p><b>Impact of the practice</b>  At the end of the workshop the trainers and trainees should be capable to see what is their capacity to get involved as volunteers working with youth, how ready are senior volunteers to share, what their real assets are, become aware of the youth needs for development, avoid adult lies and adultism leading to youth non-participation.</p>
9.	<p><b>Name of the initiator (organization/author/trainer)</b>  Initiativa Cetatenilor Seniori Asociation</p>
10	<p><b>Website link:</b> <a href="https://seniorempowerment.blogspot.com/2014/06/braila-day-1.html">https://seniorempowerment.blogspot.com/2014/06/braila-day-1.html</a>  <b>Social media :</b>  <a href="https://www.facebook.com/groups/InitiativaCetatenilorSeniori/permalink/4465434640157145">https://www.facebook.com/groups/InitiativaCetatenilorSeniori/permalink/4465434640157145</a></p>

# Cultural activities and soft skills training for the benefit of seniors

## Introduction

Seniors in Bulgaria are usually lonely and face financial difficulties. They lack attention, and understanding and are socially excluded. The good practices we apply are focused on their integration in society.

1. **Biographic interviews** help them to feel important heard, to overcome some internal barriers. This is not a journalistic interview – just a human conversation without interrupting the speaking person. The most important is active listening and keeping the flow of memories.

2. **The Bread house method** is well-known and applied across and beyond Europe and is very efficient for making friends, relaxation and artistic challenges. Under the project BREAD BASD participated in a cross-border project where in the village of Lobosh pensioners, orphans and people with fewer opportunities already 8 years celebrate big fiests, and birthdays and communicate meeting friends and new people.

3. Imagine, you are tired, adult and your memory is not good. But you need or love a foreign language. You can both learn and relax, make friends and feel happy. That is the **Bulgarian method suggestopedia**. It Is not new but as an old gold. Carefully selected classic masterpieces from the spheres of music, literature, and fine arts, along with the overall aesthetics of space arrangement, facilitate the creation of a pleasant, calm and harmonious environment, totally free of stress. Suggestopedic art inspires the learners, helps their acquisition of new knowledge, and encourages ethical relationships within the group.

All methods support a lot of seniors in their well-being.



## Case study 4 - Biographic-Narrative Interviews

<b>Country where the practice was implemented</b>	<b>Bulgaria</b>
1.	<b>Title</b> Biographic-Narrative Interviews
2.	<b>Type of the practice</b> – educational event
3.	<b>Objectives of the training</b> The Biographic Interviews is inviting the people to these sessions in order to bring them closer to each other and to deeper their understanding of the other party. should sit together and tell their stories. Only in that way, the differences and unfamiliarity shall be removed once and for all; to reduce prejudice between different ethnic groups; to recognize diversity of individual ethnic groups; to get a deeper understanding of people and their different life situations; to break up group attributions and stereotypes; to develop and deepen empathy
4.	<b>Description of the practice</b> Conditions of the activity or event. All participants are divided into groups and some groups leave the training room in order not to be disturbed by the other groups.  <b>Methodology</b> Short description of the activity or event. one -two persons tell their life stories. The details of their stories will not be disclosed according to the wishes of both interviewees. The moderator is responsible for ensuring that the participants follow the rules of this method. He/she keeps an eye on the whole course of the event, in verbal, mimic and gestural terms. In emotional situations, he/she has to make quick decisions about how to handle the situation. To accomplish these tasks it is important that he/she has empathy for every participant and listens carefully to their individual stories.
5.	<b>Target group addressed</b> Target group (or groups) Biographic-Narrative Interviews with older people
6.	<b>Course duration &amp; follow-up activities, if any</b> Time/Duration of the activity or event The entire exercise took one hour.
7.	<b>Necessary materials/resources</b> Equipment for the activity or event Venue –rooms available for the work in small groups thanks to which the three person groups do not disturb each other.
8.	<b>Impact of the practice</b> Usually only one question is asked and people are left to talk whatever they like without interruption. The method is good for social inclusion and support of lonely people but also is a tool the wisdom of the third age to be transferred to the youth - old people send their messages to the next generation. The life stories of the older people are very emotional at some points and may lead to the sudden end of the interview.Solution: The interview must feel comfortable and safe while telling their story therefore some relaxation and get-to-know activities are advised to implement before the interviews. –The opening the doors and entering the interview room can caused the interruptions of the interviews.

9.	<b>Name of the initiator</b> ( <i>organization/author/trainer</i> ) BASD
10.	<b>Website link:</b> <a href="http://www.balkanagency.org">www.balkanagency.org</a> <b>Social media link:</b> <a href="https://www.facebook.com/BalKanAgencyforSustainableDevelopment">https://www.facebook.com/BalKanAgencyforSustainableDevelopment</a>

## Case study 5 - BREAD House Methodology

<b>Country where the practice was implemented</b>	<b>Bulgaria</b>
1.	<b>Title</b> BREAD House Methodology
2.	<b>Type of the practice</b> – workshop
3.	<b>Objectives of the training</b> Objectives/aims expected by this action. Democratizing the "house of culture" concept and model The Bread Movement mission is to help connect these isolated networks and empower them to revive their founding principles and achieve their full potential as engines for creative social transformations.  The Bread House will provide an exciting and stimulating experience, which uncovers each person's creativity, inspired to develop in the unique ambiance of the warmth of a traditional wood-fired oven, the silky feel of flour, the rhythm of kneading dough, and the aroma of baking bread.
4.	<b>Description of the practice</b> Conditions of the activity or event. All participants are divided into groups and some groups leave the training room in order not to be disturbed by the other groups. <b>Exercises – Joint making of bread</b>  Methodology – Learning by doing; Learning by enjoying. Making bread, making friends, making arts. They do together bread. Decorate it. Making artifacts from dough. After baking they share own bread with others.  <b>Methodology</b> The global network of community arts It is universal art forms attractive to all people; it might be bread-making in a group, since it does not require any special talent, education, physical capabilities, not even linguistic proficiency for immigrants. Bread House is the focal point of collective events, which combine food with arts, education, and forum for discussions and civic initiatives open to the public in various communities to bridge neighborhood thresholds. Our bread-making events have cultural, nutritional, and environmental education components, while the goal is to connect people from diverse backgrounds.

5.	<p><b>Target group addressed</b>  Target group (or groups) any age, intergenerationally – seniors, lonely pensioners. Good practice is intergeneration approach – involving children orphans or very poor in preparation of breads for big religious holidays X-Mas and Easter.</p>
6.	<p><b>Course duration &amp; follow-up activities, if any</b>  Time/Duration of the activity or event – 2-3 hours  Regular meetings for making bread and arts together – following big religious holidays</p>
7.	<p><b>Necessary materials/resources</b></p> <ul style="list-style-type: none"> <li>- Equipment for the activity or event. Interactive tools and activities</li> <li>- Touching, befriending flour - time for ideas - Brainstorming</li> <li>- Screening - thematically combining proposals</li> <li>- Add yeast, salt and sugar - the leading training give critical comments on the proposed counterpoint to provoke new ideas</li> <li>- Add water slowly kneading slowly with no particular pressure</li> <li>- Place the common themes that have joined the group</li> <li>- leave the dough to sleep - about 1 hour - ideas to mature and get a chance to sustainability</li> <li>- Conditions of the activity or event – 2 rooms, a table, a cooker, flour, salt, water.</li> </ul>
8.	<p><b>Impact of the practice</b></p> <p>BREAD Therapy; Love &amp; energy exchange; Ecological approach Peace buiding - “Bread and Roses” Poetry and Creative Writing Bread and dance Social transformation; increasing the social capital in communities; and strengthening civic spirit.</p> <p>Feedback following the activity or event. When people share food, they are very much likely to establish peace and cooperation. Creating, not passively consuming, bread and art inspires the confidence that there are creative solutions to any problem, and that problems are not as grave as imagined. Tactile and taste experiences (bread-making stimulates all five senses!) develop particular parts of the brain, as studied by psychologists, which makes one perceive the world differently and ask deeper, critical questions: “Where does food come from and why? How do I treat my body, and what other food – intellectual and spiritual – do I need for a meaningful life?”</p> <p>Participants feel relaxed as far as touching the dough is stress-relief. They meet new people, learn new skills for creating artifacts from salt dough – jewels, etc.</p>
9.	<p><b>Name of the initiator</b> (<i>organization/author/trainer</i>)  <i>Nadezhda Savova-Grigorova</i>  <i>Bread Houses Network</i>  The Bread Houses Network unites internationally artistic and culinary community projects; <a href="http://www.breadhousesnetwork.org">www.breadhousesnetwork.org</a>, is the network of culinary-cultural arts centers within the global International Council for Cultural Centers.</p>
10.	<p><b>Website link:</b> <a href="http://www.breadhousesnetwork.org">www.breadhousesnetwork.org</a>  <b>Social media link:</b> <a href="https://www.facebook.com/BreadHousesNetwork">https://www.facebook.com/BreadHousesNetwork</a></p>

## Case study 6 - Suggestopedia. Learning from the heart

<b>Country where the practice was implemented</b>	<b>Bulgaria</b>
1.	<b>Title</b> Suggestopedia. Learning from the heart
2.	<b>Type of the practice</b> - course
3.	<b>Objectives of the training</b> Learning foreign languages easily
4.	<b>Description of the practice</b> <b>Exercises</b> The term was coined and published for the first time in Bulgarian in 1965 and in English in 1967. Suggestopedia was founded in the 70s by Professor Lozanov and it was acknowledged in the late 70s by an international group of UNESCO experts. The students dance, sing, play and have fun while studying, just as the children do. Here anything is possible <b>Methodology</b> <b>The seven laws of suggestopedia</b> Love. Love to the person; Freedom. Suggestopedia does not impose, it suggests; stimulating people and boosting the manifestation of their own reserves; “The greater load on the memory, the better the results”, Connection Global – Partial, Partial – Global, Partial through Global; The Golden Ratio it can help us learn without fatigue. Its mathematical representation is the number 0.618. Use of Classical Art and Aesthetics
5.	<b>Target group addressed</b> Children as well as adults learn with a feeling of love and joy, their free will is respected and valued. People are able to assimilate greater amount of study material without any fatigue whatsoever
6.	<b>Course duration &amp; follow-up activities, if any</b> 5 weeks each level
7.	<b>Necessary materials/resources</b> A trainer and a room. Arts. Everybody has the right to express themselves and to make their own choice what to take part in, how to approach the different activities. And the size of the material is manifold increased because there is a special course design to use peripheral reception classical music and art in all its forms. Unlike the standard learning there is no homework in the suggestopedic courses. There is no repetition of boring grammar and no tiredness.
8.	<b>Impact of the practice</b> Learning through the suggestopedic method makes people happy and helps them unleash their endless potential. Moreover, it helps people to become better, calmer, healthier, fulfilled and versatile. Grammar is learnt in the context of different stories and games, and people leave the course motivated and relaxed, more energetic and inspired. When you open the door of your dreams and free your personality for the positive emotions the language barrier could be easily overcome.

9.	<b>Name of the initiator</b> ( <i>organization/author/trainer</i> ) Suggestopedia is a teaching method, developed by the Bulgarian scholar Professor Georgi Lozanov – a physician, psychiatrist and brain physiologist.
10.	<b>Website link:</b> <a href="https://www.litta.net/">https://www.litta.net/</a> <b>Social media link:</b> <a href="https://www.facebook.com/lozanovinternational">https://www.facebook.com/lozanovinternational</a>

## Case study 7 – The influence of dance therapy for the elderly and the social inclusion result

<b>Country where the practice was implemented</b>	<b>GREECE</b>
1.	<b>Title</b> ”The influence of dance therapy for the elderly and the social inclusion result”
2.	<b>Type of the practice</b> – Course
3.	<b>Objectives of the training</b> 1. Social Inclusion 2. To improve the balance by the aim of the dance therapy and reduce the risk of falls in older women
	<b>Description of the practice</b>  The training included 25 women aged between 61 and 74 years (mean 66.4 years). The women participated in the dance therapy program for three months, with three 45-minute sessions weekly. Each dance therapy session included three parts. The first part was a 10-minute warm-up, including training of an appropriate dancing posture (exercises for a normal body posture), slow dancing technique evenly improving all muscle groups equally, and dancing-gymnastic exercises.  The second part, a 30-minute proper training, included basic steps and figures of a folk dance, ballroom dance, integration dance, and dances of foreign nations, as well as practicing simple choreographies, including previously learned steps, figures, and dancing improvisation.  The third part, a 5-minute cooling down, included coordination, balance, breathing, and relaxation exercises. Due to dance therapy-induced increases in the limits of stability, older women can more efficiently perform the activities of daily living, which provides them with a stronger sense of independence and safety. This in turn may result in quality of life improvement.
5.	<b>Target group addressed</b> Women 60+

6.	<b>Course duration &amp; follow-up activities, if any</b> 3 months
7.	<b>Necessary materials/resources</b> No need
8.	<p><b>Impact of the practice</b></p> <p>Participation in dance classes protects older subjects against deterioration of their physical fitness, a key determinant of both normal body balance and reduced risk of falling. Women in this study commented that they liked dance therapy and would continue this form of physical activity. Attitude may protect older women against balancing disorders and falls in the future.</p> <p>Regular dance therapy seems to be a promising method for improving balancing skills due to increase in the stability limits. Therefore, this form of physical activity, supervised by qualified professionals, should be recommended for older women, especially those who have sedentary life-styles.</p>
9.	<b>Name of the initiator</b> ( <i>organization/author/trainer</i> ) "Epineio"



# How to use social media and Internet in a safe way for 60+ people

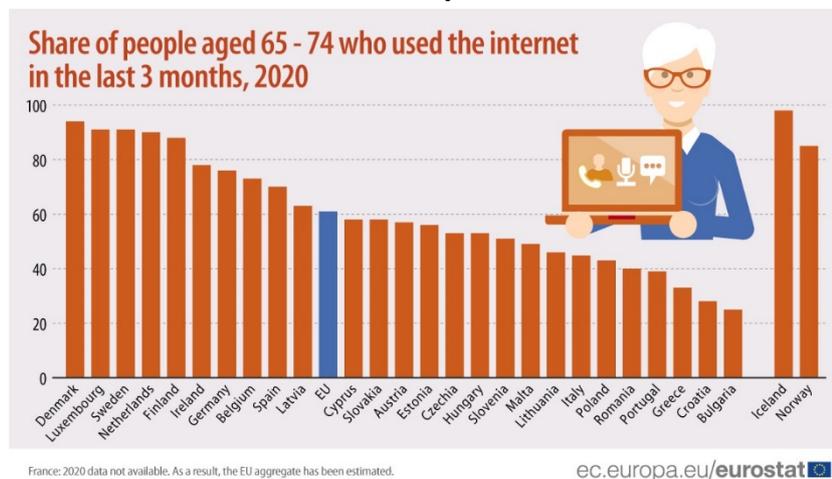
## Introduction

### Social media and Internet

The Internet became a commodity in the 21st century, almost the same as oil, cereals, or sugar. It is the main ingredient in many sectors, such as finance, health, marketing, entertainment or education. The Internet is a type of raw material or a frame itself, which is used as material construction for a variety of other services and ecosystems, that evolve around you.

Social networking sites are more popular than ever, and they've changed the way people use the Internet. Moreover, social media is an excellent way to stay in touch with family, friends and keep up to date on the latest news. However, it's important to know how to manage them in a safe way and keep your personal information inaccessible to anyone but you. They aren't a bad thing, but there are a few risks you will need to be aware of.

### Using social media and internet in a safe way



Source dataset: [ISOC CI IFP IU](#)

People over the age of 55 often use the Internet for shopping, banking or communicating with their loved ones. However, they often forget to protect themselves and their most valuable things from the tricks of cyber criminals. Despite the fact that this age group considers it important to have security programs installed on their computers, they are lagging behind in the protection of mobile devices or safe behaviour on the Internet. For example, they have shown less attention to the privacy settings on social networks or in their browsers compared to other age groups.

That is why it is important for them to pay attention to preventive measures. As Internet usage increases, so does their vulnerability, and they can easily become the victims of fraud or other cyber threat. The lack of awareness of safe behaviour on the Internet together with not

knowing how to protect against cyber threats makes this group the least prepared for the dangers of the online world.

### **General Tips to stay safe on social medias. What do the experts say?**

#### PASSWORD

- Use a strong password protection. The stronger it is, the more secure it will be. Make sure to enable two way authentication to ensure our account is protected: NOT personal data, NOT common passwords, NOT too short, NOT complex enough, NOT old password, NOT same password for your social media accounts.
- If you have social media applications on your phone, ensure to password protect your device and put a password on your computer or laptops if you have logged in social media accounts.

#### PEOPLE

- Be selective with friend requests. If you don't know the person, don't accept their request. This could prevent any cyber bullying.

#### SHARE INFORMATION

- Click the shared links by different people and pages with caution.
- Be careful about what you share with others or posts. Don't reveal sensitive personal information like home address, financial information, contact number etc.

#### PRIVACY POLICIES

- Become familiar and understand the privacy policies of different websites and social media channels you use and ensure to customize your privacy settings to control the privacy and what others see.

#### ANTIVIRUS

- Protect your computer by installing antivirus software for any malicious attack. There are attacks these days which even steal your saved information or lock your files and documents. Also ensure that your browser, operating system, and software are kept up to date.

#### PREVENT IDENTITY THEFT

- STRONG PASSWORD
- NOT SHARE LINKS/CLICK UNKNOWN
- KEEP YOUR ANTIVIRUS UP DATE

## SAFE ONLINE SHOPPING

### Common Mistakes

- Mistake #1: Taking a Chance on Unknown Retailers
- Mistake #2: Following Unknown Email Links
- Mistake #3: Shopping at Sites that Aren't Secure
- Mistake #4: Not Using a Credit Card
- Mistake #5: Shopping Using a Public Wi-Fi Connection
- Mistake #6: Not Double-Checking Your Order
- Mistake #7: Overshare your personal information

### Case study 8 – Tic for the well-being of the elderly

<b>Country where the practice was implemented</b>	<b>Spain</b>
1.	<b>Title</b> Tic for the well-being of the elderly
2.	<b>Type of the practice</b> Tic for the well-being of the elderly is a project promoted by the Fundación Esplai in Galicia and with the help of the Xunta de Galicia. It is an annual project and with continuity since 2020. This project offers methodologies and workshops with the aim of seeing how to use information and communication technologies to increase the participation of older people in social life and in a safe way. To do this, they have created materials, practices, techniques and approaches that facilitate learning.  Below we have described a workshop of those that are part of this project.
3.	<b>Objectives of the training</b> Promote a dignified and independent life in older people, promote motivation and participation in training actions that promote active aging, overcome the technological gap and disseminate the advantages offered by ICT in access to resources and services.
4.	<b>Description of the practice</b>  Through training, older people receive knowledge for the autonomous use of the new App "SERGAS Móbil", which allows electronic management of appointments in the reference health center, as well as obtaining certificates related to Covid-19 .  The motivation to carry out this workshop arises from the situation in health centers derived from the pandemic, a situation in which less use of face-to-face is recommended in health centers for people vulnerable to Covid-19 and where older people find it difficult to obtain an appointment through the reference telephone number. However, the use of the "SERGAS Móbil" App allows, in an ordinary way, the autonomous management of basic procedures related to the health field, which allows the promotion of personal autonomy in the elderly.

	<p><b>Exercises</b> The exercises that are carried out are, on the one hand, the registration of basic data in the App and, on the other hand, requesting and canceling an appointment with a health center professional.</p> <p><b>Methodology</b></p> <p>To carry out these workshops, the learning by doing methodology is used, where older people learn by using the application itself. Despite the fact that the workshops are in groups, it is carried out with an almost individualized accompaniment in the different steps to be taken in the discovery of the different functionalities of the App. Thus, the group also serves as support in the insecurities and fears that may arise at the time to learn how to use this tool.</p> <p>The session ends with an evaluation dynamic where participants can express how they have felt and what they have learned.</p>
5.	<p><b>Target group addressed</b> 60+ but not excluded</p>
6.	<p><b>Course duration &amp; follow-up activities, if any</b> The workshop lasts approximately 1 hour and 30 minutes.</p>
7.	<p><b>Necessary materials/resources</b> To carry out the workshop, a support presentation is necessary to show the contents to be taught and for people to carry their Smartphone and health card.</p>
8.	<p><b>Impact of the practice</b> 529 people between 2020 and 2021.</p>
9.	<p><b>Name of the initiator</b> (<i>organization/author/trainer</i>) Fundación Esplai. Ciudadanía comprometida</p>
10.	<p><b>Website link:</b> (<i>optional</i>) <a href="https://fundacionesplai.org/e-inclusion/tic-para-el-bienestar-de-las-personas-mayores/">https://fundacionesplai.org/e-inclusion/tic-para-el-bienestar-de-las-personas-mayores/</a> <b>Social media link:</b> (<i>optional</i>) @fundacionesplai (Twitter/ Instagram) and Fundación Esplai (Facebook)</p>



## Case study 9 - My mobile is my wallet

<b>Country where the practice was implemented</b>	<b>Spain</b>
1.	<p><b>Title</b> My mobile is my wallet: secure payments with your mobile phone (part of the program named: Digital literacy for the elderly: reducing the digital divide)</p>
2.	<p><b>Type of the practice</b> - Online course</p>
3.	<p><b>Objectives of the training</b></p> <p>This course, which is part of a project financed by the Government of Navarra through the "Subsidy for projects carried out by the chairs of Navarran universities. Year 2020", aims to provide training, tools and digital resources to the elderly population, in order to shorten the existing intergenerational digital gap and with it, the inequality of opportunities, as well as to allow an active and healthy aging of said population sector.</p> <p>It aims to serve as a bridge between technologies and a sector of society that is not digital native, making registered people normalize the use of these tools in their daily lives, thus losing the fear of using them. It is aimed at developing the technological capabilities of this specific sector of the population to expand their access to knowledge and the development of social activity in conditions similar to those of the rest of society, in a situation where technology is necessary in daily life, as the Covid-19 pandemic has revealed.</p>
4.	<p><b>Description of the practice</b></p> <p>Cash is falling into disuse even when it comes to paying small amounts. Cards, for their part, are beginning to be the most used resource when it comes to paying, but why carry different cards in your wallet when you can carry everything on your phone? Paying with your mobile is the same as paying with a card, but without the need to carry cards with you. In this course you will learn all the payment systems that can be used from your mobile and that make everyday life easier.</p> <p><b>Methodology</b></p> <p>Content:</p> <ul style="list-style-type: none"> <li>• Android wallet and Apple pay</li> <li>• Add cards to your virtual wallet</li> <li>• Make payments in stores</li> <li>• Banking applications</li> <li>• Transfers</li> <li>• Bizzum</li> </ul> <p>This activity allows the student to participate with face-to-face assistance or direct or deferred online assistance, without having to go to the center.</p>

5.	<b>Target group addressed</b> 60+ but not excluded
6.	<b>Course duration &amp; follow-up activities, if any</b> Duration: 2 hours
7.	<b>Necessary materials/resources</b> For online: Internet Connexion
8.	<b>Impact of the practice</b> Not data (Start of the initiative 2020)
9.	<b>Name of the initiator</b> ( <i>organization/author/trainer</i> ) Instituto Nacional de Ciberseguridad (INCIBE)
10.	<b>Website link:</b> ( <i>optional</i> ) <a href="https://extension.uned.es/actividad/idactividad/23045">https://extension.uned.es/actividad/idactividad/23045</a>

## Case study 10 - Senior Experience

Country	Spain
1.	<b>Title</b> Senior Experience
2.	<b>Type of the practice</b> - Online courses  It is an awareness campaign that offers specific and training materials designed specifically for these users, allowing them to acquire the basic notions necessary to function confidently and safely when browsing the Internet.
3.	<b>Objectives of the training</b>  When we browse the Internet or use our devices to access our social networks or other services, we enjoy all the advantages that technology offers us.  However, without being aware of it, we can also expose ourselves to numerous threats or risk situations, such as virus infection or the theft of our accounts and information. It is up to us to take the step and raise awareness, or ignore it and continue at the mercy of cybercriminals. Understanding the basics of cybersecurity is as simple as it is interesting, get informed and carry out a series of good practices. This is the idea on which Experience Senior is based  Its objective is to promote and strengthen the digital skills of users over 60 years of age with specific and training materials that allow them to acquire the basic notions necessary to function confidently and safely when browsing the Internet.  In this new context of digital transformation, accelerated by the pandemic, the importance of technology becomes clear, since this period has brought with it the consolidation of new digital habits. For this reason, the need to teach these users to

	protect themselves from the possible risks to which they may be exposed when they use and access the Internet is highlighted.
4.	<p><b>Description of the practice</b></p> <p>The themes of the program are divided into 8 blocks, associated with the main cybersecurity threats and principles that are regularly disseminated by INCIBE: basic cybersecurity terminology; device protection; recommendations to surf the Net safely; account and information management; social engineering attacks; hoaxes and fake news; WhatsApp and social networks; and finally, guidelines for buying online.</p> <p><b>Methodology</b></p> <p>All the blocks will have a self-diagnosis test so that the user can check the level of initial knowledge of it, as well as an introductory video on the subject. Also, different resources will be made available to citizens, such as infographics or articles, as well as tests and practical</p> <p>In addition, the program will have a very visual guide that will include the main guidelines that all users, with little knowledge of technology or cybersecurity, must take into account in order to make safe and correct use of the Internet and new technologies, protecting their data and your privacy.</p> <p>Additionally, four 60-minute online workshops will be held, with a practical and dynamic approach for users to resolve their doubts through an expert in the field and exercises to check the evolution of the knowledge acquired.</p>
5.	<p><b>Target group addressed</b> 60+ but not excluded</p>
6.	<p><b>Course duration &amp; follow-up activities, if any</b> self-study + online workshops</p>
7.	<p><b>Necessary materials/resources</b> Internet Connexion</p>
8.	<p><b>Impact of the practice</b> Not data (Start of the initiative 06.21)</p>
9.	<p><b>Name of the initiator</b> (<i>organization/author/trainer</i>) Instituto Nacional de Ciberseguridad (INCIBE)</p>
10.	<p><b>Website link:</b> (<i>optional</i>) <a href="https://www.osi.es/es/experiencia-senior">https://www.osi.es/es/experiencia-senior</a></p> <p><b>Cybersecurity visual guide:</b> <a href="https://www.osi.es/sites/default/files/docs/senior/guia_ciberseguridad_para_todos.pdf">https://www.osi.es/sites/default/files/docs/senior/guia_ciberseguridad_para_todos.pdf</a></p>

# Memory training and mind exercises for senior learners

## Introduction

Population ageing is a long-term trend which began several decades ago in Europe. This trend is visible in the transformations of the age structure of the population and is reflected in an increasing share of older people coupled with a declining share of working-age people in the total population.

In 2021, more than one fifth (20.8 %) of the EU population was aged 65 and over. The share of the population aged 65 years and over is increasing in every EU Member State, EFTA and candidate country. The increase within the last decade ranges from 5.1 pp in Poland, 3.2 pp in Bulgaria, Greece and Romania, 2.7 in Spain, to 0.7 pp in Luxembourg (lowest height). Within the last decade (2011–2021), an increase of 3 pp was observed for the EU as a whole. (see Figure 1). During the period from 2021 to 2100 the share of the population of working age is expected to decline, while older people will probably account for an increasing share of the total population: those aged 65 years or over will account for 31.3 % of the EU's population by 2100, compared with 20.8 % in 2021.

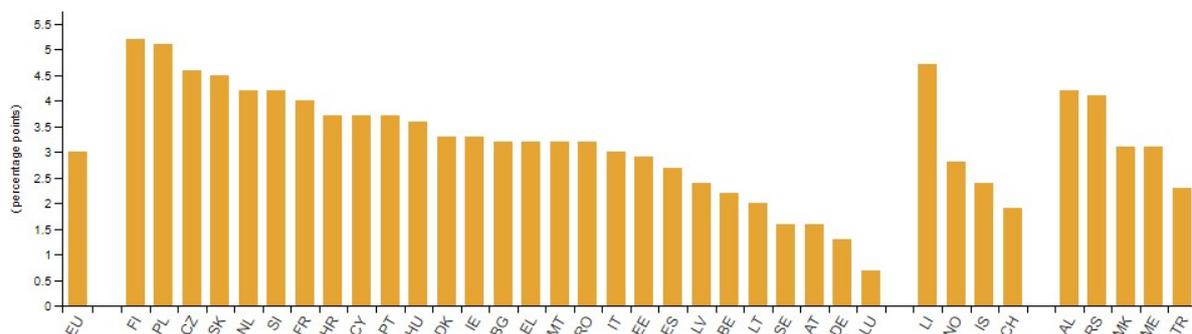


Figure 1 - Increase in the share of the population aged 65 years or over between 2011 and 2021 (source: Eurostat)

As the population ages and lives are extended, age-related diseases such as memory impairment and dementia are becoming more common. The mind needs constant stimulation, and the longer it retains intellectual efficiency, the better it functions in the senior period.

### **The efficiency of your mind depends on you!**

The brain is the command center of the entire organism. However, the common awareness of how to care for this important organ still leaves much to be desired. We take care of the diet, the right amount of exercise, and we often forget about the brain.

Meanwhile, recent years prove that our brain has much more possibilities than it was thought even twenty years ago. Moreover, its potential can be stimulated regardless of age.

### **How to improve memory**

Seniors who want to improve their memory need to remember a few rules. It is worth exercising regularly, preferably 20-30 minutes every day. Mind training shouldn't be

monotonous. Various techniques and tools should be used. Just solving sudoku or crosswords is not enough. Monotonous tasks solved on a piece of paper are neither engaging nor motivating. So let's choose more creative and interactive methods. Systematic mind training brings many benefits. Memory training is just as important as a healthy diet or exercise. By exercising regularly, you will take care of your memory and thus:

- you will increase the potential of your mind,
- your imagination will work better,
- it will be easier for you to associate facts and information,
- concentration of attention will facilitate functioning in stressful situations,
- you will gain self-confidence and increase your self-esteem.

### **Memory training with the use of multimedia programs**

Properly selected interactive multimedia programs, especially those dedicated to the elderly, are perfect for exercising the skills of the mind. The advantage of such programs over traditional exercises is obvious. During the training with the program, the progress of the participant is monitored on an ongoing basis and, based on the analysis, the appropriate level of difficulty of the exercises is selected. Thanks to this, you can constantly develop and the tasks are tailored to your needs. The various levels of difficulty and the many types of tasks available keep your brain constantly challenged and stimulated. When solving tasks, you not only train your memory and concentration, but also train logical and creative thinking. At the same time, you are working on reflexes, perceptiveness and speed of decision making. Multimedia programs dedicated to memory training usually allow you to adjust the settings to your own preferences. You can extend the response time, set the level of difficulty, change the number of elements shown, adjust the font size, etc.



## Case study 11 - Memory training for Seniors

Country	Poland
1.	<b>Title:</b> Memory training for Seniors
2.	<b>Type of the practice</b> - workshop
3.	<b>Objectives of the training</b> <ul style="list-style-type: none"> <li>- Acquire and improve the digital skills of people 60+</li> <li>- Improve the ability of seniors to use computers and not be afraid of them</li> <li>- Improve memory, creativity, motivation through games/exercises</li> <li>- Strengthen the efficiency of mind</li> <li>- Promote active and dignified aging</li> </ul>
4.	<b>Description of the practice:</b> <p>The SeniorEdu Academy of Mind is a program primarily intended for long-term memory and concentration training and monitoring of training results. When teaching people in senior age, it also significantly helps to better master the ability to work with a computer. Most exercises are initially demanding on the art of working with a computer mouse. By mastering this type of exercise, learners gain a better ability to control the computer. Overall, this helped to improve the social perception of seniors in modern technology.</p> <p>Most of the exercises focus on improvement visual memory and attention, some of them trains the ability to perceive certain elements and extracting them from the background and the ability to think logically. Quick reading exercises allow to improve skills related to memorizing a text . Overall, the workshop helps to improve digital skills of senior learners and also was a first step at memory and concentration improving process.</p> <p>During the training with the program, the progress of the participant is monitored on an ongoing basis and, based on the analysis, the appropriate level of difficulty of the exercises is selected.</p> <p><b>Methodology</b></p> <ul style="list-style-type: none"> <li>- “Learning by doing” - the participants can try out as much as possible themselves and operate the devices on their own.</li> <li>- Active learning metod</li> <li>- Support of concentration, attention and mind training</li> </ul>
5.	<b>Target group addressed:</b> Citizens over 60 years
6.	<b>Course duration &amp; follow-up activities, if any</b> 3 -6 hours (with possibility of continuity)
7.	<b>Necessary materials/resources</b> <ul style="list-style-type: none"> <li>- Meeting and workspace</li> <li>- Technical equipment: computers with SeniorEdu Program, projector,</li> <li>- Technical and personal support</li> </ul>
8.	<b>Impact of the practice</b> The workshop helped to improve digital skills of senior learners and also was a first step

	at memory and concentration improving process. The fact that seniors are educated both in computer work and at the same time train their memory helps to improve their self-confidence and better orientation in a rapidly changing world.
9.	<b>Name of the initiator / trainer</b> Fundacja Edukacja i Media

## Case study 12 - Memories for the Future

<b>Country where the practice was implemented</b>	<b>Romania</b>
1.	<b>Title</b> Memories for the Future
2.	<b>Type of the practice</b> Shared - learning sessions by seniors as heritage keepers, educators and younger members of the family and community
3.	<b>Objectives of the training</b> <ul style="list-style-type: none"> <li>- memory revival, recovery and preservation of seniors of 60+;</li> <li>- life experience turned into heritage expertise contributing to a higher status in community of the seniors;</li> <li>- building self esteem and self confidence of the seniors;</li> <li>- bridging generations.</li> </ul>
4.	<b>Description of the practice</b> <p>organized by our NGO and the Braila County Heritage Centre, this sequence of 4 non-formal educational sessions builds on seniors' experience as cultural immaterial heritage keepers and includes:</p> <ul style="list-style-type: none"> <li>- setting up a shared learning team;</li> <li>- review of previous experience by the NGO and Heritage Centre staff such as: techniques of good practice collection and summarizing through to the work with seniors as heritage keepers;</li> <li>- library and internet documentation to enrich existing good practice collections;</li> <li>- setting up a group of senior keepers of immaterial traditions (family traditions, music, dance, crafts and art making, etc);</li> <li>- organizing 4 quarterly shared learning sessions, one week each on traditional home and community activities;</li> <li>- making a podcast to include the 4 sessions summarizing immaterial heritage shared by the group of senior keepers of heritage;</li> <li>- disseminating the podcast to the school and college networks, national cultural centres network, local and central media, social media and professionals.</li> </ul> <p>By this we are trying to revive and preserve the memory of seniors to their own benefit and the benefit of their younger family and community members by making them share</p>

	<p>their experience, knowledge and emotions from their own youth. We answered the need of the seniors' heritage keepers scattered throughout our county to see a tangible outcome to their occasional displays and shows and a possibility to repeat the experience of our joint experience.</p> <p><b>Methodology</b></p> <p>In order for the joint learning sessions to fulfil their objectives we prepared:</p> <ul style="list-style-type: none"> <li>- A detailed program, a general coordinator to ensure reaching the set goals, 4 moderators, one for each session, to keep the inputs within due time and to the topic;</li> <li>- 1 trainer to assist involved seniors between sessions with the story telling practice and advice on round table, group and individual presentations;</li> <li>- 1 editor to adjust the podcast contents for publishing;</li> <li>- minimum 5 heritage senior keepers over 60 for each session to make sure valuable personal heritage is available from the county area;</li> <li>- minimum 3 younger family members to accompany each heritage keeper for each session to ensure communication between generations;</li> <li>- the senior heritage keepers to have proven experience in the said fields capable to raise interest among learners and the audience and produce a variety of inputs to the exchange of opinions and learning from generation to generation;</li> <li>- a podcast to include outcomes from the 4 sessions in different formats to ensure different angle views to the issues of interest from voice and cascade records of old childhood stories ; captioned video on home cloth weaving and clothes making ; subtitled video lace and needle point learning ; video lesson on turning family traditional albums into electronic ones; film on grandparents' rain ritual for grandchildren, etc;</li> <li>- a young audience (max 50) consisting in students from local colleges who can participate in all sessions, particularly in the Q&amp;A sessions;</li> <li>- media representatives to be involved in the practice for understanding and disseminating the goals of the shared learning exercise;</li> <li>- the participants to be given certificated of participation and recognition of their heritage keepers role by the NGO and the Heritage Centre.</li> </ul>
5.	<p><b>Target group addressed</b> Mixed age but particularly seniors 60+, their grandchildren and the likes from the community</p>
6.	<p><b>Course duration &amp; follow-up activities, if any</b> 4 quarterly sessions, one week each.</p>
7.	<p><b>Necessary materials/resources</b></p> <ul style="list-style-type: none"> <li>-Venue</li> <li>- sewing, lace, weaving set, woolen/cotton thread, cloth.</li> <li>- family photo-albums possibly including great-grandparents, grandparents, parents and grandchildren for the story telling sessions;</li> <li>- illustrated book and film about Caloian, a traditional rain calling ritual;</li> <li>- Mik and camera, video projector and Internet connection.</li> </ul>

8.	<b>Impact of the practice</b> <ul style="list-style-type: none"> <li>- 20 over 60 years old heritage keepers having memory stimulated, higher self confidence, better story telling skills, improved status in the community, improved relations with younger family and community members;</li> <li>- 60 directly related youth witnessing and learning about their family heritage as part of the county and national heritage;</li> <li>- The NGO staff learning about seniors as heritage keepers;</li> <li>- The Heritage Centre staff acquiring educational skills;</li> <li>- Creating a model on how to revive, preserve and improve the memory of people over 60 by activating memories dear to them;</li> <li>- Creating a model on how to use heritage as a bridge between generations.</li> </ul>
9.	<b>Name of the initiator</b> ( <i>organization/author/trainer</i> ) Initiativa Cetatenilor Seniori, Viorica Alexandru and Braila County heritage Centre Director, Alina Sulicu
10.	<b>Social media</b> : in progress



# Videoconferencing as a communication tool. Digital training ideas targeting older people.

## Introduction

### **What is video conferencing?**

Video conferencing is an online meeting between two or more participants communicating in real time over an internet connection. It blends audio and video to create a virtual face-to-face conversation where you can see others' expressions while hearing what they're saying—whether they're using a laptop, mobile device, or conference room meeting webcam. With the power to bring people together, simplify collaboration, improve efficiency, and help you save money, provides advantages for businesses of any size. While humans have taken an enormous leap in communication, things were quite different a decade ago. Email service was considered a corporate perk. However, now email is practically in the same category as heating and lighting – employees expect email connectivity as part of their work system. Today media solutions for conferencing and collaboration, driven by web and video conferencing technologies, are making the same transition. Video conferencing, technology with innovative platforms provides communication and opportunities to interact seamlessly from the comfort of the office or home. The rise in pandemic has undoubtedly propelled business leaders to rethink the way to operate businesses. The necessity of maintaining social distance has given rise to an increase in remote working where video conferencing provides a personal approach towards the work. It provides a forum and serves as the closest alternative to have a face-to-face conversation with colleagues.

### **Rely on equipment and technology**

To put it simply, getting the best experience from your video conferencing is not just about obtaining the best hardware for the job - it is about acquiring the best video conferencing equipment for your space. By considering workspaces and by finding the right technology to suit our diverse needs, we can ensure that we are getting the very best out of the remote collaboration revolution. Additionally, correct lighting used for video conferencing will also help the video display systems perform better, and likewise allow high-definition cameras – which require more light – to reach optimum potential.

### **The advent of video conferencing in business**

Whether it's a small or big enterprise, proper communication and the right amount of interaction is needed for any business to grow and collaborate to work. In this time of pandemic situations, video conferencing has come as a gifted boon for collaborators and interacting-partners world over. Coupled with the best of hardware, video conferencing solutions have become champions, bypassing any potential hurdles.

### **Educational providers**

The importance of online learning tools in this state of pandemic is taking the world by storm. Combining eLearning with several different delivery methods, including web-based courses, video conferencing, collaboration software, and live e-learning has acted as a catalyst for the institutions as well as organizations to continue with the job in hand uninterrupted. The use of LMS video conferencing platforms has led to better user experience and improvised training programs to increase productivity and efficiency. With such initiatives you can conduct training sessions, reduce unproductive travel time, allowing more learners to complete courses from any device possible in a shorter period, reaching more learners in a variety of areas at low cost.

### **Healthcare providers**

Being a spatial barrier breaker video conferencing platform offers healthcare providers a medium to connect with patients located in remote locations. Professionals can consider implementing online learning in medical education through video conferencing. It offers the best quality video and is also cost-effective. Further, through video conferencing, you can keep doctors up to date on the latest innovations in their field. It's also possible to record sessions so learners can watch them later. These video conferencing classes can help doctors to automate the delivery of continuing education in nursing, pharmacy, and other healthcare-related professions.

### **Small and medium business**

In the state of the pandemic, many small and medium businesses have gone virtual. They have relied on video conferencing to employ remote teams as well as to provide the training. With proper video conferencing solutions and support for screen sharing, it will empower your global teams to be more connected, productive and engaged. Besides, it will also help maintain human connections, irrespective of physical location, quicken decision making and also enhance your ability to collaborate globally.

### **Screening interviews**

Videoconferencing is particularly efficient for initial screening interviews. So, converting the first-interviews into “virtual” meetings, businesses can restrain travel investments to those would-be employees who are worthy of serious consideration.

### **Video conferencing and VOIP**

With a fast and secure medium to communicate, teams can pick up the thread to continue working at a remote place. In addition, it is crucial to prioritize the performance with availability and support of video conferencing solutions. While embracing other technologies such as VOIP, video conferencing solutions allow face-to-face business meetings in real-time. In addition, neither individual on either end of the conference needs to leave the desk while the meeting is scheduled. Distance learning gets a tremendous boost from video conferencing when it is paired up with data sharing applications. This amounts to collaboration bringing fantastic results for all concerned learners. The ability to share learning material via

videoconferencing sessions and to both see and hear at the same time on both the ends, in real-time is a creative and profit-making way to enhance learning.

### **A boon to the future**

Emerging as the latest internet gold mine, video conferencing continues to provide personalized and inclusive approach to businesses and is intended to stay in the long run. Businesses have set up their goal to reduce their workforce that will save time on travel, reduce office space, infrastructure, logistics. It will further continue to prove itself to be an engaging tool for communication in business in the fullness of time.

### **10 reasons to use video conferencing**

If you haven't already adopted video conferencing, you're probably thinking about it. As you weigh your options and decide whether it's right for you, let's take a look at 10 advantages of video conferencing:

#### **1. Improves communication**

Whether you're a small business owner or part of a large company, clear communication is critical to understanding projects, setting expectations, and meeting your goals. Video conferencing can help: A report by Forbes tells us that "humans process visual far faster and more aptly than text or audio." And, relative to audio conferencing, "62 percent of executives agree that video conferencing significantly improves the quality of communication. In addition, 50 percent of those surveyed believe video conferencing also improves the degree of understanding." With the ability to maintain a visual on other people in the meeting, participants will be more engaged, multi-task less, and set themselves up to process and understand more clearly.

#### **2. Helps build relationships**

When you meet face-to-face, you can make a personal connection, pick up on verbal and non-verbal cues, and begin to build trust. And while there may be critical connections that you'll need to travel for, video conferencing can help bridge the gap for all other meetings, while still helping you connect on a personal level with customers, teammates, and remote workers alike. For the skeptics among us, research shows that video conferencing is widely regarded as a useful tool and helps people build relationships inside and outside their companies.

#### **3. Saves money**

By giving your team a simple way to meet face-to-face, video conferencing delivers a collaborative, "in-person" experience without the expense of travel. That means no airfare required for training, conferences, big meetings, and all gatherings in between—so you can focus precious resources elsewhere. Plus, with the power to meet virtually, you can hire the best talent and allow them to work anywhere. And once you get comfortable with the technology, it may even inspire you to expand your remote workforce—so you can bring on top talent no matter where they live and gain an advantage over your competition. A comprehensive solution like Microsoft Teams provides video, audio, chat, screen sharing, recording, and more under a single UI. This helps you avoid juggling multiple vendors or wasting valuable time switching between services or troubleshooting issues.

#### **4. Saves time**

Because you can meet virtually anywhere, video conferencing technology allows you to save travel time—so you can spend less time getting to meetings and more time focused on more pressing work. But it can also help you save time in other ways. By hosting a meeting rather than working through an issue via email, it can eliminate the disruption of a barrage of messages, reduce confusion (and the need for lengthy discussions), and get your team aligned faster, helping to reduce the amount of time it takes to complete projects or tasks.

#### **5. Streamlines collaboration**

The best video conferencing technology delivers more benefits than just a way to see and hear your team. It offers features like screen sharing and real-time document editing, so it's easy for everyone to examine the files they need, contribute to the discussion, and create a culture of across your business. With an engaged workforce working together whether they're in the office, on the road, sometimes remote, or always at home, you'll make faster, more informed decisions with input from across locations and time zones.

#### **6. Improves efficiency**

Clearer communication by way of verbal and non-verbal cues, screen sharing, real-time collaboration, and ability to join from virtually anywhere makes video conferencing a more efficient use of everyone's time. Ending meetings at established times also helps keep people on time and on topic, and best of all, video conferencing is as flexible you want it to be—so it's easy to quickly jump into a brainstorm, answer a customer question, start a spontaneous virtual huddle, or set up a regular check-in.

#### **7. Increases productivity**

Because video conferencing makes it easy to collaborate on documents in real-time, you won't have to contend with long email chains, lost messages, in-document comments, and version control issues—all of which can cause confusion, misunderstandings, and delays. By having the power to hop on a call and collaborate in real-time, you can ensure everyone has a voice, all feedback gets incorporated, and questions are answered immediately. And you can quickly gather as a team to make sure that everyone understands the project before leaving the meeting. Plus, because video conferences eliminate the need to travel, your team can devote more time to more important work or life matters, even on days when they have meetings. It's how the modern workforce would rather work—with more flexibility, mobility, and time back in their busy day.

#### **8. Makes scheduling meetings easier**

If members of your team travel regularly, scheduling meetings can be a challenge. But with video conferencing, they can join in from practically anywhere, including taxis, hotel rooms, airports, their home offices, and more. And because they can do it using almost any device, scheduling face-to-face meetings and keeping everyone up to date is easier. With more manageable calendars and control of how their workday flows, teams can spend more time pursuing opportunities for business growth, and remote workers are easier to engage and retain.

#### **9. Creates consistent, accurate records**

When you host an in-person meeting or an audio-only call, taking notes usually falls to someone on your team. And given the fast pace of conversations, details can easily fall through the cracks. But with video conferencing technology that also helps you securely

record and transcribe , you can keep all the details intact. Not only that, but you can refer back to them when questions arise and share the session with those who couldn't attend, which makes it easy to set everyone up for success.

#### **10. Enables live events**

Whether you want to connect with your entire team, your complete client roster, or the public, video conferencing tools can help. With the power to share your message visually, these tools give you the ability to host panel discussions, webinars, product launches, and more—for audiences in your office or around the world.

### **Digital training ideas targeting older people**

All EU countries are experiencing accelerated population ageing. It means that NGOs, social organizations and local and regional public bodies should be ready to respond to the educational needs that arise with respect to this age group.

In terms of content of the training, initiatives including or targeting specifically older adults tend to cover more systematically skills related to the basic uses of digital devices (often provided by associations or Third Age Universities), digital content creation, online safety and problem solving than initiatives intended to other social or age groups. The starting point for the training should be the individual's lifeworld and their experience. This means that the older people who are to be trained should be involved in the conception and planning of the training courses.

A very recent study about “Promoting Media Literacy Among Older People” (Päivi Rasi, Hanna Vuojärvi, Susanna Rivinen - University of Lapland, Rovaniemi, Finland) published in May 2020 offers a systematic overview about understanding of how to foster media literacy among older people and underlines some critical points and open questions which affect the perception of the needs expressed by older people regarding their media literacy. According to the review, topics like creativity and digital participation of older people are not yet in the focus of the research regarding media literacy interventions. Instead, focus has largely been on older people's competencies in using digital technologies while almost no research has been done regarding older people's capacity to understand online information or to create digital content for a better participation in society.

Additionally, the review stressed the importance of a needs-based approach. This would include fostering older people's self-efficacy as the users of digital technologies and media while providing social support for learning. In this regard, the review confirms the advantages of peer-to-peer teaching and intergenerational approaches in media and digital literacy trainings for older people. The chosen approach to develop older people's digital and media literacy also differs from the initiatives targeting other age and social groups.

Although the need for digital literacy among older people is evident as it is for other age groups, very few initiatives address older adults, with the vast majority of the existing examples focusing on children. For obvious reasons, no initiative including or targeting older people takes place through formal education.

## Case study 13 - Senior Citizens in Digital Communities

<b>Country where the practice was implemented</b>	<b>GREECE</b>
1.	<b>Title</b> „Senior Citizens in Digital Communities”
2.	<b>Type of the practice</b> – workshop
3.	<p><b>Objectives of the training</b></p> <p>The aim of the project is to educate 200 people aged (60+) of 10 Greek cities on the use of financial products, services and procedures in a safe way, through one-day Training Workshops (5 hrs). The elderly are disadvantaged at the capability of using financial products and services, as most of them are not accustomed with the management and their use.</p>
	<p><b>Description of the practice</b></p> <p>They will learn: A) safe use of credit/debit card, B) online banking – purchases, C) bank account protection, D) loans management, E) special benefits to elderly by services of general interest</p> <p>Fifty (50) of the trainees (5 people per Training Lab / City) will be selected to provide voluntary work on the object of the training program that they attended. An expected number of 252 people will take advantage of the project during its implementation (Beneficiaries). This is taking place in various greek cities.</p> <p>The implementation of the project includes the following actions:</p> <ol style="list-style-type: none"> <li>1) Information, Awareness, Dissemination of Information</li> <li>2) Recognition of Beneficiaries’ necessities</li> <li>3) Manual of Use of Financial Products, Services and Procedures</li> <li>4) Training Workshops # 1 – # 10</li> <li>5) Assessment Workshops # 1- # 10</li> <li>6) Selection of 5 trainees per Training Workshop to create the Local Service Team</li> <li>7) Networking between the Local Branches with the Central Support Headquarters</li> <li>8) the creation of Members’ Roaster and an Archive of Relevant Activities</li> <li>9) Press Release</li> <li>10) Capability Building</li> </ol>
5.	<b>Target group addressed</b> People 60+
6.	<b>Course duration &amp; follow-up activities, if any</b> 5 hours
7.	<b>Necessary materials/resources</b> No needed
8.	<b>Impact of the practice</b> Vulnerable groups empowered and social inclusion is succeed. There is an enormous number of interested people to participate in the next workshops and that’s the big success of the project.
9.	<b>Name of the initiator</b> ( <i>organization/author/trainer</i> ) “Union of working consumers of Greece”
10.	<b>Website link:</b> <a href="https://www.activecitizensfund.gr/en/project/self-assisted-use-of-financial-products-services-and-processes-from-the-elderly/">https://www.activecitizensfund.gr/en/project/self-assisted-use-of-financial-products-services-and-processes-from-the-elderly/</a>

## Case study 14 – Active 60+

<b>Country where the practice was implemented</b>	<b>Poland</b>
1.	<b>Title</b> Active 60+
2.	<b>Type of the practice</b> – a series of training courses and workshops in the field of digital literacy
3.	<b>Objectives of the training</b> <ul style="list-style-type: none"> <li>- Encourage seniors to use of technological solutions and information and communications technologies in everyday life</li> <li>- Improve the ability of seniors to use computers and not be afraid of them</li> <li>- Acquire and improve the digital skills of people 60+</li> <li>- Introduce participants to various e-services and communication platforms</li> <li>- Promote active aging</li> </ul>
4.	<b>Description of the practice</b> <p>During the training senior citizens could learn about the functionality of ICT devices, such as a computer, laptop, smartphone, tablet or even a regular mobile phone, and overcome barriers ranging from basic to more advanced technologies, such as operating software and the Internet.</p> <p>Thanks to the workshops on e-services (Messengers, Senior on e-shopping, Digital photo processing), seniors got used to shopping online, using social media, and were able to explore the secrets of digital photography.</p> <p>Additionally, integration activities were implemented as well during the workshop.</p> <p><b>Exercises</b> Practical exercises (with support of the trainer if necessary) - the participants could try out and operate the devices on their own.</p> <p><b>Methodology</b> The form and methodology of ICT courses for seniors were prepared with taking into account the needs and ICT abilities of people from this target group. To involve persons 60+ to deal actively with digital tools is sometimes not so easy. The idea and solution is to convince them that ICT, media, Internet can be useful in many practical aspects of people life and then encourage them to use all those media effectively.</p> <p>Also, the learning environment is very important for this group of learners and must be physically and psychologically comfortable.</p>
5.	<b>Target group addressed</b> Seniors 60+
6.	<b>Course duration &amp; follow-up activities, if any</b> a series of short courses/workshops 2-4 hours each

7.	<b>Necessary materials/resources</b> <ul style="list-style-type: none"> <li>- Room with internet connection</li> <li>- Laptops, smartphones/mobile phones, tablets</li> <li>- Computer laboratory and suitable software</li> </ul>
8.	<b>Impact of the practice</b> Participants have acquired the skills to use the opportunities offered by the digital world – they broadened their digital literacy, gained knowledge and skills as digital communication, internet security and safe behavior in the internet environment. This courses strengthen the position of older people in technological skills, increased their ability to exploit new technology and prevented social or digital exclusion.
9.	Name of the initiator / trainer Organization: The Silesian Entrepreneurship Development Foundation
10.	Website link: <a href="http://www.sfwp.gliwice.pl">www.sfwp.gliwice.pl</a>



## Conclusions and recommendations

The digital exclusion is a reality affecting seniors and people from disadvantaged communities: in this sense vulnerable groups are more exposed to not have access to IT equipment or the internet to be able to participate in learning. Actions aimed at bridging the digital gap must therefore be oriented towards a complex initiative that takes into account a series of different factors at a social and individual level. The analysis suggests as potential training needs to enhance older person's digital competences and digital literacy by software skills and by internet use.

In the short research review carried out, the following has been observed:

1. In terms of content of the trainings, initiatives targeting specifically older adults tend to cover more systematically skills related to the basic uses of digital devices, digital content creation, online safety and problem solving than initiatives intended to other social or age groups.
2. The starting point for the training should be the individual's lifeworld and their experience. This means that the older people who are to be trained should be involved in the conception and planning of the training courses.
3. The review stressed the importance of a needs-based approach. This would include fostering older people's self-efficacy as the users of digital technologies and media while providing social support for learning.
4. The review confirms the advantages of peer-to-peer teaching and intergenerational approaches in media and digital literacy trainings for older people.

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