

## RECOMMENDATIONS

### to increase involvement of aged people and in CSO in research activities

(draft version)

Number	Category	Original recommendation	Updated recommendation	Comments/ insights
1.	A	<p>Engaging as students and teachers in proactive lifelong learning process:</p> <p>a. Teaching the values and traditions to younger generations (schools)</p> <p>b. Teaching skills to younger generations (cooking, crafts, gardening)</p>	<p>Build in the element of life course in to formal education curriculum. Preserve old skills, acquire new skills in parallel.</p>	<p>Formal education. It should be included into curriculum. In our society old traditions are forgotten by new generation and new ones are not well accepted by older generation. This recommendation improves solidarity of both sides. E.g. Cooking is one of forgotten skills by younger generation.</p> <p>Older people could teach a lot more at school for e.g. history; recommendation of books; recognition of values, traditions. Understanding different points of life, who is young and who is older. This is also lifelong learning, life course perspective which leads to solidarity, cultural aspect leads to values and traditions.</p>
2.	A	Engaging in volunteer activities	<p>Engaging in volunteer activities.</p> <p>Create necessary process support structure. Social accountability of private sector. To form new approach of volunteering as a need of society. Volunteering is a human right and opportunity to give an input to society.</p>	<p>Conditions should be made: information and motivation. Tools should be found how to motivate and encourage older people to participate. We need help, structure and process to implement this. New approach: an older person is a missing link to help society. We have to show to older people a benefit they will bring to society. Older people must be recognized. They have to understand they need to volunteer. Volunteers are mostly needed in NGO's but they are also needed in profit orientated companies which are restricted with law. Biggest problem is enabling conditions for volunteering. Volunteering is a resource which needs to be discovered and promoted.</p> <p>Social accountability of private sector.</p>
3.	A	<p>Provide caring for others (children, family members):</p> <p>a. "trained" grandmother and grandfathers/au-pair</p>	<p>Provide caring for others (children, family members).</p> <p>Use new ways for family connection (family journal; kind of FB). Foster</p>	<p>Situation: If you live far away from your parents and you want your children to have connection with grandparents, maybe there is a way: maybe somewhere close there are volunteer older people who want to be substitute grandparents. This is a solution for children to learn and not to</p>

			"grandmother/father" (approach of Big Sister/Brother)	lose connection with older generation. Both groups need to be prepared before interaction. This is similar to being a mentor. In this case – older person and child is doing some activities. The same program could be organized in caring between older people themselves.
4.	A	Using life course expertise in creating age-friendly work places and conditions  a. Being mentors in professional settings  b. Creating new businesses for the ageing society	Introduce sustainability index for ranking age friendly work places.	Older people should be active participants in creating age friendly work places. Older people work with planners, architects, landscapers. We have to find a place for mentor in every organization. This assures the exchange of experience. A person shouldn't retire immediately he/she should stay as a mentor. Technologies and environment should be adapted to older people needs. Age friendly environment. Create an observatory who will be responsible for completing this task. A possibility for older people to create personal business. Sustainability index would create status/brand for companies.
5.	B	Becoming experts in the creation of new technologies by getting involved in prototype phase	Help to develop of new technologies by getting older people involved in prototype phase.	Technology creators need older people to correspond new products created to older people directly to older people segment/market.
6.	A	Involvement in all/different steps of scientific research	Involvement in all/different steps of scientific research	Active participation groups. Older people should be involved in all stages of research, paid one or volunteer. NGO's could sell knowledge or wisdom of older people but not to pay everyone for participation. There should be an older people committee to define priorities of research.
7.	A	Key actors in policy making for all age groups	Key actors in policy making for all age groups	
8.	B	Creating intergenerational media	Creating intergenerational media.	Create a new intergenerational journal but without "Older people" or "Intergenerational" words in a name of journal. Message in a new manner.
9.	A	Becoming wise senators in the creation of a new society:  a. More solidarity  b. Inclusions of all  c. Respect for human	Promote positive image of older people acting as ambassadors/patrons/senators in meaningful actions.	To form positive view of older people using existing examples (people with status) to create this view. We have to use these people their position and status to create positive society's view, to make an impact. Problem solving: to make problems more visible through popularity. Here in Europe we don't have such popular men who could do

		rights d. Helping younger generations		such an impact.
10.	D	Contributing to arts and literature		Innovations are not only in technology. The input in arts and literature can be realized as passing the experience. We need some tools which will show us how to do this. Opportunities should be made to older people to become an artist or litterateur.
11.	D	Creating new leisure and sports activities.		Need a process leading to that identify ways and means how to achieve.
12.	B	Lack of financial resources → Focus on internal resources and sustainability of the projects in broader areas.	Participation should be viewed in 3 perspectives in terms of cost: no cost; investment needed; some cost that saves bigger cost in the future.	We have to find other opportunities. Create mechanisms for the participation. Barrier – not only a lack of financial means, but also a lack of recognition. First we have to overcome unwillingness, create mechanisms to overcome this. The lack financial means can't be the only factor for failure. If we put programs in to the curriculum of school so the school is open to the community. There are 3 kinds of participation (approaches): no costs, investment needed, some cost that saves bigger cost in the future. If you put it in to curriculum it will not cost much or at all, put it in to media, it is an investment. Recommendation could be creation without a sustainability plan.
13.	A	Communication → Understand the cause of communication problem (Technologies? Different languages, e.g. doctor-patient). Find reasons of miscommunication. Link communication <u>barrier</u> with <u>opportunity</u> to participate in public life.	Understand the cause of communication problem (Technologies? Different languages, e.g. doctor-patient). Find reasons of miscommunication. Link communication <u>barrier</u> with <u>opportunity</u> to participate in public life. Language should be orientated to users.	Language problem is one of the hardest. In different sectors we have different languages (technicians, doctors). If it is simplified too much we will lose a context and you will be impossible to pass whole information. (Flatten things). In medicine they should make an effort to simplify language. Language should be orientated to users.
14.	A	Physical barriers → Design for all – conscious use of the analysis of human needs and aspirations and involvement of end users at every stage in the design process.	Design for all overcomes the physical barrier. Design for all is independent from resources. (The change of mentality doesn't cost.	Design for all is independent from resources. The change of mentality doesn't cost.

		Everything that is designed and made by people to be used by people – shall be safe, accessible, independently usable and convenient for everyone in society to use and responsive to evolving human diversity.	Everything that is designed and made by people to be used by people – shall be safe, accessible, independently usable and convenient for everyone in society to use.	
15.	B	Legal and financial barriers → Preventive laws and actions (e.g. Laws forbidding to smoke in public areas prevent cardiovascular diseases; Building safe walking paths are less expensive than curing traumas)	Preventive laws and actions can be helpful to overcome legal and financial barriers (e.g. Laws forbidding to smoke in public areas prevent cardiovascular diseases; Building safe walking paths are less expensive than curing traumas)	
16.	D	Self-prejudice, external prejudice, stereotypes → Build life-course oriented society for all ages through education (story telling methodology) and participation)		Changing the ideology.
17.	A	Educational barriers → Introduce and use new terminology, e.g. wisdom, experience, and approaches, e.g. autobiographical/story-telling, to bridge the gap between formal and non-formal/informal education.	Educational barriers → Introduce and use new terminology, e.g. wisdom, experience, and approaches, e.g. autobiographical/story-telling, to bridge the gap between formal and non-formal/informal education.	Lifelong learning is more informal thing. How to build bridges between formal and informal education. Informal education is not integrated in to the whole system. We have to adapt classes for people of different ages to learn and to participate. Informal education is as much important as formal education.
18.	D	Lack of self-motivation. Preparation for retirement, participation in public life, adaptation to changes of modern life through participation in the development of new technologies (prototype phase) and all stages of	Lack of self-motivation. Preparation for retirement, participation in public life, adaptation to changes of modern life through	If we take the whole lifelong learning, we will not need the preparation for retirement. How we could help people for e.g. for the second carrier. Individual planning for the life course. We have to create conditions for that. At the moment people need this preparation for the retirement. Show older people the pleasure of

		research.	<p>participation in the development of new technologies (prototype phase) and all stages of research.</p> <p>Creation of conditions of individual planning of life prepares people for retirement and makes them more flexible.</p>	<p>participation or volunteering. The wording must be changed. Preparation means education. Because of changes this educational program should be flexible. We need more reflection about whole society. To adapt to changing society. It needs to be specified in some way – „the society for all ages“.</p>
19.	A	Use creative imitation to transpose things to another environment to achieve social innovation by checking how far spread things are and testing if they are useful in different areas at different time.	Use creative imitation to transpose things/adapt to another environment to achieve social innovation by checking how far spread things are and testing if they are useful in different areas at different time.	We need to collect experiences and we need to find ways how we can use them or adapt them.
20.	A	Assess the impact of existing measures in all stages from conceptualizing to implementation and look for improvement.	Assess the impact of existing measures in all stages from conceptualizing to implementation and look for improvement.	Application of practical and theoretical. How we can improve. Impact assessment
21.	A	Create the space for discussion in political area (e.g. inter-groups in EP) from all stakeholders, i.e. people concerned, people who decide, people who bring the data, people who administer.	Create the space for discussion in political area (e.g. inter-groups in EP) from all stakeholders, i.e. people concerned, people who decide, people who bring the data, people who administer.	People who finance. This should be implemented at all levels. It is a technique.
22.	A	Implement public policies with those concerned, not for them (i.e. make	Implement public policies with those concerned, not for	Nothing on us without us. Question – are people in power motivated to have people to consult them? You have to

		them creators instead of takers).	them (i.e. make them creators instead of takers).	bring the benefits for them. Participation – participation in decision making process. To make people not objects of policies but subjects of policies.
23.	B	Create the observatory of self-help projects to document, compare and analyze the creative approach and draw information from them for policy making.	Create the observatory of self-help projects to document, compare and analyze the creative approach and draw information from them for policy making.	Not only rely on individual policies
24.	B	Consider many stages of creating the enabling environment from opening doors, appreciating and using the skills to measuring the outcome of individual participation.	Consider many stages of creating the enabling environment from opening doors, appreciating and using the skills to measuring the outcome of individual participation.	These measures are living processes which change in to responsibilities. A problem is: the policies are made but authorities don't stay in this process.  They must stay in a process.
25.	B	Create mechanisms for intensive exchange of knowledge and experience between all stakeholders.	Create mechanisms for intensive exchange of knowledge and experience between all stakeholders.	
26.	D	Search for ways and means how to recognize value and experience of older people.		
27.	A	Use intergenerational dialogue to address the communication problem.	Use intergenerational dialogue to address the communication problem.	Find solutions – why do we communicate, what do we communicate, how do we communicate.
28.	A	Create incentives and remove barriers for small, medium and big contributions to society by recognizing the value of older people's knowledge and experience (recognition, inviting to speak in schools etc.)	Create incentives and remove barriers for contribution (differentiate the scope of contribution) to society and individual by recognizing the value of older people's knowledge and experience	Contribution can be different. Individual contribution can be very big but the same one small for society.

			(recognition, inviting to speak in schools etc.)	
29.	A	Define the mechanism of enabling environment by finding explanatory "catch words".	Screen and define with specific catch words what is "enabling environment", "independence", "self-determination", "needs", "limitations".	Firstly we have to explain what is the enabling environment. More accessible understanding.
30.	A	Involve/encourage older persons to participate in public discussions of budgetary decisions.	Involve/encourage older persons to participate in public discussions of budgetary decisions.	Invite older people to discuss the specific topics of budgetary decisions (health...)
31.	B	Use proactive measures for involvement: invitation, explanation, communication, recognizing in a constant and persistent manner – using searching communication and marketing methods.	Use proactive measures for involvement: invitation, explanation, communication, recognizing in a constant and persistent manner – using searching communication and marketing methods.	
32.	A	Use the outcomes of scientific research to give evidence.	Use the outcomes of scientific research to give evidence.	
33.	A	Screen and define with specific catch words what is "independence", "self-determination", "needs", "limitations".		
34.	A	Develop mechanisms for delivering information, claiming the rights and filing complaints to overcome legal barriers and ensure human rights.	Develop mechanisms for delivering information, claiming the rights and filing complaints to overcome legal barriers and ensure human rights.	

35.	A	Create open possibilities for lifelong learning, find attractive approaches and venues and promote self-help learning groups.	Create open possibilities for lifelong learning, find attractive approaches and venues and promote self-help learning groups.	Connects formal and informal education.
36.	A	Initiate the prescription of social services by medical practitioners along with the prescriptions for medications.	Initiate the prescription of social services by medical practitioners along with the prescriptions for medications.	Most illnesses have a psychological background. (family). This should be in curriculum used to train doctors.
37.	A	Create "image campaigns" to fight stereotypes.	Create "image campaigns" to fight stereotypes.	To make programs like intervention with children (ImAGES) much more public.