CAPACITY BUILDING PROGRAM FINAL GUIDE

Fostering neighborhood participation to protect and care for elderly citizens

NEXT DOOR

Project number: 2020-1-FR01-KA204-080560

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INTRODUCTION

The Next Door project was ongoing between September 2020 and August 2023.
During the three years of the project, the eight partners (ACEEU, Afeji, Ainova Amadora, ANS, Aproximar, EaSI and MEH) from France, Germany, Italy, Portugal, Romania, Spain and the UK have implemented a set of various methods and activities in order to promote social capital within neighbourhoods, fostering protection of elderly citizens, increasing levels of self-esteem and the quality of life.

One main result of the Next Door is the creation and piloting of a training program in each country of the project partners.

The goal of the training course is to raise awareness about the creation of support networks for the community's older people, as a protective and promoting factor for an active and empowered ageing. This course is aimed at professionals and volunteers as part of the Next-Door project, which aims to mobilise the community in supporting older citizens – it relies on the principles of ageing-in-place.

The purpose of this document is to present the resources created by the partnership, how it works, how to replicate it and give access to the full documents. It also includes tips for trainers and facilitators.

This model exists both in the digital version with all the necessary links to complementary documents as well as a printable version.

Within the Next Door project, our Goal was to create a capacity-building programme including audiovisual materials. The Capacity building program was designed to be piloted in each country with a group of 10 professionals, gathering in total 70 participants at the European level.

In the end the consortium was able to train 114 professionals. In Portugal and in Spain, the program was even piloted 3 and 2 times (respectively) with groups of over 10 participants each time.

This piloting allowed all partners to gather quantitative and qualitative feedback on the capacity building program and its implementation. This gave the consortium an opportunity to make adjustments and to produce this guide in order to accompany stakeholders in the replication of the program.

I - GENERAL DESCRIPTION OF THE CAPACITY BUILDING PROGRAMME

The NextDoor training course, as already mentioned, raises the consciousness regarding the establishment of supportive networks for the older citizens within the community, aiming to provide protection and empowerment for an engaged and independent ageing process.

This was a course created in partnership and its main objectives are to:

- Develop and build knowledge about community involvement in supporting older people;
- Develop the skills needed to set up a support network;
- Understand the needs of the target group and the impact that digital literacy can have on their quality of life;
- Understand some strategies to engage citizens in communities into civic participation.

This course mobilises professionals, community workers, volunteers, and citizens to create environments and communities based on the principles of ageing in place to support older people, whereby participants are expected to achieve the following learning outcomes:

- To acknowledge and identify older people's rights in society today;
- To define the healthy ageing framework and identify local strategies to promote active and healthy ageing in the community;
- To identify and use practical strategies to foster the use of digital technologies to support older people;
- To set up a proximity initiative at local level, including an awareness-raising action to foster community engagement to support older people.

The course has a total of 32 hours in B-learning format, with synchronous and asynchronous sessions, which allows participants to acquire the necessary theoretical knowledge aligned with the objectives of the proposed modules.

Synchronous sessions are held in person and in conjunction with a facilitator. Asynchronous sessions are online (audio-visual material) and run independently according to the availability of participants.

The contents of the course programme focus on four modules:

- Older people in Society;
- Promotion of Active and Healthy Ageing;
- Digital Literacy;
- Workshops on Community Engagement.

In terms of workload, the following table summarises its distribution by modules and format:

N°.	Modules	Hours of sessions		N°. of synchronous sessions
		Synchronous	Asynchronous	
1	Older people in Society	4	2	1
2	Promotion of Active and Healthy Ageing	8	2	2
3	Digital Literacy	4	2	1
4	Workshops on Community Engagement	8	2	2

The methods of implementation of the modules/training units are active and interactive; networking and connection between participants is critical as it will impulse the learning proposed. After each module, there is a quiz that evaluates the skills acquired.

In the following chapters, a framework and description of each module will be made, as well as suggested activities and "tips" for their implementation.

II- THE MODULES

The training modules have been designed based on topics foreseen in the proposed approach, as well as following partners' inputs and their ground experience of what could bring an added value to community engagement. The modules contain a theoretical overview on the topic and a session plan to organise and balance presentation and active learning activities.

Module 1

The first module of the training course focuses on older people in society, the misbeliefs that people have on elderly people and where those ideas come from.

The module is built in two parts, one synchronous part where the content of the module is approached lightly and the focus is on the participants to encourage them to react and interact during workshop and activities.

The second part is an asynchronous session where the participants have access to a multimedia powerpoint that extensively covers all the content. They are also invited at the end to fill in a small quiz on the content.

The module OLDER PEOPLE IN SOCIETY focuses on the social and economical impact of ageing, on the protection of older people's rights and on the normative changes in Old Age.
The goal is to open a discussion among participants on the biggest preconceived ideas on ageing that are still very much present in our communities.

The module covers 3 mains topics of discussion :

- **Demographic ageing** in Europe involves more elderly people (aged 60 and above) and fewer working-age individuals (20-64). By 2050, the over-80s population will triple to around 450 million. Some countries have high elderly proportions, like Italy and Germany, while others like Ireland remain relatively young. Economic effects of ageing, such as productivity decline, are less significant than anticipated. Policies should cater to varying senior needs, from active retirees to those with vulnerabilities or declining autonomy. Adapting housing, creating age-friendly cities, and improving healthcare are crucial. Chronic diseases among the elderly challenge healthcare systems, necessitating better primary care networks and innovative solutions, like specialized robots.

- Furthermore, **The rights of older individuals** are safeguarded by European legislation, such as Directive 2000/78/EC, which prohibits discrimination based on age, religion, belief, disability, or sexual orientation in areas like employment, vocational training, and organizational membership. The Council of Europe's Steering Committee for Human Rights focuses on promoting the rights of older individuals. Recommendations cover non-discrimination, autonomy, protection from violence and abuse, social protection, employment, care, and administration of justice.

These recommendations have been implemented in various Member States, leading to diverse actions like establishing anti-discrimination agencies, creating care funds, and launching programs for active and healthy ageing.

- Finally, the language used to discuss ageing influences societal perceptions. **Negative stereotypes** dominate various sectors, portraying ageing as decline and burden. This perception can lead to conflicts between generations. To address this, recommendations include avoiding crisis narratives, refraining from using age as a wealth proxy, and recognizing the diversity of ageing. Media and advertising also perpetuate stereotypes, requiring greater diversity and accountability. Changing language can promote a more positive and realistic view of ageing, emphasising opportunities and diversity.

In between the three topics of the modules, two learning activities are foreseen in this module.

In the first one, participants are invited to share concerns that they may have on ageing. (It will introduce the 3rd part of the module on normative and non- normative changes in older people) . Then, the participants are asked to share initiatives, projects, public services or associations they know of that specialise (or work in this field) in reducing the concern they raised.

The second activity is a workshop in small groups of maximum five people, the goal is to observe a problem in solidarity to solve it together.

The group focuses on 4 aspects of a problem : the facts, problems, explanation and possible solutions. Each group has 1h30 to get to know each other and discuss;

The problem that was tackled in the sessions during the Next Door piloting is : "clichés on elderly citizens and Ageing causes isolation"

Then a restitution is made by one person from each group to all the participants to merge all the contributions and open a discussion. Finally the participants are invited to go back into smaller groups to focus on the development on one specific solution.

The second module of the capacity-building program is called "**Promotion of active and healthy ageing**".

Nowadays, with the increase of the ageing population, it is urgent the existence of more politics and individual attitudes that support active ageing.

We all have the civic duty to support older people to live in a more inclusive community, one that brings more self-satisfaction for all citizens, that is supportive and that promotes involvement.

It relies on different professionals in the community to create awareness to foster a support network that promotes healthy and active ageing (WHO, 2022).

Healthy ageing: what is it?

Healthy ageing is described as a lifelong process that consists of maintaining functional ability, which is preserving physical, social, and mental health to achieve older age with wellness, independence and quality of life. This process tends to give the person the ability to control his/her own health (WHO, 2015; Peel, Barlett & Mclure, 2004). It is known that some habits such as physical exercise, eating nutritious food, and non-smoking, for example, have multiple benefits and promote longer and healthier life. These habits can decrease the risk for diabetes and cardiovascular diseases (WHO,2002; Dreux & Vacheron, 2016). Good habits can not just reduce diseases but promote wellness.

The WHO concept of Healthy Ageing has encompassed those that relate to successful ageing (see the work of Rowe and Kahn), or the policy framework on active ageing (which lasted until this new approach of 'healthy ageing'): «the process of developing and maintaining the functional ability that enables well-being in older age» (WHO, 2015, 28). It implies the interconnection of the intrinsic capacity of individuals (physical, mental) and the environments (at all levels) in which they live in. The label 'environment' contains all kinds of context, either it be the physical one, the security it gives, the social ambience it provides, or any inequalities it results in (WHO, 2015). The external environment is also a factor that has a significant impact on Healthy Ageing.

Neighbourhood characteristics are essential for the promotion of healthy ageing, especially in variables of safety and accessibility (Wong, Kourtit & Nijkamp, 2021). Promoting healthy ageing is also to give awareness about choices that can promote longevity with quality, for older people to "be what they have reason to value."

Combating Social Isolation

The number of older people living alone is increasing. In 2015, Europe research revealed that 7.8 % of the elders aged 65 to 74 years did not have anyone to discuss personal matters. Between the ones with more than 75 years, this number was 9.2% (Eurostat, 2019).

Social isolation is when the number and quality of social contacts or relationships are inadequate (Samuel & Mills, 2017). Loneliness, on the other hand, is the distress of feeling for being alone or separate from others. Even though the concept of loneliness refers to the subjective feeling of being alone, it has an impact on health, well-being, and quality of life (Boamah, Weldrick & lee, 2021).

Combat social isolation promotes the quality of life for the citizens in the community. Ageing does not need to symbolise a rupture with active, working, and social life! Older people should be integrated into families and communities and feel loved, useful and safe. The word active does not refer just to being physically active or in the labour force, but socially, economically, culturally, and civically active (WHO, 2002).

Community Engagement: What is it?

Community engagement is an act of collaboration with other citizens from nearby geographical areas to promote the well-being of the community.
It means participating and getting involved in the community. Community engagement is "the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the well-being of those people" (Davis, 2011, p.7).

In general, community engagement goals are to build trust, mobilise resources, create better communication, and improve health outcomes and life quality among citizens. Community engagement can include organised groups, organisations and citizens. (Davis, 2011).

Interventions to foster social participation and mobilisation of the citizens must consider the proximity to resources (commercial and healthy services), the proximity to cultural and recreational facilities, transport, and social support facilities (Levasseur et al., 2015).

Implementation of module 2 sessions

The module 2 focuses on the presentation of the core concepts, combining with learning activities intended to capture participants' attention and active learning. This module is organised for two sessions of 4 hours-each. The active learning is centred in spotting participants' prior knowledge or even what they recognise as concept, as well as how it applies in their context:

- The module kicks-off with 2 open questions: "How would you define a Healthy ageing?", "Why is it important for the person and community?". The purpose is to put participants thinking about the topic and start with what they already know, not only in terms of theory, but also as things that are valued in their own community;

- Activity - "Imagine an old person in a healthy ageing process. How would it be the routine of this person?". Groups are created to push for imagination and interaction;

- Activity - "How can I be useful to this person?". By using the one-page-profiles from IO1, participants analyse and identify what they could do for that person, as a community member, not a professional; This activity can also be adapted or repeated by changing the narrative into "How to make my community more accessible to a senior person?";

- Activity - "How to implement age-friendly communities". In groups, participants consider their own community and reflect on what could be done to foster age-friendliness;

- Activity - "Imagine a society without older persons. How would it be? What would it be in families, in the communities, in the organisations and workplaces?". Participants are asked to come up with 3 main categories of responses.

The topic is well known by experienced professionals, but if one faces different backgrounds in terms of qualifications or job positions, or even if a training group mixes professionals, community members and volunteers, it might be relevant to start from the knowledge that already exists in the group.

Another tip that has supported the piloting experience is to embed the topics into the community, so it is really important that the facilitators/ trainers take some time to get to know the community, the city, the neighbourhood in which the course is being delivered. One may take advantage of the activities in module 2 to explore and discover what and how the participants see the reality.

Some quotes from participants in Portugal mentioned the importance of looking at this topic:

"This course has broadened my horizons about the importance of involving the community to an active ageing of all its members." Participant, City of Aveiro/ Portugal

"I am much more aware of the steps and the time required to design, implement and get results of actions to promote ageing in place, even because public policies still have a long way to go." Participant, City of Ílhavo/ Portugal

"I believe this course should be delivered in all municipalities and organisations, as it offers tools and knowledge that is not recognised by professionals who work with older people and communities." Participant, Vila of Arouca/ Portugal

The third module of the Next Door training course is called "Fostering the use of digital tools" and it highlights the benefits of developing digital skills among older adults. It has been thought to be held in one 4 hour synchronous session and 2 hours of asynchronous.

The first part of the module discusses the importance of digital skills and ICT in our daily lives, particularly for older adults. It emphasises the need for technology to stay inclusive in today's technologically advanced society (Martínez-Alcalá et al, 2018). The benefits of developing digital skills for older people include improved health, better recognition of scams, contribution to the workforce, economic strengthening, enhanced social connections, continued independence and easier access to key activities and leisure (Marius, 2021).

Second part of the module focuses on supporting older adults in improving their digital skills. It identifies barriers faced by older people, such as the digital divide and technical challenges, and suggests ways to support them, including simplifying digital language, emphasising the human aspect of technology, and providing practical learning opportunities. Some educational methodologies and techniques have been mentioned, like scaffolding, mentoring, and peer education are also discussed, along with essential skills for training older individuals, such as empathy, patience, flexibility, and motivation.

Lastly, the module's third part presents various European examples of social mobilisation efforts in promoting the use of new information technologies. The initiatives described aimed to combat loneliness, build digital skills, enhance financial education, promote healthy behaviours, ensure digital inclusion, and raise intercultural awareness among seniors, demonstrating effective ways of engaging older adults and helping them integrate technology into their lives for various purposes.

Module 3 includes **three learning activities** to stimulate the continuous engagement of participants throughout the training, to provide opportunities for active learning and foster a collaborative environment. All activities have been designed to be also applicable in an online environment, for situations in which the facilitators decide to hold the sessions online.

1 In the first activity, which is recommended to take place after the first part of the module, participants are to be engaged in a brainstorming session to explore the benefits of digital technologies, particularly for older people. Participants should contribute their thoughts on reasons for using technology, experiences with digital devices aiding their daily tasks, and interactions with older individuals seeking assistance with technology, relating to the advantages highlighted in the module.

When facilitating this activity, it is recommended to create a supportive atmosphere to encourage open sharing, being attentive to participants' contributions, and effectively utilising digital tools for smooth note-taking during online sessions. The facilitator may prepare additional examples of benefits to enrich the discussion and should promote building upon each other's ideas. In the end, the group should reach a common understanding on how technology can be used in a positive way and for a good cause, in improving older adults' quality of life, and that obstacles in adopting new technologies may be overcome with the right amount of patience and support.

2 The second active learning activity has been designed to take place during the second part of the module, stimulating the participants' creativity by asking them to think about and design digital literacy initiatives for older adults. After being split in groups, they should define the target group of the initiative, objectives, teaching methods, people involved, venue, materials needed, digital tools, number of sessions, and any follow-up plans. Later, presenting all the ideas should help in thinking more critically about their work and to enrich existing proposals.

The facilitator should ensure that all groups have access to necessary resources, whether in-person or online. Utilising digital tools like Zoom breakout rooms and platforms like Jamboard, Padlet, or Miro can enhance group discussions and idea sharing, especially online. For the efficiency of this activity, it is recommended to prepare a hand-out/presentation of the main benefits of developing digital skills among older adults and educational methodologies and techniques, since it can help as a starting point for the brainstorming. Additionally, offering opportunities for written reflections or anonymous feedback can provide an alternative outlet for ideas and may help the less outspoken participants express themselves easier.

3

A third active learning activity should take place after the second part of the module, with the purpose of developing trust, empathy and highlighting the importance of effective and adapted communication. The activity involves dividing participants into couples, where one person becomes the guide (supporter) and the other becomes the follower (with eyes closed and blindfolded). The supporter instructs the follower to draw a road on a paper to reach a specific endpoint, using a pre-drawn itinerary.

It is essential to emphasise the importance of active listening and clear communication, encouraging supporters to adapt their approach based on the follower's needs and feedback. Debriefing after the activity can provide an opportunity for participants to share their experiences and reflect on the challenges and successes they encountered during the exercise. Facilitators can also encourage participants to apply the lessons learned from this activity to their interactions with older adults, fostering more understanding, patient, and empathetic relationships in their professional practice.

4

Finally, since this module is focused on the importance and benefits of digital literacy, it is a good opportunity to present the Next Door Digital Platform, by sharing the Platform Video Tutorial, which briefly presents how the platform can be used to benefit older adults, organisations and citizens.

Feedback from participants include its uniqueness in bringing together the public and private sectors, the introduction of new concepts, providing the opportunity for group interaction, exchange of experiences, and learning from models of good practices presented. Participants claimed the training made a positive change in their approach, making them more patient, empathetic, and open when working with vulnerable individuals. Additionally, they mentioned they will do internal training sessions within their network of professionals, sharing best practices and knowledge gained from the course.

Module 4 delves into the concept of awareness raising, emphasizing the techniques to effectively connect with different citizens and communities using an awareness campaign. The module extensively covers community engagement, shedding light on local support services, and providing valuable insights into community engagement tools with actionable guidance. Moreover, it outlines strategic approaches and valuable pointers for establishing a local-level proximity service.

Raising awareness and engaging communities are crucial steps in promoting well-being, behavioral change, and policy-making. To effectively raise awareness, it is important to utilize various strategies, methods, and tools to convey messages and gather support. Successful awareness campaigns involve strengthening citizens' knowledge, fostering their active engagement, and inspiring policy changes at the local or regional level. Adopting a whole-of-society approach, which involves multiple stakeholders such as civil society, private sector, academia, and government, enhances the likelihood of creating long-lasting behavioral changes and engaging citizens in sustainable development initiatives.

Building an awareness campaign involves several key steps. Firstly, it is essential to identify the main goal or problem to be addressed and determine the specific needs of the target audience, such as older people in a particular area. Developing key and consistent messages that are simple, memorable, and have a clear call to action is crucial. Employing multiple methods and tactics for raising awareness, such as creating an ambassador program, participating in local events, organizing informative resource packages and local performances, producing educational resources, and utilizing social media platforms, can effectively spread the message.

Monitoring and evaluating the progress of the awareness campaign is important to assess whether the objectives are being met and to make necessary adjustments. Metrics such as reach, subscribers or followers, engagement rates, and event attendance can be used to measure audience growth and campaign effectiveness.

When it comes to community engagement, recognizing the importance of neighborhood-based support for older people is crucial. Neighbors may provide vital support when family or close friends are not readily available. Older adults' well-being, independence, and social integration are closely tied to their neighborhoods. Taking into account the needs of the older population, ensuring accessibility, considering technology limitations, and timing activities to suit their preferences are essential for successful engagement.

Factors that raise community engagement and involvement include acknowledging concerns and aspirations, defining clear roles and purposes for the community and stakeholders, being genuine and integrating a feedback loop, connecting with community leaders, gamifying or appealing to local interests, and giving back to the community. Engaging older people in community activities not only benefits them but also provides valuable knowledge and experience to the government and the broader community.

When designing a proximity service, considering the local demographic context, history, and specific needs of different age groups within the older population is important. Conducting stakeholder analysis helps identify local networks, influence, and available resources. Planning for flexibility allows for adjustments in response to unpredictable events or challenges. Regular check-ins with the community through focus groups or interviews provide ongoing insight into local issues and help refine strategies for positive impact.

Overall, raising awareness and engaging communities require careful planning, effective communication, and a deep understanding of the target audience's needs and preferences. By implementing these strategies and considerations, organisations and governments can create meaningful and impactful awareness campaigns and community engagement initiatives.

Tips to implement these activities:

1. Clear Goal Definition: Before initiating the awareness campaign, clearly define the specific goal or problem you intend to address. Understanding the target audience and their needs will guide the campaign's direction.

2. Key Messages: Develop concise, memorable, and action-oriented key messages that resonate with the target audience. These messages should convey the campaign's purpose and encourage engagement.

3. Diverse Methods: Utilize a variety of methods for raising awareness, including an ambassador program, local events, educational resources, social media, and performances. Diversifying methods increases the campaign's reach and impact.

4. **Visual Consistency:** Maintain visual and message consistency across all campaign communications. This helps reinforce the message and creates a cohesive identity for the campaign.

5. **Storytelling:** Incorporate personal stories and case studies into the campaign. These narratives connect emotionally with the audience and drive them to take action.

6. **Positive Phrasing:** Frame messages in a positive manner to spark interest and enthusiasm. Positivity encourages engagement and fosters a sense of community.

7. **Clear Call to Action:** Include a clear and actionable call to action in the campaign messages. This helps guide the audience on what steps to take next.

8. **Evaluation Metrics:** Set up metrics to monitor and evaluate the campaign's progress. Measure reach, engagement rates, event attendance, and other relevant data to gauge effectiveness.

9. **Flexibility:** Design the campaign with flexibility in mind. This allows for adjustments based on audience feedback, unexpected events, or changing circumstances.

10. **Engaging Older Population:** When engaging older adults, consider their needs, preferences, and limitations. Ensure accessibility, technology accommodations, and timing that suits their routines.

11. **Local Context:** When creating a proximity service, take into account the local demographic context, historical background, and specific needs of different age groups. Tailor the service to align with the community's unique characteristics.

12. **Stakeholder Engagement:** Involve local stakeholders and community leaders in planning and implementing the campaign or service. Their support and input enhance the initiative's credibility and impact.

13. **Regular Feedback:** Maintain an ongoing feedback loop with the community. Conduct focus groups, surveys, or interviews to gather insights and refine strategies based on real-time input.

14. **Appreciation:** Show gratitude to community members who participate and contribute. Recognition and appreciation foster a sense of belonging and encourage continued engagement.

15. **Knowledge Sharing:** Encourage older adults to share their knowledge and experiences with the community. Their insights can contribute to broader societal understanding and development.

By incorporating these tips, you can effectively implement awareness campaigns, community engagement initiatives, and proximity services that cater to the needs of older adults and promote positive change within the community.

How to replicate the modules ?

All four modules have been built in a similar way. Which means that to replicate the training, you can follow each module in the same way :

1/ You should first and foremost follow the session plan to see how the module is designed and what it entails.

2/ To support each module, you will find a dedicated powerpoint and an overview containing all the theoretical content related to the module

3/ All the learning activities included in each module and mentioned in the session plan have been detailed in a specific document

4/ At the end of each module you can have a recap of the information with a quiz that has been provided as well

5/ Each module has also includes multimedia content that is mentioned either at the beginning or the end of the session plan

You can access all of the module content following this link :
(Link will be embeded here)
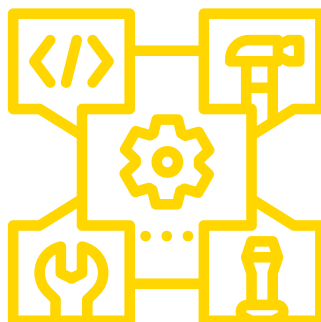
III- TIPS FROM THE NEXT DOOR CONSORTIUM

The feedback received by all partners from the participants at the end of the piloting made it possible for the consortium to write a few advice on how to replicate it.

Recruitment of participants/ involving the right stakeholders

The Next Door capacity building course is embedded in a larger initiative to promote ageing in place.

The Next Door model aims to foster neighbourhood participation to protect and care for older citizens.

Being a neighbourhood service, it implies that participants of the course are people who have some connection with the place: it can be community members or residents; professionals or volunteers; or even people who may lived there before or may have some personal relation (e.g. the territory of their grandparents for instance, or a place in which they have grown up).

The feeling of belonging, though not excluding, seems to be a relevant point when organising such a training course.

Many times, it may be new knowledge ("it increased my knowledge"; "it was a benefit for my professional life"), but for others it is the fact they will be put in contact with different professionals ("I developed new ways of thinking and working in the community, using all stakeholders"; "I develop new abilities by the sharing of professional experiences between participants").

At the end, the Next Door course "was important and it sensitises professionals and other people who work for the older population to do more with the community, of course if you can sensitise other agents of the community and its leaders".

(The sentences in the marks are quotations from participants in the pilot capacity-building.)

The identification of stakeholders, even prior to the launch of the course, is an important part of the delivery. Each trainer/ provider needs to check who is the best player in the territory to host such a capacity-building course and the one who will make it more efficient to reach different people. By selecting and involving the right stakeholders, the recruitment of participants will be easier: sometimes it may be due to group influence, others it may be linked to activities and policy strategies already in place.

The second very important step is to present the program, framing it to the context and reality in which it is intended to intervene. The involvement of public authorities as a host organisation will provide a necessary framework for the implementation of the course, but also for the coverage of all the Next Door model and its different resources.

Choosing the right Location

The location of the training will have a tangible impact on the recruitment of the participants.

Depending on your Geographical focus for this recruitment, you should keep in mind that the location should accommodate as many participants as possible. It should be easily accessible for those relying on public transportation and not too far from the location where most stakeholders are implanted.

The goal of the training course is to raise awareness about the creation of proximity support networks and the Ideal location would be in the heart of this foreseen network.

Additionally, the last sessions focus on the development of events and being in the right territory is an asset for the participants to be able to visualise the concrete possibilities.

In France for instance, half the participants were volunteers from a social establishment who only rely on public transportation. In order to ensure their participation, all sessions of the course were held in that establishment.

Another important aspect of the location is the setting of the premises. Several sessions of the training course are relying on group learning activities and the location should accommodate a setting where at least two groups can engage in conversation without bothering the other.

The environment of a training program and its surroundings greatly affects the learning and development outcomes.

When designing training programs, it's important to take the design of the training space into consideration1. Here are some basic requirements for a training venue:

- Access to public transport
- Additional stationery if required, eg paper, pens, highlighters etc
- Air-conditioning/ fans/ heating that's easily adjustable
- Catering – appropriate provision of refreshments/ lunch
- Cloakroom /Space for participants' belongings
- Flexibility with room layout with plenty of space to move around for games and activities
- Good acoustics and sound proofing
- Good room lighting with plenty of sunlight with blinds to block out if required
- Inclusive data projector, flip-charts (smart-board would be good!) & audio system
- Location – easy to find on a map, convenient location – with accurate satnav details

- Participant breakout spaces – inside and outside space with seats – a place where the trainer & participants can escape to real air during the breaks
- Parking, easy to find, close to venue and plenty of it
- Photocopying/printing/ email on demand from USB
- Plenty of power points (in the right places for trainer and participants without trailing cables!)
- Storeroom/ secure space for training resources and equipment
- Tables/ desks (for participants if necessary)
- Tea/coffee/water facilities available anytime
- Wall mounted clock visible by the trainer
- Wall space for hanging flip charts (and suitable magnets/ rail or blutack/ tape)
- Wireless and Internet access
- Fully disabled accessible, with induction loop facilities

Building the communication on the training

Effective communication serves as the cornerstone of success. What happens before, during, and after the training sessions is just as crucial as the content delivered within them. In the following lines we will focus on the strategic communication principles that should guide the Next Door training program.

- **Communicate the Why**. Clearly present the training program within the context of the larger initiative. Explain how the Next Door model aims to foster neighbourhood participation for the care of older citizens. Explain that the project's goal is to empower participants to contribute to the well-being of older adults in their neighbourhoods by fostering inclusive and supportive environments. Talk about the innovative integrated neighbourhood approach.

- **Communicate the Objectives**. Clearly state what participants should be able to do after the training and why the training is essential for both personal and organisational growth. Outline the objectives of each training module. For instance, in Module 3, the primary goal is to enhance participants' digital skills and understanding of the benefits of technology for older adults. Highlight how these skills can lead to improved health, enhanced social connections, and continued independence for older citizens, aligning with the broader goals of the Next Door initiative. Every module has the learning objectives clearly defined.

- **Communicate the Measures of Success.** Clearly define how success will be measured after the training: mention what tools (like surveys, testimonials) will be used to measure the effectiveness of the training. Share the tools or methods used to assess the impact of the training and the specific outcomes expected. See more on the evaluation of the training participants in the following subchapters.

- When it comes to measurement, module 4 includes information focused on measuring the success of community engagement efforts. It covers that success might involve increased participation in local events, improved access to support services for older citizens, or positive feedback from the community. So not only surveys or direct feedback can be used to evaluate the success of the training, but you can use some other clues (direct participation in the training, talking about the training to other people, asking questions, etc.)

- **Communicate Early and Often.** Start communication about the training as early as possible, even if all details aren't finalised. Reinforce the message frequently and through various channels to ensure understanding and preparation. When scheduling the training, notify participants well in advance, even if some session details are pending. Provide a general overview of the topics to be covered and the expected benefits. Throughout the training, send regular updates about upcoming sessions, learning materials, and any changes to the schedule to keep participants engaged and informed.

- **Determine Who Should Communicate What**. Identify the appropriate individuals within the organisation to communicate the training program. Consider the strategic importance of the training and ensure proper alignment with the messaging.

- Depending on the scale of the training and its alignment with organisational goals, determine the communication hierarchy. For initiatives like the Next Door training, higher-level stakeholders or program leaders could communicate the overarching objectives and importance of the training. Immediate managers or trainers can reinforce the message to individual participants, highlighting how their engagement contributes to the success of the program and the broader community.

Evaluating the outcomes of the training

Evaluating the outcomes of the training is vital to the methodology, the participant journey is of paramount importance.

Pre, Mid and Post assessment are recommended to determine the starting point, the journey and final destination. The same questions are posed at critical points in the process, a self assessment from the perspective of the participant. It is recommended to share progress with the lead facilitator to establish any actions or support required from the facilitator to support the participant in reaching their goals.

It is recommended to develop a group agreement to identify common basic rules such as confidentiality, respect and appropriateness to challenge. This will provide clarity to the group and create a shared safe space.

A way to determine effectiveness of training is to monitor attendance, this will provide insight into the appetite for the training but also retention rates to ensure the training is attractive, engaging and what participants want.

Regular evaluation of the session content is recommended to understand what is working well for participants but more importantly identify areas for development.

This will also inform how other sessions are delivered and be considered in preparation, learning styles and engagement methods. It is encouraged, at the end of each session, to allow for discussion, reflection and peer exchange to evaluate each session and prepare for the next session.

Impact and sustainability should be at the heart of the training we deliver, gathering testimonies, impact case studies and recommendations to showcase the effectiveness of the training, the impact it can have on individuals, communities, organisations and stakeholders.
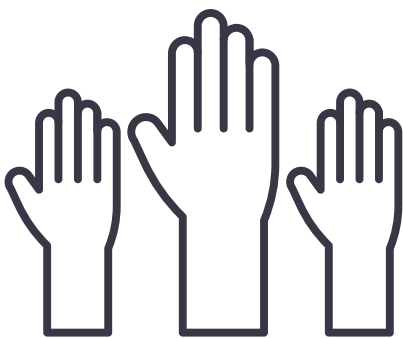
Grab attention and keep participants engaged

The Next Door capacity building course is a training course which aims at enhancing the competences mainly of community workers, professionals or volunteers, responding to a need to feel more competent in working with older people. It's therefore assumed that participants in this type of training are people who already have experience which is crucial to be enhanced.

The participant's background therefore represents an added value to the training and must become part of the learning pathway. In fact, in order to maintain a high level of attention, the trainer, in addition to mastering the topics proposed, must therefore know how to boost the participants' experiences by taking various opportunities during the training sessions to give them the floor, receive confirmation of what has been provided and enrich it with their reflections and expertise.

Stimulation of participants can in fact be achieved through brainstorming proposals and small individual or group practical activities that encourage reflection, on past experiences and the notions covered, and exchange between participants.

Real practices and stories shared give authenticity and concreteness to what is addressed in the classroom.

Appealing these aspects create an emotional relationship with what is shared in the classroom, fostering greater focus and crystallisation of the topics covered.

It is also essential to use language that is familiar and comprehensible to the participants, otherwise a distance will be created between the trainer and the learners and it will be difficult to hold their attention. Among other things, breaks should not be neglected to allow participants to take a moment to recover.

These types of approaches make it possible to offer less formal training, making the trainer feel at his or her level and promoting involvement through a sense of peer learning.

Interaction among different participants profiles

- Icebreakers and Team-building Activities: Begin the awareness raising activities with icebreakers and team-building exercises to create a comfortable and inclusive environment. These activities can help participants get to know each other, build trust, and foster a sense of camaraderie. Encourage participants to share their backgrounds, experiences, and aspirations related to community engagement and support for the elderly.

- Reflection and Evaluation: Provide opportunities for participants to reflect on their learning and experiences during the awareness raising activities. Conduct regular evaluations to gather feedback from participants and identify areas for improvement. Encourage participants to share their insights and suggestions for enhancing community engagement and support for the elderly. This reflective process promotes continuous learning and refinement of strategies.

- Celebrate Diversity and Inclusion: Emphasize the value of diversity and inclusion throughout the awareness raising activities. Create an environment that respects and celebrates the different backgrounds, profiles, and perspectives of participants. Encourage participants to embrace diversity as a source of strength and innovation in community engagement and support for the elderly.

- Blended sessions have been the best solution to involve professionals related to seniors in rural areas. Therefore, they had the possibility to learn at their own pace and with no restrictions of schedules. Moreover, professionals working in rural areas cover a wide area and a big number of municipalities so that it is very difficult to participate in face to face training courses.

By implementing these tips, participants from different backgrounds and profiles can interact better, learn from each other, and collectively contribute to improving community engagement and support for the elderly in a neighborhood context.

IV- HOW TO LINK THE TRAINING WITH AWARENESS ACTIVITIES

By linking capacity building and awareness raising activities, professionals and community members are equipped with the necessary knowledge, skills, and motivation to actively engage in supporting the elderly. This integrated approach promotes collaboration, empowerment, and continuous learning, leading to stronger community engagement and more effective support for the elderly population in the following ways:

1. Knowledge and Skill Development:

Capacity building workshops provide professionals with the necessary knowledge and skills to effectively engage with the community and provide support for the elderly.

By enhancing their expertise in areas such as age-friendly environments, community engagement, and integrated neighborhood approaches, professionals are better equipped to address the specific needs and challenges of the elderly population.

This knowledge enables them to develop innovative and targeted strategies to promote community engagement and support.

2. Collaboration and Partnerships:

The capacity building program encourages collaboration and partnerships among professionals working in community support, social and health services, and municipalities.

Through the workshops, professionals from different sectors and organizations come together to learn and exchange ideas. This collaboration fosters a holistic approach to community engagement and support, as professionals can leverage each other's expertise, resources, and networks.

By working together, they can develop comprehensive initiatives that address the multifaceted needs of the elderly and promote community engagement.

3. Empowering Communities:

Awareness raising activities play a crucial role in empowering communities to actively engage in supporting the elderly.

These activities, implemented in public spaces and using participatory and creative methods, aim to instigate a sense of engagement and willingness to help among the general public and elderly citizens themselves.

By raising awareness about the issues of aging and the importance of community support, these activities encourage community members to take action and become actively involved in supporting their elderly neighbors.

This sense of empowerment and engagement leads to stronger community bonds and a collective commitment to providing support for the elderly.

4. Integration of Professionals and Community:

The capacity-building workshops and awareness raising activities are designed to be interlinked and mutually reinforcing.
Professionals trained in the workshops are actively involved in planning and implementing the awareness activities.

This integration ensures that professionals have a sense of ownership and direct involvement in the community engagement initiatives.

They become advocates for the activities and serve as role models for community members, further promoting community engagement and support for the elderly.

The involvement of professionals also enhances the credibility and sustainability of the initiatives, as they can continue to drive the program forward even after the initial implementation.

5. Continuous Learning and Adaptation:

Both capacity building and awareness raising activities emphasize the importance of continuous learning and adaptation. The capacity-building workshops provide professionals with online resources and gamified learning activities, allowing them to continuously expand their knowledge and skills.

This ongoing learning enables professionals to adapt their approaches based on evolving needs and challenges within their communities. Similarly, the awareness raising activities can be continuously improved and adapted based on feedback from the community and the professionals involved. This iterative process ensures that the initiatives remain relevant and effective in promoting community engagement and support for the elderly.

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ANNEX

Find out more about the awarness activity guide in the following document

Next Door
Awareness
Activities Guide

**Fostering neighbourhood participation
to protect and care for elderly citizens**

NEXT DOOR aims to promote social capital within neighbourhoods, fostering protection of elderly citizens & increasing levels of self-esteem & quality of life. It relies on the development of skills of professionals working for the community at the local level, improving technical & social competences to support better job performance & their contribution to a cohesive region, putting together community organisations & training providers.

Table of Contents

Introduction

Awareness raising is directed at the general public, namely citizens who are neighbours of the elderly and the elderly themselves and aims to promote action and foster engagement within the local community. The awareness activities will engage citizens by increasing knowledge of the issues that affect the elderly, and drawing attention to where support is needed. However, to ensure the sustainability of the Next Door project, it is important and valuable to involve local professionals in the awareness activities.

In today's rapidly changing world, the issue of elderly isolation and the need for better community engagement and support has gained significant attention. Recognizing the importance of awareness-raising activities, a program of Awareness Activities has been developed to bring innovative aspects to the community based on the NEXT DOOR concept.

The Next Door Project's Awareness Activities and Capacity Building element takes a proactive approach by increasing community engagement with older populations through creative and participatory activities that foster a sense of openness and willingness among citizens to help their neighbours. Furthermore, it offers a knowledge development program for professionals, enhancing their skills and expertise in community work. By changing minds and promoting a more proactive attitude among citizens and professionals, this program contributes to the overall well-being and support of elderly citizens.

The methodology presented in the program is designed to be adaptable to different contexts and can be tailored to the specific needs of each country or community. Social exclusion, as a common social factor, manifests in similar ways throughout Europe, making the replicability of this program a manageable task. The tools and interventions are universally structured, ensuring their relevance across different communities.

By introducing new insights and renewing knowledge related to community intervention, this program aims to shift attitudes among community workers from passive to proactive and encourage organisations to embrace preventive interventions rather than reactionary ones. Professionals will be actively involved as partners in implementing awareness activities, increasing their sense of ownership and commitment to taking the model further.

The expected impact of this program extends to the general public, as it enhances their knowledge about the challenges of ageing and the importance of supporting elderly citizens. Through awareness-raising activities and community engagement initiatives, this program strives to create a more inclusive and supportive environment for older adults.

NEXT DOOR is dedicated to fostering social capital within neighbourhoods, with the goal of protecting elderly citizens and enhancing their self-esteem and quality of life. This initiative centres on the skills development of community professionals at the local level, improving their technical and social competencies. This guide encompasses various activities aimed at achieving these objectives and promoting intergenerational interactions and engagement.

Introduction:

The awareness-raising activities are designed to engage citizens and professionals in the community, creating a more inclusive and supportive environment for older adults. The program seeks to enhance knowledge, shift attitudes, and promote proactive community engagement.

Structure of Guide:

The guide presents a series of activities, each with a specific focus and aim. These activities are interactive, participatory, and designed to promote engagement between generations. The guide also includes an attendance form for each activity.

Activities:

The activities in this guide are diverse, encouraging different forms of intergenerational interaction and knowledge sharing. From multi-generational music events and baking contests to natural site visits and art therapy crafts, each activity aims to foster connection and learning. The guide emphasises cooperation, physical activity, and community appreciation.

Activity Themes:

1. Multi-Generational Music Event: Facilitates intergenerational interactions through a small concert, a "blind test" game, and an informal exchange.

2. Baking Contest and Recipe Exchange: Promotes intergenerational exchange by hosting a baking contest and encouraging the passing down of baking knowledge.

3. Multi-Generational Natural Site Visit: Offers a chance for continuing education and intergenerational socialisation through a visit to a local natural park.

4. Art Therapy Craft: Provides a creative outlet and intergenerational interaction through art therapy projects.

5. Traditional Dance Class: Encourages physical activity and local community appreciation by teaching traditional dance styles.

6. Local History Lecture: Promotes education and appreciation for local history by hosting lectures and discussions.

7. Community Murals: Engages the community in creating murals that represent and decorate the neighbourhood.

8. Photo-Portraits and Exhibition: Celebrates the local community by offering photo-portraits and organising exhibitions.

9. Kitchen Garden at Your Door: Promotes intergenerational cooperation and education on healthy living by developing an urban garden.

10. Neighbourhood Walking Tour: Encourages physical activity and appreciation for the local community through guided walking tours.

11. Photovoice Activity: Builds a mural to showcase pictures of life in the community and promotes storytelling.

12. Plenary of Local Leaders: Create a space for reflection with local leaders to raise their awareness of the isolation of older people, identifying the potentialities and challenges of each territory to respond to this problem.

13. Volunteering: Reflect and discover peoples' potentialities, channelling them into possible volunteer activities in the community.

Each activity is designed to create a dynamic and engaging environment for both elderly citizens and younger generations. By bringing together people of different ages, these activities aim to contribute to social cohesion, shared learning, and a sense of unity within the community.

Structure of Guide

Seventeen activities are presented in this guide in template form, including aim(s), description, duration, and needed resources.

In the appendix, an Attendance Form template is provided. An Awareness Activity Attendance Form should be completed for each event.

Activities

These Awareness Activities should be active, participatory, creative, non-formal, and FUN!

For each activity, please make sure you have any required permissions. The following table is for your own records.

Permission from Authorities
Local authority contacted:
Date:
Permission(s) Acquired? Y/N
Special notes:

Further, each activity should involve a local professional to ensure the sustainability of the project and increase use of the Digital Platform. The following table is for your own records.

Local Professional Involved
Contact name:
Contact information:
Brief description of organization:
Number of confirmed participants from organization:

Activity 1: Multi-Generational Music Event

Activity
Multi-Generational Music Event
Aim(s)
The idea of this activity is to facilitate intergenerational interactions.
Description
Organization of a small concert in collaboration with a local music school.   The event would be divided into 3 parts: ● 30-minute concert   ● Small "blind test" (Game explained below)   ● An informal exchange with food and beverage, including an optional game "find your instrument and get to know more about the player"   In this part, participants would draw a card from a big bowl when they arrive.   On the card they would see a specific instrument that someone is playing. At the end of the blind test, the mission is to go find out 5 pieces of information about the player (ex: how long they have been playing this instrument, favourite music to play, etc.).

Target Group(s)	Anticipated Number of People Reached
● Older people and their families ● Youth playing music and their families ● Neighbours	30

Duration	Site Location
2 hours	Outside Could be organised in the outside premises of a nursing home

Needed Resources
Contact at a local music school willing to be involved + instruments, music   Quiz cards for the "blind test" game and pens or pencils for all attendees. Optional: Small prizes for winners.   Box with cards (each with a different instrument) for the second game.   Food and beverages, utensils, plates, and napkins.
Other Considerations

Are there accessible bathrooms nearby? Is there sun protection available?
Dissemination / Promotion Ideas ● Promoted by: the music school, the youth, their families, the nursing home (if it's organised there), the city council (if it's possible to involve them) ● Use flyers and posters
Gamification Option (if applicable) If collaboration with the music school is anticipated, the program could be centred around music from a specific decade or a theme. The Game would be to have a "blind test" as part of the concert where participants would have to guess the music being played as quickly as possible. The second game is to find a player of the instrument that participants will draw before the concert starts.

Activity 2: Baking Contest and Recipe Exchange

Activity
Baking Contest and Recipe Exchange

Aim(s)
Facilitate intergenerational exchange. To pass down knowledge and for younger generations to gain experience baking.

Description
This activity will have different types of participants: judges, baking contestants, and spectators. In the event advertisement, the baking contestants will be given a baking prompt (i.e. yeast cake, cookies, etc.) and will prepare the baked item at home. Contestants will bring their baked item (and recipe) and "register" the entry with the activity coordinator. For the first hour, all contest entries will be displayed at the judging table. All attendees and bakers will receive a voting ballot to pick one winner based on presentation (how it looks) of the baked item. Then, 2-5 judges will try each baked item and deliberate among themselves to pick an overall winner. All attendees could taste the bakes after the judging is finished. The last half hour, the two winners would be announced and receive a small prize. For each baked item, there would be a stack of recipe cards so that attendees could try to bake the items at home. Either the recipes brought by contests could be copied during the contest, or attendees could photograph the recipe on their phone, or the attendees could hand copy the recipe onto blank recipe cards. There is also the possibility for contestants to present their baked item along with a story about why they chose it, where the recipe came from, any memories they associate with the item.

Target Group(s)	**Anticipated Number of People Reached**
● Older people and their families ● Local culinary students; professional and amateur bakers	20-30

Duration	**Site Location**
2-3 hours	School gymnasium City Hall (or city-owned infrastructures)

Needed Resources
Display table for baked goods, means for copying recipe cards
Prizes (could be certificates) for winners
Judges to taste and pick winning item
Ballots and a voting box to pick winner
Drinks, cutlery and plates and napkins
Considerations
Is the location wheelchair accessible? Is there a restroom or facilities to wash hands nearby?
Dissemination / Promotion Ideas
- Post flyers in local bakeries, community centres, schools   - Post on social media   - Newspaper   Could cover the event / local press such as TV and radio
Gamification Option (if applicable)
N/A

Activity 3: Multi-generational natural site visit

Activity	
Multi-generational natural site visit	
Aim(s)	
Continuing education, environmental stewardship, intergenerational socialization in nature.	
Description	
Organization of a visit to a natural park in collaboration with the city council. During the event, different activities could be carried out: - explanation of the history of the natural space; - observation of the plant and wild life; - importance of preserving the environment and how the municipality is linked to it. To facilitate intergenerational interaction, some older people would explain to the group the change experienced by the natural space and how it was when they were young, namely traditions, kind of crops, uses, etc.	
Target Group(s)	**Anticipated Number of People Reached**
- Older people - Families - Youth - Neighbours	30 – 50
Duration	**Site Location**
3 Hours	Outside / Natural Park
Needed Resources	

A Contact with the city council to provide: transportation to the Natural Space, guide to explain history and preservation practices.

Considerations

Have a first aid kit in case of injury while in the natural park. What are accessibility considerations? Does everyone need to bring their own water and food, or will this be provided?

Dissemination / Promotion Ideas

Promoted by:
- Retirement associations,
- Activity centres and community centres for seniors,
- City Council,
- Supramunicipal entities.

Gamification Option (if applicable)

For youth, explain to them different Apps to identify different breeds of birds. These could even be used during the event and the younger people could demonstrate the App to seniors.

Activity 4: Art Therapy Craft

Activity
Art Therapy Craft

Aim(s)
Intergenerational socialisation; rediscovering tactile senses for elderly; social and creative outlet; giving a sense of inclusion within society.

Description
People arrive and find a space at a worktable. Elderly persons and youth will be intermingled. An instructor will explain the craft and the helpers will pass out supplies. Everyone can work together and/or independently to create their artwork. There will be a mini exhibition at the end to display everyone's work – these could also be digitalized and posted to social media to create a longer lasting influence of the activity.   Project ideas are: ● Rediscovering nature – participants and project organiser bring things found in nature to use to create craft project (this activity is more flexible, but creations could be a collage, a mobile, or a sculpture)   ● Painting postcards or cards – the finished cards could then be sent to loved ones   ● Ornament-making – this would be especially good around the holiday season and finished products could be gifts   The kids could create a craft for elderly persons living in care homes who could not create their own items.

Target Group(s)	**Anticipated Number of People Reached**
● Elderly and their families	20

● Families with young children ● Local art students and teachers / Art therapy educators	

Duration	Site Location
3 hours	School or art studio Outside if the weather is good Public library in activity room Nursing home / elderly care center Community centre

Needed Resources

Crafting supplies, depending on what project is chosen.

Tables and chairs.

Bathroom facility to facilitate clean-up.

Instructor to explain the project, example projects that are already made to display, helpers to pass out supplies. Display table to show off finished crafts.

Snacks and drinks, as well as plates and utensils.

Dissemination / Promotion Ideas

● Flyers and posters through local schools, art clubs and classes
● Local press
● Social media

Gamification Option (if applicable)

Art therapy idea – younger persons paint "blind" (i.e. blindfolded) or with their non-dominant hand to better understand loss of sight and dexterity associated with ageing.

Activity 5: Traditional Dance Class

Activity

Dancing Class – Traditional regional dance, salsa, ballroom, etc.

Aim(s)

Knowledge transfer; cultural and traditional awareness and promotion; physical activity and movement; socialising.

Description

For the first 30 minutes, amateur or professional dancers (preferably seniors) demonstrate and teach dances to the rest of the participants.

Participants partner up, preferably mixing between the generations, to practise the newly learned dance styles for 1 hour of open dance.

The dance floor is cleared for a 20-minute break where professional or amateur dancers showcase a few dance numbers. This would be followed by open dance again.

Throughout the event, refreshments would be available and there would be ample seating for participants to relax and enjoy the music and watch the other dancers.

Optional: There could be another teaching moment where young people demonstrate a new Tik Tok dance and try to teach it to the seniors.

Target Group(s)	Anticipated Number of People Reached
● Seniors ● Neighbours, families ● School students	20-40

Duration	Site Location
2-3 hours	● School gymnasium ● Public square ● Community centre ● Parking lot ● Nursing home

Needed Resources

Music and sound system (including microphone), lighting if event takes place after dark

Refreshments – drinks, snacks (like fruit and cookies), plates, utensils, napkins

Seating area for resting

Dancing floor (linoleum)

Teachers / dance demonstrators

Considerations

Are there bathroom facilities available nearby?

Dissemination / Promotion Ideas
- Flyers and poster
- Local press
- Social media

Gamification Option (if applicable)

Raffle option – everyone gets a ticket and one winner would be drawn and announced at the end of the event. Winner must be present to claim prize, encouraging attendees to stay for entire event. Would need raffle tickets, a container (to put all tickets before picking winner), prize.

Activity 6: Local History Lecture

Activity
Local History Lecture
Aim(s)
Continuing education; social inclusion; giving the elderly the opportunity to share their personal stories; recording local history.

Description

Local historian or history teacher would give 30-minute to 1-hour lecture on a particular, "recent" event or period. Preferably with local overlap. For example, the fall of the Berlin Wall and the reunification of West and East Germany for an activity held in Germany.

The event would also have a display table for historical items and photographs that participants could look at before and/or after the lecture.

Optional: Elderly participants could share relevant stories or experiences from their own life about the topic/event. They could also bring photos or souvenirs to include on the display table and explain these items to participants on a more informal, conversational level.

Optional: Pub quiz style test on the topic before the lecture begins, preferably with intergenerational teams. The quiz would be short, just a few questions, and would be a good way to get all participants to evaluate how much they know about the topic.

Target Group(s)	Anticipated Number of People Reached
● Elderly ● Students (of history), school children ● Families, neighbours ● Local historians	30

Duration	Site Location
2 hours	Classroom Public library Café Small theatre (indoor or outdoors) Local historical site, if relevant

Needed Resources

Projector and laptop (if using slides), microphone

Quiz boards (mini whiteboards or chalkboards) and markets/chalk

Table to display the mementos or display boards to showcase the photographs

Dissemination / Promotion Ideas

- Newspaper – interview or spotlight on one particular story
- Social media, posters and flyers at local schools, universities, and historical centres

Considerations

Is the location accessible? Is there space in the aisles or near the front for wheelchairs?

Gamification Option (if applicable)

A brief historical quiz in the style of a pub quiz with teams (preferably intergenerational) could take place at the start of the event.

Activity 7: Community Murals

Activity
Community Murals

Aim(s)
Community engagement; intergenerational socialisation.

Description
Engaging members of the community, possibly from different backgrounds & age, through the creation of a mural which will represent and decorate the neighbourhood.
The image represented in the mural will be decided through a planning session, so that it really represents the neighbourhood. The mural would be representative of different generations.
Following the planning session, a street-artist will design a stencil which will then be reproduced on a wall in a visible part of the neighbourhood by a team of inhabitants under the supervision of the artist.
The actual painting of the mural would be a longer activity. Residents from local nursing homes could be invited to watch the mural be painted if they could not participate in the actual painting.
(see: Non sono un murales. Segni di comunità (conibambini.org))

Target Group(s)	Anticipated Number of People Reached
• Older people • General public • Families • Young people • Neighbours	• At least 10 to create the murals • At least 100 visitors

Duration	Site Location
• 1 day for the participatory planning • 1 day for the creation of the murals	Community space

Needed Resources
• Street artist to be engaged • Materials (paint, brushes, etc.) as well as ladders if needed • Permission from the municipality to paint and use wall, if in a public space

Dissemination / Promotion Ideas
• Social media • Local media (newspaper, radio….) • Posters and leaflets • Door-to-door

Gamification Option (if applicable)
N/A

Activity 8: Photo-portraits and Exhibition

Activity
Photo-portraits and Exhibition

Aim(s)
Celebrate local community; intergenerational recognition and support.

Description
1 - A photographer will be engaged to offer inhabitants in the neighbourhood the opportunity to be photographed. The photographer could either travel around the neighbourhood and take portraits at various locations, or there could be an established area where local residents would come to have their portrait taken. There could be a short description included with each portrait.
2 - The printed portraits will then be displayed in a neighbourhood exhibition (with permission from the individuals) to celebrate the community and its inhabitants. This exhibition could be in one location or spread throughout the city at various local restaurants, cultural places, transportation centres, etc.

Target Group(s)	**Anticipated Number of People Reached**
• Older people • General public • Families • Young people • Neighbours	• At least 20 portraits • At least 50 visitors to the exhibition

Duration	**Site Location**
• 2 days for the photos • 2 weeks for the exhibition	Community spaces – central square, bus and train stations, community centres, local shopping mall, etc.

Needed Resources
• Professional or amateur photographer with appropriate equipment • Large-size prints of the photos (and frames) • Room(s)/Space(s) for the exhibition • Set up of the exhibition – materials for hanging the portraits, making sure portraits are not subject to weather or vandalism

Dissemination / Promotion Ideas
• Social media • Local media (newspaper, radio….) • Posters and leaflets • Door to door

Gamification Option (if applicable)
N/A

Activity 9: Kitchen Garden at Your Door

Activity
Kitchen Garden at Your Door

Aim(s)
Intergenerational cooperation; knowledge transfer; education on healthy living and eating; socializing outside.

Description
Activity to develop a small urban garden.
The land would be made available by the municipality. The land could either be a green space, like a park, with the garden planted directly into the soil, or the garden could be in planter boxes throughout the city.
Children and elderly people would work together to plant seeds and create a garden space. Elderly participants with gardening knowledge and skills would help to teach the children best practices for planting a new garden. They are expected to develop a small vegetable garden that they can watch grow over time. The community is encouraged to use the produce from the garden (herbs, cabbages, etc.) as part of an initiative to increase community engagement and healthy lifestyles.
Although the initial activity is half a day, participation and results would be ongoing.

Target Group(s)	**Anticipated Number of People Reached**
• Elderly • Children and parents	10 – 20

Duration	**Site Location**
½ Day	Community space – either local green space or central area where a raised garden bed could be located

Needed Resources
Plot of land / Wooden or concrete garden beds
Planting materials – soil, fertilizer, plants/seeds
Garden hose or watering cans and water source
Gardening tools – gloves, shovels, hand trowel, spade, shears

Considerations
Volunteers would be needed to ensure that the gardens are continuously watered, weeded, etc.

Dissemination / Promotion Ideas
● Social media ● Local media (newspaper, radio, etc.) ● Posters in community spaces ● Leaflets delivered door-to-door

Gamification Option (if applicable)
N/A

Activity 10: Neighbourhood Walking Tour

Activity
Neighbourhood Walking Tour

Aim(s)
Physical activity and movement; intergenerational socialisation; local community appreciation.

Description
A central point for participants to meet is established in the promotional materials for this event. A local guide would meet participants at the set time and take them around the local community, providing information on the local architecture, history, and culture as appropriate. The walking tour would last about 1 hour, but there would be opportunities to stop at cafes or other places to sit along the tour.

Target Group(s)	**Anticipated Number of People Reached**
• Older people • Neighbours • Students	20

Duration	**Site Location**
1-2 Hours	Various – this would take participants either through one neighbourhood or through the city centre

Needed Resources
Local tour guide Optional: Participants could be given a balloon or funny hat to help draw attention to the tour. **Considerations** The tour might need to incorporate frequent rest points or take flat, upkept paths to accommodate for people who are not able to navigate uneven ground or have trouble standing and walking for sustained periods of time.

Dissemination / Promotion Ideas
•   Social media and local media •   Posters in public spaces

Gamification Option (if applicable)
Participants could be asked to wear a certain colour or pattern on their clothes, or some sort of costume, to draw attention to the walking tour and add an element of silliness.

Activity 11: Photovoice Activity

Activity

Photovoice activity

Mural "This is us"

Description

Build a mural as a communitarian space for citizens to put pictures of "life/activities in the community".

Citizens are invited to take photos with the theme of "My community and me". Social and community centres will be invited to participate. Citizens have 3 weeks to insert pictures in the mural. In the social centre, a community worker will provide the equipment/ a camera, and seniors will take pictures according to what they want and like. After the mural is done there will be the inauguration when some citizens come to tell the story behind the photo and why it is special.

Target Group	Anticipated Number of People Reached
All citizens from the community	Involve at least 15 people

Duration	Site Location
3 weeks with the mural expose to build	Park, galeria, community center

Needed Resources

Produce a mural

Cameras to provide social centers

Dissemination / Promotion Ideas

Partnership with social center and City Council

Distribute flyers in community spaces (e.g Library)

Gamification Option (if applicable)

N/A

Activity 12: Plenary of Local Leaders

Activity
Plenary of Local Leaders

Aim(s)
Community engagement; approximation to the neighbourhood to identify interests and needs

Description
Invite local decision makers from different areas of activity (politics, health, social, etc.) to a joint reflection on how to bring together and involve the community, identifying the strengths and weaknesses existing in the neighbourhoods. The activities also allow local leaders to become aware of the importance of thinking and acting in favour of the well-being and quality of life of older citizens. It is an opportunity to create synergies for collaboration and networking. It is advised that the layout of the room be in a "U" and not in a row (auditorium type), as the idea is that it is not expository, it is supposed to have interaction and sharing between the participants and the moderator.

Target Group(s)	Anticipated Number of People Reached
• Local leaders from different sectors	● At least 20 leaders

Duration	Site Location
2 hours	Community space

Needed Resources
● Room ● Chairs ● Diverse material that promotes reflection and sharing (post its notes, paper and pen, etc.)

Dissemination / Promotion Ideas
● Social media ● Direct invitations via email or letter ● Door-to-door

Gamification Option (if applicable)
N/A

Activity 13: Volunteering

Activity
Volunteering - Discover your potential

Aim(s)
Community engagement; continuing education

Description
Invite and involve people from the community who are interested and available to become volunteers. All people have knowledge, characteristics and hobbies that they can share and teach. The purpose of this action is to reflect and discover these potentialities, channelling them into possible volunteer activities in the community. The idea is for an informal conversation to take place between the moderators and the participants, which is why it is advisable to arrange the room in a U shape. In addition, inviting people who already volunteer to give their testimony is an asset.

Target Group(s)	**Anticipated Number of People Reached**
● Older people ● Neighbours ● Students	● At least 10 community people

Duration	**Site Location**
1 hour	Community space

Needed Resources
● Room ● Chairs ● Diverse material that promotes reflection and sharing (post its notes, paper and pen, etc.)

Dissemination / Promotion Ideas
● Social media ● Direct invitations via email or letter ● Door-to-door

Gamification Option (if applicable)
N/A

Pilot Experience

The pilot experience of the awareness activities achieved remarkable success, effectively aligning with Next Door's objectives, and resonating deeply with participants who felt empowered to actively contribute. A significant highlight was the opportunity to engage stakeholders and introduce them to the lives, work, and motivations of those directly involved with the elderly in care homes and palliative care settings. This introduction sparked meaningful discussions and ignited a newfound interest among participants to be more attuned to the diverse needs of all age groups.

Though challenges were minimal, a minor hurdle arose in coordinating convenient timing, dates, and locations that catered to both participants and facilitators. Nevertheless, this minor setback was outweighed by the overwhelmingly positive response from participants.

Participant impressions of the Awareness Raising event reflected a range of perspectives:

- An elderly participant noted that the event facilitated meeting new people beyond familiar circles.
- Another elderly participant expressed a desire for outdoor activities like walks to be included.
- Participants found the events diverse, stimulating, and inclusive across age groups.
- The event was praised for offering networking opportunities and providing insights into the local community's reality.

The evaluation results provided an insightful glimpse into the impact of the event:

- Participants felt well-informed about the event's purpose and goals.
- Activities were lauded for their engaging design, balanced pace, and ample interaction time.
- Networking opportunities were deemed satisfactory.
- Participants acknowledged an increased awareness of their role within the community.
- Motivation surged to enhance community engagement, especially in aiding the elderly.
- Valuable insights were gained on supporting the community and caring for the elderly.

Moreover, the event allowed participants to step out post-Covid and engage in novel activities. The provision of transportation for those with mobility issues was greatly appreciated, emphasising inclusivity. Participants found these occasions conducive to personal rejuvenation.

Key takeaways emerged for participants to implement within their communities:

- Propose diverse activities to ensure broad participation.
- Challenge stereotypes and misconceptions about older individuals.
- Acknowledge the professionalism and dedication of facilitators and volunteers.

When asked about potential changes for future events:

- Participants desired a continuation and expansion of diverse offerings.
- The inclusion of intergenerational activities, capitalising on the skills of the elderly, was suggested.
- Participants expressed interest in activities like films, walks, exhibitions, and outings.

- The success of the bingo event was highlighted for fostering friendly competition and socialisation.
- The musical choir event was praised for bringing artistic engagement closer to the participants.
- The flower workshop resonated particularly with women, invoking nostalgia and creative expression.

In sum, both volunteers and seniors found the activities engaging and invigorating. These events proved instrumental in sharing stories, experiences, and building a sense of community support. The variety of activities enabled inclusivity and catered to various preferences. The well-organised efforts successfully raised awareness and drew the elderly population and volunteer associations together, ultimately achieving their goal.

Pictures from Portugal:

Photos from Spain:

Photos from Germany:

Awareness Raising Activities — MÜNSTER, GERMANY | DEC'22- JAN'23

Appendix

Appendix 1: Awareness Activity Participant Feedback Template

Participant Feedback Template

Please help us evaluate the event. Your feedback is valuable to us. This questionnaire is anonymous, and the result will be used to improve the project activities and outputs. We thank you for your support.

Please circle the number that appropriately represents your evaluation to each of the items presented:

No.	Items to Evaluate	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I received enough information regarding the purpose of the event (aims and goals).	1	2	3	4	5
2.	The activities were engaging and well designed (good pace, duration, time for discussion and interaction).	1	2	3	4	5
3.	There was adequate opportunity to network with other members in the neighbourhood / community.	1	2	3	4	5
4.	After participating in the event, I have become more aware of my role in my community.	1	2	3	4	5
5.	After participating in the event, I feel motivated to engage more in the community and help the elderly.	1	2	3	4	5

No.	Items to Evaluate	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.	I received interesting insights and knowledge on how I can support the community and help look after the elderly.	1	2	3	4	5

7. What is your overall impression about the Awareness Raising event?

8. What are the key takeaways that you can bring home and implement within your community and your neighbourhood?

9. Are there any aspects you would like to change if this event were to be held again? Please explain more.

Thank you once again for your feedback and we hope that you truly benefited from the workshop.

NEXT DOOR project team

Appendix 2: Awareness Activity Attendance Form

Activity Name: _____

Organized by: _____

Date: _____

Time: _____

Location: _____

	Participant Name (first and last)	Contact Information (email address)	Organization (if applicable)
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NEXT DOOR

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