



CIA Project

IO2 - Practical guide for
facilitators of
Intergenerational Civic
Agents



Funded by the
Erasmus+ Programme
of the European Union



CIA Project

ERASMUS+ KA-2 COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES

DATE: 29th of January 2021

WEBSITE: [CIA Erasmus](#)

PROJECT CODE: 2019-2-ES02-KA205-013840

APPLICANT COORDINATOR: Fundación Universitat Jaume I – Empresa (FUE-UJI)

PROJECT PARTNERS: INNETICA (ES), DJST-BRASOV (RO), Associação Sójovem (PT), Kaymakamligi (TR) and INBIE (PL).



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the
Erasmus+ Programme
of the European Union

Table of contents

Introduction	4
1.	5
2.	8
2.1.	9
2.2.	10
3.	12
3.1.	12
3.2.	15
4.	21
4.1.	21
4.2.	22
4.3.	23
4.4.	25
4.5.	28
5. iError! Marcador no definido.1	
References	335
Annex 1	37

Introduction

The CIA project makes the relationship between young and old extremely positive, allowing on the one hand the development of personal and professional skills based on the exchange of knowledge and experiences between young and old through Local Intergenerational Civic Councils, with the aim of improving the employability of young people and allow their access to civic decision-making, with special reference to the group of young people who, due to their scarce training, experience or level of skill development, have greater difficulties in entering the labour market.

This guide aims to provide the facilitators (young people whose job is to administer the Councils and to achieve measures/actions/projects/proposals) with the necessary practical tools to adequately manage the activity of the Councils, put into practice the skills learned and generate the appropriate interrelations between ICAs and youth workers, employment agents, NGOs, local and regional authorities and other target groups. On the other hand, this Guide also aims to:

- ❖ Teach young people to use emotional intelligence as a means of developing competencies and interpersonal skills through youth-major relationships in the daily work within a CIA.
- ❖ Give appropriate guidelines for promoting through Intergenerational Councils the active participation of young people in civic decision-making.

1. The relationship with the elderly as a source of knowledge and experience

We live in a society where new technologies have gained a leading role in our daily lives, in a society where speed is preferred to quality, values that are very different from those of a few decades ago.

The elderly and the young live at the same time, but in different ways. That is why the importance of intergenerational cooperation must be promoted.

As life expectancy has increased and with the growing development of new technologies, a gap has been created between these two generations, in addition to the fact that there are generally strong prejudices about the elderly. These are stereotyped by many of the young people. For example, the elderly are often seen as sick people, with memory loss, isolated, lonely, depressed, old-fashioned, gentle, loving, among other adjectives. The ways of thinking and acting between various generations are incredibly different. The greater the age difference, the more difficult communication and understanding is between the two people. On the other hand, the media also play a very important role in the perceived image of older people.



Image 1 Source: [Pinterest](#)

The relationship between young and old offers many advantages for both groups.

"Knowledge, wisdom, and experience are social assets which normally accumulate with age and outlast physical stamina.... Those endowed with the art of writing and surrounded by printed documents can scarcely appreciate the inestimable value of an aged person possessing more knowledge than any other source within reach" (Simmons, 1945:131).

The elderly are a great source of wisdom, based on experiences lived for years. Young people should take advantage of this, so that they acquire more knowledge and empathy. Through the memories of older people they learn history and its origins in an unconscious way.

It is necessary to understand that older people have much to contribute to the development of society; therefore, they should be given the opportunity to give their input and participate in any situation of daily life. This is achieved by creating the necessary spaces for all generational groups to complement and strengthen each other with the capacity and experience of some and the energy and youth of others.

On the other hand, the knowledge and experience acquired throughout life is not a personal asset, it is a social asset. Older people have the right and the obligation to pass on the knowledge and experience accumulated over the years. It is an opportunity to acquire new knowledge, respect and social responsibility; it also favours a change of perception towards older people that leads to a society for all ages.

Promoting intergenerational activities provides young people with knowledge of a past in the present, experience, knowledge, anecdotes, experience-based advice and affinity. But, above all, "contact with the elderly brings a more empathetic vision and closer to ageing and to the experience of life itself". The importance of communication between individuals of different generations does not only lie in strengthening the links between people. It is not only a question of harmonising the environment in which dynamics such as family or academic life take place, it also aims to teach the youngest people to live in society, to compare lifestyles, to be aware of the value of things and the value of life, to learn from real experiences, the unimportance of material things, in short, to be able to see life from another perspective.

Furthermore, the promotion of these intergenerational activities not only benefits young people, as they acquire knowledge based on real experiences, but also benefits older people as, among other things, it is a form of inclusion of this group into society, favouring active ageing.



Active ageing (AD) is defined by the WHO (2002) as "the process by which opportunities for physical, social and mental well-being are optimised throughout life, with the aim of extending healthy life expectancy, productivity and quality of life in old age".

The term "active" has a wide meaning characterized as the continuous participation in the private and community sphere, the improvement or maintenance of individual competences and the search for a new model of society where ageing is the protagonist of their lives, the educational aspect being relevant for the opportunities for learning throughout the life cycle (Bermejo, 2010).

The benefits for older people involved in educational experiences include not only the development of effective coping strategies, but also interest in new activities, social integration and the development of new social networks; in other words, increased quality of life (Villar and Serrat, 2014).

The aim is therefore to integrate older people into "a society for all ages" (United Nations, 2000), in which each person, with his or her own rights and responsibilities, has an active role to play in societies that are inclusive and respect human rights.

In short, intergenerational communication and cooperation should be promoted as a way of strengthening the link between young and old, which, in addition to favouring both groups, would improve social life.



2. Participation of young people in civic decision-making

During their youth years, young people discover and experience certain concepts such as civic participation, citizenship, social capital, the duties and rights they have with society. The possibility arises to show and put into practice their convictions. Being part of an association will allow them to show the community around them their goals or even exercise their right to vote, fulfilling their duties and civic rights. Citizenship is often defined with someone who knows their rights well and who fulfils their civic duties.

Traditionally, citizenship is seen as a set of rights, responsibilities and obligations. For a youth increasingly influenced by an individualistic culture, it is important to pass on to young people the notion that citizenship consists of much more than obligations, since it is also full of rights and responsibilities.

Young people should invest more time in their social and political participation. While not necessarily disinterested, there is still a lot of ignorance and abstention from voting. It is then necessary to change the traditional form of civic participation, reinventing forms of participation and accompanying young people in the midst of change.



Image 2 Source: [Cartonistgroup](#)

The following topics are great examples of youth participation in Portugal.

2.1. Youth Participatory Budget

The Youth Participatory Budget is a process of democratic participation in which citizens aged between 14 and 30 can present and decide on public investment projects.

The Portuguese state sees its younger citizens as an integral part of Portuguese society, which is why it is intended that it will be increasingly involved in collective civic decisions, while also maintaining a vigilant attitude about the performance of public bodies.

This initiative aims to contribute to the improvement of our democracy by innovating and strengthening the forms of participation of young citizens. It is a bet on youth's creative spirit and entrepreneurial potential.

The Municipality of Valongo is a national and international reference for the work developed around an active policy to promote citizenship and community involvement in local democracy.

The Youth Participatory Budget of Valongo (OPJV) is a project that allows youths from 6 to 35 years of age to participate and participate in the civic life of the municipality, through the creation of projects to be implemented in the community.

OPJV allows young people to not only present their ideas, but also to build, debate and implement them.

Implemented since 2014, the Youth Participatory Budget of Valongo has been growing and conquering an exemplary place of good practices in this theme.

In this year's edition, 141 proposals were selected, out of which 15 projects will be selected. The categories for the project presentation are:

- ❖ School-wide project: projects that are restricted to the internal area of one or more public or private schools;
- ❖ Generational trend projects: projects that are designed to create innovative activities, which integrate a mandatory interaction of seniors and children/young people in the various phases of the project;
- ❖ Out-of-school project: All other projects to be developed in the municipality of Valongo.

2.2. Municipal Youth Councils

The Municipal Youth Councils are the municipality's advisory body on matters related to youth policy. The following purposes are pursued:

- ❖ To collaborate in the definition and execution of municipal youth policies, ensuring their articulation and coordination with other sectoral policies, namely in the areas of employment and professional training, housing, education and higher education, culture, sport, health and social action;
- ❖ To ensure the hearing and representation of public and private entities that, at the municipal level, carry out tasks related to youth;
- ❖ To contribute to the deepening of knowledge of the economic, social and cultural indicators related to youth;
- ❖ To promote the discussion of matters related to the aspirations and needs of the young population living in the respective municipality;
- ❖ To promote the dissemination of research work related to youth;
- ❖ To promote youth initiatives at the local level;
- ❖ To collaborate with the municipal bodies in exercising their competences related to youth;
- ❖ To encourage and support youth association activities, ensuring their representation with local authorities, as well as with other public and private entities, national or foreign;
- ❖ To promote collaboration between youth associations in their area of activity.

The composition of a Municipal Youth Council is as follows:

- ❖ The mayor, who presides;
- ❖ One member of the municipal assembly of each party or group of voter citizens represented at the municipal assembly;
- ❖ The representative of the municipality on the regional youth council;

- ❖ One representative from each youth association based in the municipality registered in the National Register of Youth Associations (RNAJ);
- ❖ One representative from each primary and secondary school student association based in the municipality;
- ❖ One representative from each higher education student association based in the municipality;
- ❖ One representative from each student federation enrolled in the RNAJ, whose geographic scope is limited to the area of the municipality, or in which student associations based in the municipality represent more than 50% of the members;
- ❖ One representative of each party youth organization with representation in the municipal bodies or in the Assembly of the Republic;
- ❖ One representative of each youth association and equivalent to youth associations, nationwide.

The Municipal Youth Council of Valongo (CMJV), where Associação Sójovem is located, took office on March 20, 2015, in Vila Beatriz in Ermesinde.

3. How to implement a CIA

3.1. Steps to implement a CIA

To prepare for a council meeting we are faced with a process in which we can find different phases that need to be planned and carefully thought out to ensure that the outcome is a success.



Image 1 Source: [Medium](#)

1. The preliminary phase

The preliminary phase is of great importance since proper preparation will help to prevent some problems that may arise in council meetings.

To this end, we will carry out the following tasks:

- ❖ Establish the objectives of each council meeting, which will be included in an agenda or discussion plan.
- ❖ Each council meeting must have a well-defined objective, as the success of it depends on it. Participants will know the specific topic they are going to discuss, which will give them time to form a judgment or opinion prior to sharing and dialogue during the council.
- ❖ Prepare materials or documentation that may be useful for the meeting.
- ❖ The preparation of documents is not always absolutely necessary, but in many meetings it can be very useful to have documentation to hand over to participants, either by preparing a slide presentation, graphics or reports or delivering custom documentation.

- ❖ It will also be necessary to ensure that some basic materials are available, such as: projector, blackboard, notebooks and pens for attendees, etc.
- ❖ Make the call in time. The call is the notice by which participants are informed of the agenda and agenda. It should indicate the date, place, time and duration of the meeting to be held and should report on the key points to be addressed at the meeting. It is very important that the call is drawn up in a clear and precise manner and that it is made sufficiently in advance to allow participants time to organise themselves.
- ❖ Every meeting should have a start and end time. In general, meetings should not exceed two and a half hours and, if they are longer, a break should be provided.
- ❖ Create an appropriate atmosphere taking into account the physical environment or material aspects of the environment. The atmosphere may have a greater influence than we think on the conduct of a council meeting. The following key factors will need to be addressed:
 - The size of the room in which the meeting takes place: It should always be commensurate with the number of people participating in the council, as too large a space generates a sense of distance and tends to reduce communication, and a very small one can generate feelings of discomfort that ultimately interfere with concentration.
 - Seating arrangements: Ideally, a circular or elliptical layout should be created so that all participants can see each other to facilitate dialogue and communication, ensuring closeness and that no one is excluded from the space.
 - Lighting, temperature and ventilation: Any factor that influences the comfort of attendees and makes them feel good in space should also be taken into account so that they do not have to worry about unnecessary distractions.
 - Safety: It is very important to ensure the absence of risks or hazards in the environment for the conduct of the meeting safely for all participants.

2. The course of the meeting

Meetings should be conducted in a way that makes them productive and rewarding; that awakens the motivation of the participants.

We should take into account the following points:

- ❖ The presentation of the issues to be addressed
- ❖ The coordinator will present the topics to be addressed at the meeting, in a clear and understandable way for all attendees, presenting in an attractive and interesting way including if necessary any visual support system (graphics, images...) In addition, the minutes shall be drawn up and the minutes relating to the previous meeting of the Council shall be read and approved.
- ❖ Follow an orderly method. The Council will meet to work on certain topics on which views will be shared aimed at finding solutions and taking measures appropriate to the interests of the Council. To this end, a method should be followed which includes at least the following steps:
 - Definition of the topic to be dealt with
 - Analysis, debate and resolution of doubts
 - Development of creative solutions
 - Selection of a solution that can subsequently be translated into a programme or action
- ❖ It is also important to monitor the time and interventions of each participant so that everyone can intervene and do so in an equitable manner.
- ❖ The duration of the meeting it's very important, since, if it extends more than an hour and a half, the ideal is to make breaks of between 15 minutes and a half hour so that the attendees do not run out.
- ❖ Closure of the meeting: It is appropriate to make a small review of the conclusions reached during the session and to make a small and brief individual evaluation exercise that will be shared, on the conduct

of the meeting. Finally, we should not forget to thank each participant for their attendance.

3. After the meeting

- ❖ Minutes: At the end of each council meeting, the person in charge (secretary) must draw up the minutes. The minutes are a formal document used to reflect the content of the meetings. Its wording is impersonal (unless one of the participants wants one of its interventions to be expressly collected) and must include the following points:
 - Names of persons attending the meeting
 - Place and time of the meeting
 - Agenda
 - Summary of the topics covered
 - Agreements adopted
 - Time of end of meeting
 - Signatures of secretary and coordinator
- ❖ Ex post evaluation: In addition to the evaluation and stocktaking of the meeting, it is necessary to monitor the implementation and development of the decisions taken.

3.2. Dynamization techniques for a CIA

During the meetings of the intergenerational council, the participation of the whole group should be encouraged so that everyone can contribute their opinions, points of view and assessments and thus the fruits of the meetings are diverse, inclusive and complete.

For this purpose, various dynamization techniques can be used, always from the following basic premises:

- ❖ Before using a particular technique, it is necessary to know sufficiently its structure, its characteristics, and its potentialities.
- ❖ A friendly atmosphere and a relaxed atmosphere should be maintained at all times, promoting the cooperation of the group.

- ❖ We must try to involve all the members and make them aware of the group. However, the participation of those who do not wish to speak should never be forced.
- ❖ Attendees should know the technique to be used and how the process is.

1. Creative thinking

When a diverse group comes together, as in the case of intergenerational councils, creative possibilities multiply. It is therefore important to encourage all creative thoughts that may arise in meetings to come to light.

The first thing to do is to clearly identify the objective on which creative thinking will begin to be realized and, once identified, propose key questions that encourage participation and allow each participant to voice their concerns about the issue in question and how it affects them in their real lives, to achieve a higher level of involvement.

The atmosphere has to be as open and relaxed as possible, making room for laughter, humor and fun. Judgments are the enemies of creative thinking, because in order to arise without limitations, the participant must feel that he has total freedom to express his ideas without anyone blaming them as useless or absurd.

After all, the only basic rule for implementing creative thinking is precisely to break the rules. Logic and coherence are put aside and the process can be messy or even seem chaotic at certain times. Games or challenges that, in addition to raising motivation, encourage lateral thinking can be used.

All interventions are important, but so is losing fear of the possible silences that can happen during a creative thinking process. Moments of introspection are very positive in creative exercises and you should not feel tension to allow them.

To stimulate creativity, the energizer will foster a rhythm that keeps attendees motivated, jumping from one intervention to another and connecting them to each other, making each perspective add up.

Finally, conclusions will be presented by all the participants, taking into account all the creative ideas that have been put forward during the creative thinking exercise of the meeting.

Here you can have a look at video showing a Creative thinking design study (you can activate the subtitles in your own language):



Video 1 Source: [Youtube](#)

2. Brainstorming

Brainstorming is a fantastic technique to make different ideas flow within a group in order to find the most suitable to solve an issue or achieve a goal.

To carry out a good brainstorming, participants should be very relaxed and feel comfortable in the environment. A small warm-up game can be proposed before starting in order to create bloating. Everyone should feel free in the space, being able to get up and walk, move, change places if you want to be as comfortable as possible.

Before we begin, we must set the objective on which the ideas that arise will be dealt with, this being as clear and concise as possible. In addition, there is a need to prepare a place to write the ideas that come out, whether it be a blackboard, a poster or a computer device that allows these to be visible to all participants.

Ideally, a time limit or a limit on the number of ideas to be collected should be set, so that the brainstorming session does not drag on. Each participant can present their ideas as they arise.

There is no need to follow any order or shift, and it is important that no idea is excluded or criticized. Sometimes the less thought-out idea brings out the key to our solution to our goal. However, we must always try not to get too far away from the central issue.

The ideal situation to maintain a fast and motivating rhythm is that each idea is formulated with short phrases, even if expressed with no reason.

Once the time limit is reached, participants read all the collected in the chosen medium and choose the favorites among all. There is no need to stay with just one of them. In fact, the ideal is to combine several to achieve the desired results.

Watch the following video that will help you understand brainstorming techniques (you can activate the subtitles in your own language):



Video 2 Source: [Youtube](#)

2. Role play

In the Role Play technique, the meeting attendees act as if on stage assuming a role, but without the limitations of a previously set script or argument.

The objective of this technique is to represent a group or social situation chosen with a frame of reference that is agreed in advance.

With this type of tool, processes of socialization and adaptation of interactions are developed, besides that the creativity of the participants is also encouraged and a greater ease is achieved within the group.

To carry it out, firstly you need to choose the people who will give life to role play. It can be done in pairs, in groups or that only two or three people go on stage while the others watch.

Next, the coordinator must give precise instructions about the situation to be represented; delimit the situation, explain how the characters represented will behave, where they are, the context of the action... Objects such as decoration or props can even be used.

Then there should be time for participants to internalize and prepare their role, ask questions about the performance they are going to perform, etc.

Once the performance begins, the dynamic should not be interrupted to allow it to flow freely among the actors. Just interact with them to warn them that they run out of time when there is little left to finish the performance.

At the end of the exercise, the other participants in the meeting can discuss how they have seen the performance, the conclusions they have drawn and the main characteristics of the characters that have been represented and how they have developed the situation that was presented to them.

This exercise is perfect to relativize entrenched beliefs that show certain roles and also to empathize with them, easily putting themselves in each other's shoes and experiencing the reality of a situation from different points of view.

Watch the following video which explains 5 ways to use role-playing in eLearning (you can activate the subtitles in your own language):



Video 3 Source: [Youtube](#)

4. Nominal groups

This group technique is used for the generation of ideas and the analysis of problems, but following a more structured methodology than previously explained and allowing to get to a large number of substantiated conclusions.

It promotes consensus by considering all the options of the group, including the minority ones, and will prioritize those that are most interesting.

It is an ideal technique for those times when a more structured style of decision-making is needed or preferred and comes in handy so that even those who find it more difficult to participate can do so without problems.

To begin with this technique, firstly you need to define the task by means of a clear and direct question that will be written out for all to see. We must ensure that everyone has understood the meaning of the question and has no doubts about it.

Each participant then generates ideas individually and quietly, writing their ideas on cards (one idea per card) for a limited time sufficient to allow them to do an exercise of introspection and reflection.

Once all the cards are ready, the energizer will write each of the ideas on a blackboard or other device that is visible to everyone. Each participant may request time to explain his or her idea more widely and to ask questions and clarifications about it.

Once explained and seen by all, scores will be assigned to each of the ideas, prioritizing those that have obtained more votes in the counting of the same. With the ideas chosen on the table, the group can start working on developing them.

The following video explains the meaning of nominal groups (you can activate the subtitles in your own language):



What is NOMINAL GROUP TECHNIQUE? What does NOMINAL GROUP TECHNIQUE mean?

Video 4 Source: [Youtube](#)

4. Hard skills for the organization and implementation of a CIA

In the recruitment process of a given candidate, their skills, education and professional experience are first checked. However, are these hard skills the most important when choosing a candidate to coordinate an Intergenerational Civic Council. Not only knowledge and experience is important for someone coordinating an intergenerational Civic Council. More and more importance is attached to so-called soft skills; but now we will concentrate on hard skills.

Hard competences include skills and knowledge that can be tested or confirmed with certificates or diplomas. Generally speaking, these types of competences are acquired through the learning process or through personal experience. Hard competences can be acquired and improved throughout life through practice and improvement of skills.

A good CIA manager is a person who can listen and clearly formulate his expectations. It is important that someone who holds this managerial position should also be able to motivate the team and build a good atmosphere.



Image 3 Source. Bulbapp.com

4.1. Intergenerational Civic Council Manager hard skills

Candidates for an intergenerational Civic Council management position should know the objectives and task in which they will operate. Performing the function of a CIA manager also requires:

- ❖ **Professional knowledge:** The person holding a CIA management position should be a specialist in this field. It is important that it constantly updates and expands its knowledge.
- ❖ **Ability to use computer programs:** Creating a schedule of activities, preparing presentations, analyzing data - in order to perform his duties efficiently, the CIA manager should be fluent in the computer.
- ❖ **Budget management:** CIA Managers watch over the wise management of material resources. The ability to plan, account and monitor expenses can make the difference between an Intergenerational Civic Council's success or failure.
- ❖ **Team management:** CIA manager is responsible for the quality of the team's work, and therefore should be prepared for this demanding role. Organizing the work of group members requires thorough preparation.
- ❖ **Knowledge of foreign languages:** One of the key requirements for CIA managerial positions is fluent knowledge of foreign languages - especially English. This is especially important in inclusion of refugees and immigrants willing to use our services.

4.2. Intergenerational Civic Council's Management

The most important role of the manager is to decide the type of Management to be implemented in their Intergenerational Civic Council: Strategic or operational management.

The difference between strategic management and day-to-day management (operational) is the time horizon. Although this knowledge is common among managerial staff, it is not always equally widely used in practice. An attachment to the present that gives a greater sense of control, the habitual putting of urgent tasks over important tasks, and the inability to abandon the previously used ideas and schemes of action - all this causes that most heads of organizations focus on operational management. However, not only the time horizon distinguishes both types of management. The differences between them are shown in the comparison in the table below.

Operational management	Strategic management
It focuses on current activities.	It focuses on the long-term development of the organization.
Its purpose is to ensure a smooth continuation of daily activities.	Its goal is to search for new ways of development through improvement and innovation.
If a change is required, the problem is resolved ad hoc.	Thanks to it, the organization focuses on planned change management.
It facilitates the regular delivery of services or products of a certain quality.	It influences the development of the offer, enriching it with new services and products.
Decisions are made once or according to established procedures.	Decisions are made taking into account their long-term effects.
Effect - current stability.	Effect - creating future solutions.

The CIA Manager must decide the best strategy for their Intergenerational Civic Council.

4.3. Functions of Management

The principles of management can be distilled down to four critical functions. These functions are planning, organizing, leading, and controlling.

- ❖ **Planning:** function of management that involves setting objectives and determining a course of action for achieving those objectives. Planning requires that managers be aware of environmental

conditions facing their organization and forecast future conditions. It also requires that managers be good decision makers.

- ❖ **Organising:** function of management that involves developing an organizational structure and allocating human resources to ensure the accomplishment of objectives. The structure of the organization is the framework within which effort is coordinated. The structure is usually represented by an organization chart, which provides a graphic representation of the chain of command within an organization. Decisions made about the structure of an organization are generally referred to as organizational design decisions.
- ❖ **Leading:** involves the social and informal sources of influence that you use to inspire action taken by others. If managers are effective leaders, their subordinates will be enthusiastic about exerting effort to attain organizational objectives.
- ❖ **Controlling:** Controlling involves ensuring that performance does not deviate from standards. Controlling consists of three steps:
 - Establishing performance standards
 - Comparing actual performance against standards
 - Taking corrective action when necessary

Performance standards are often stated in monetary terms such as revenue, costs, or profits but may also be stated in other terms, such as units produced, number of defective products, or levels of quality or customer service.

Helpful information organizing your work

- ❖ An established organizational structure that defines the substantive and formal relationships between persons and activities
- ❖ Segregation of duties, determining the decision-making and responsibility of individuals
- ❖ Adopted standards, rules, regulations, e.g. circulation of documents in the organization, applicable rules resulting from legal provisions (e.g. regarding employment) and internal arrangements
- ❖ Specific rules for the flow of information and communication

❖ Agreed way of monitoring tasks

You can define all tasks that are to be done in the organization according to any key, e.g.:

Substantive tasks: everything related to the implementation of activities, projects, strategies, e.g. organizing training for charges, providing legal advice, conducting animation classes in the common room, digitizing archival recordings, but also cooperation with the organization's partners.

Administrative and financial tasks: these are technical tasks that enable the efficient implementation of substantive tasks, e.g. office or secretariat work, correspondence, paying rent for premises, accounting for subsidy applications, website administration, negotiating with suppliers, and accounting.

Formal (organizational) tasks: these are the obligations related to running the organization, its legal form, specified in various regulations, eg publication of an annual financial statement,

4.4. Commercial management and marketing

Should an Intergenerational Civic Council have a marketing strategy?

The answer to this question seems obvious: **yes**.

An intergenerational Civic Council should have a marketing strategy. The goals and tools for their implementation constitute the marketing strategy. These tools are the marketing mix, which is each time a unique combination of the so-called 4P (product, price, place, promotion).

The concept of a **product** is treated quite conventionally - it applies to goods and services that we offer to the customer-recipient. However, how

should the notion of **price** be understood in case of free statutory activity? After all, the recipient does not pay for the goods received. This is true, but they are paid for by funders, sponsors or donors. The price, understood in this case as the unit cost of the offered services or products, is for them important information on the basis of which they make decisions. Unfortunately, many organizations - those that have poor financial management and do not run cost accounting - do not always know how the price of their services is defined in this way and how it compares with the level of market prices. **Distribution** concerns activities related to the delivery of products or services to their recipients - in the right place, time, and in a manner that satisfies the customer. There is also **promotion**, which includes not only advertising, but also sales promotion, personal sales, public relations and sponsorship. Promotion serves for communicating with the consumer and the environment, focused primarily on informing about the offer and encouraging them to use it.

Here is an example of how the marketing mix can be used. Let's assume that XXX NGO would like to organize and conduct a 2-day training course preparing 40 young unemployed people to actively look for a job. They contact our Intergenerational Civic Council to present two variants.

Elements of the marketing mix	Variant A	Variant B
Product (service)	<p>One 2-day training in a stationary formula, 8 hours each day (4 hours in the morning and 4 hours in the afternoon with a short break for lunch).</p> <p>The training program proposed by the recommended trainer who has already conducted much similar training and does not have excessive rates.</p> <p>The training materials are presentations of approx. 30</p>	<p>Two 2-day training sessions (for 2 groups) carried out in the blended learning formula - 4 hours of stationary training each day and 4 hours of an on-line task to be performed after the training.</p> <p>The program will be created on the basis of a simple survey among future participants and an interview with the ordering party. The training will be conducted by an experienced trainer from your team.</p>

	<p>slides per topic and the necessary worksheets.</p> <p>The training will be carried out in the XXX NGO training place.</p>	<p>The training materials include presentations with 30 slides per topic, a list of literature with links to relevant websites, training materials and supplementary materials to be downloaded from the organization's website.</p>
Price	<p>The price (training cost per 1 person) is clearly lower than the average prices on the local market.</p>	<p>The price is higher than the average price level of training courses conducted on the local market.</p>
Distribution	<p>The training takes place in a stationary formula, in a free room of the training centre.</p>	<p>The training takes place in a rented training room with appropriate facilities, located somewhere in the city. The on-line part is available on the organisation's website, registration and login required.</p>
Promotion	<p>Emails sent to all participants and publicly available information on the organization's website and on Facebook.</p>	<p>Emails sent to participants and contact with them by phone. Information posted on the organization's website, Facebook and on the website. Advertisements in local press.</p>

Which variant is better?

Option A is quick and cheap to implement, but does not guarantee the same quality as Option B.

What to choose? What to follow? The position we want to get on the market?
Standards adopted by us?

First of all, we must be guided by the client's needs. The client in this case is the city hall. If he cares about time and low costs, Option B will be less

27

attractive to him than Option A. This is marketing, giving the customer what he wants, not what we would like to do.

A good marketing strategy is characterized by a precise adaptation of the marketing mix to the needs of consumers. That is why it is so important to get to know them regularly. The audience research will also allow us to make the appropriate segmentation, i.e. to separate groups of customers with similar needs. Only then can we start designing a marketing mix appropriate for each group.

4.5. Budget management

The funds available to Intergenerational Civic Councils can be broken down into several sources of funding:

- ❖ **Private funds:** Most often provided by foundations that pursue their goals by providing money for project implementation by other non-governmental organizations;
- ❖ **Government funds:** Public funds transferred by ministries and central offices mainly in the form of open competitions to support the implementation of public tasks by non-governmental organizations.
- ❖ **Self-government fund:** Public funds transferred by self-governments of various levels (commune, powiat, voivodeship self-government) in the form of open competitions, offers to support the implementation of public tasks by non-governmental organizations;
- ❖ **Structural fund:** Public funds transferred by designated institutions, most often in the form of open competitions; these resources come from the European Union funds and implement the objectives set out in the operational programs;
- ❖ **EU funds:** Public funds transferred by the European Commission or designated institutions at the national level;
- ❖ **Foreign funds:** Funds transferred by foreign foundations or foreign governments directly or through Polish organizations or institutions acting on behalf of foreign organizations or governments.

5. Best practices in the management of associations

Example 1 (Youth Bank)

Youth Bank (YB) was an innovative initiative developed in the UK, led by "youth for youth". Local Youth Banks provided small amounts of funding for projects started by young people and aimed at community benefit.

What was new about Youth Bank is that it is the young people themselves who make the decisions about how to manage the local YB branches and it offers an opportunity for young people to enter into relationships with funders. These delegations are supported by local organizations that collaborate in administrative tasks and in the training of the young people involved.

Involvement in a Youth Bank favours the development of skills and provides experiences that increase the potential of the young people in their role as community actors. They offer a wide range of opportunities: community participation, development of new skills and professional competencies, knowledge and relationship with other social agents.

For the community, the existence of local YBs allows the interrelation of young people with other actors and this generates greater mutual knowledge and social trust.

Example 2 (Intergenerational Activity Park)

"Intergenerational Activity Park" will be a study describing an approach that encourages intergenerational communication in the use of open and green spaces. Accordingly, the creation of future-oriented and innovative open and green spaces for young and old people should be included in planning by local governments.

In cities, not only children but also the elderly need age-appropriate design and movement spaces. It should be considered that open and green spaces are not only playgrounds for children, but also opportunities for the elderly. At this point, mobility and joy of movement will be encouraged. In this case, "Which attractive and functional movement / game opportunities can be offered to all age groups in the city?" Based on the question, it will be aimed to create a space where intergenerational ties are established and young and old people meet.

Integrated parking areas have the feature of making a positive contribution to the life of each participant. Similarly, the "playground for all" will be provided with age-independent opportunities for people to spend their leisure time meaningfully alone or with other people. With the development of the park, the residents of the neighbourhood are offered an attractive open and green space and thus the neighbourhood gains value. It will provide opportunities for the community to have the disabled / non-disabled, young / old independent from each other and the chance to be together in the same place.

Sports and movement can be done in the event park. In addition, through leisure activities, intergenerational and intercultural social encounters will contribute to mutual acceptance and intergenerational social communication of the region.

The Benefits of Intergenerational Activity Parks

Studies show that interactions between youngsters and older adults tend to elicit strong feelings of joy and companionship between both. When allowed to spend time with youngsters and adolescents, seniors benefit from:

- ❖ Improved communication
- ❖ Enhanced self-esteem
- ❖ Better decision-making skills
- ❖ Improved memory
- ❖ Feeling that they are assisting the next generation and making a difference in a future society
- ❖ Feeling appreciated and valued

There are so many life lessons, skills, and moments of enjoyment that can be possible when our two generations collaborate and learn from one another. Local parks offer the perfect opportunity to introduce local seniors to local youth and give them a safe space to enjoy impactful activities together.

Example 3 (Conecta Joven)

The initiative of the Conecta Joven network stands out as a project that changes established roles. It changes the roles of traditional teaching and starts from the idea that young people can teach adults a lot: new technologies, coexistence, interculturality, etc.

In Asturias (Spain), Conecta Joven is a project that promotes generational exchange, being a welcoming point for people of different ages and cultures. The most positive thing about the project is its strong intercultural component, as well as its educational value for both young people and adults.

Conecta Joven has the objective of promoting the participation of young people in their community through training actions aimed at reducing the digital gap of other groups such as the elderly, immigrants, etc.

The project aims to intervene in intercultural contexts, involving people of Spanish and other nationalities both in volunteer teams and in adult training groups.

The main objectives that the program seeks are to:

- ❖ Educate young people in participation
- ❖ Train adults in digital literacy

In Asturias, in addition, the aim is to train adults in the fight against the digital gap in an intercultural context.

Adults in this initiative have a special role: on the one hand they represent support for the young people who carry out the activities, and on the other, they represent the target group of the experience, while they are part of the digital literacy training groups.

Example 4 (Program for the realization of an urban garden)

The main objective of this program is to raise awareness socially and encourage community participation to inform and raise awareness to the elderly and young people of the characteristics and needs of both groups, as well as the importance of social participation.

Specific objectives:

- ❖ To contribute to the formation of values such as equality, generosity or solidarity, in the elderly and the young.
- ❖ To create a meeting space for the practice of social values.
- ❖ To generate participatory dynamics that favor Active Aging, and the effective incorporation of young people into society, through intergenerational relationships.

This program was held in Madrid, in the Fuencarral district in the period 2012-2014.

Organization: ASISPA (asispa.org).

PROJECT DESCRIPTION

Intergenerational Relationships through:

- ❖ Meetings for the coordination and organization of activities.
- ❖ Youth volunteering: joint activity in leisure time with the elderly
- ❖ Creation of an Urban Garden between both groups
- ❖ Playful activities where they interact.
- ❖ Assessment and evaluation meetings

RESULTS

- ❖ Links of friendship, between the old and the young.
- ❖ Reinforcement of values such as equality, generosity, responsibility
- ❖ Great involvement in the project by the participants and continuity over time.

References

Câmara Municipal de Valongo. 2021. *Câmara Municipal de Valongo*. [online] Retrieved from: <<https://www.cm-valongo.pt/>> [Accessed 22 February 2021].

Camero Rivero, Santiago (2018): "*De la brecha a la huella generacional*". The Conversation. Retrieved from: <https://theconversation.com/de-la-brecha-a-la-huella-generacio-nal-106953>

Camero Rivero, Santiago & Díaz Galván, Deborah (2019): *Aprendizaje a lo largo de la vida como estrategia de envejecimiento activo. Caso de estudio de la Universidad de Mayores de Extremadura*. Retrieved from: <https://ojs.uv.es/index.php/RASE/article/view/13227>

ECC (2007). *Join Report on Social Inclusion and Social Protection*. Countries Profiles. Brussels: European Communities Council

Gródek-Szostak, Zofia; Kajrunajtys, Danuta; Ochoa Sigüencia, Luis; Szeląg-Sikora, Anna. (2019). SHAPING ENTREPRENEURIAL SKILLS THAT INCREASE PROFESSIONAL ACTIVATION OF WOMEN IN RURAL AREAS. 4673-4677. 10.21125/iceri.2019.1151.

Gródek-Szostak, Zofia; Kajrunajtys, Danuta; Ochoa Sigüencia, Luis; Kopiec, Agnieszka. (2019). THE INTER-ORGANIZATIONAL NETWORK MANAGEMENT MODEL AND THE DIFFUSION OF INFORMATION. SOCIETY. INTEGRATION. EDUCATION. Proceedings of the International Scientific Conference. 6. 178. 10.17770/sie2019vol6.3683.

Gródek-Szostak, Zofia; Ochoa Sigüencia, Luis; Szeląg-Sikora, Anna; Sikora, Jakub. (2020). KNOWLEDGE MANAGEMENT AND ICT COMPETENCIES. CASE STUDY OF SOCIAL INCLUSION OF ADULTS IN A DIGITAL ENVIRONMENT. 7946-7950. 10.21125/iceri.2020.1762.

Marzano, Gilberto & Ochoa Sigüencia, Luis. (2018). LEARNING FROM THE KNOWLEDGE AND EXPERTISE OF OTHERS. SOCIETY. INTEGRATION. EDUCATION. Proceedings of the International Scientific Conference. 5. 137. 10.17770/sie2018vol1.3083.

Ochoa Sigüencia, Luis. (2018). CONTEMPORARY INFORMATION TECHNOLOGIES IN BUSINESS MANAGEMENT.

Ochoa Sigüencia, Luis; Halemba, Piotr; Herman, Damian; Gródek-Szostak, Zofia. (2019). PERSONAL EXPERIENCE AND THE CONSTRUCTION

OF KNOWLEDGE: THE CASE OF UNDERGRADUATE TOURISM MANAGEMENT STUDENTS. 10.21125/edulearn.2019.1486.

Ochoa Siguencia, Luis & Marzano, Gilberto & Kaczmarczyk, Patrycja. (2017). Online work-space-shared management to support collaborative learning.

Olhar, V., 2021. *São 40 os projectos candidatos ao Orçamento Participativo Jovem de Valongo | Verdadeiro Olhar*. [online] Verdadeiro Olhar. Retrieved from: <<https://verdadeiroolhar.pt/2020/10/07/sao-40-os-projectos-candidatos-ao-orcamento-participativo-jovem-valongo/>>

OMS (2002). *Envejecimiento activo, un marco político*. Madrid: Organización Mundial de la Salud

OPJovemPortugal, E., 2021. *OPJP - Orçamento Participativo Jovem (OP Jovem)*. [online] OPJP - Orçamento Participativo Jovem (OP Jovem). Retrieved from: <<https://opjovem.gov.pt/>>

Sánchez-García, Javier; Ochoa Siguencia, Luis; Gródek-Szostak, Zofia; Ochoa-Daderska, Renata; Kopiec, Agnieszka; Szelağ-Sikora, Anna; Velinov, Eng. Emil; Sikora, Jakub; Niemiec, Marcin; Akarcay, Yeliz. (2020). Adult Social Inclusion in a Digital Environment: DIGITAL NEEDS FOR SOCIAL SERVICES. 10.5281/zenodo.3944800.

Sánchez Martínez, Mariano (2011). "*Relaciones intergeneracionales*" en *IMSERSO: Libro Blanco del envejecimiento activo*. Madrid: Ministerio de Sanidad, Política Social e Igualdad Secretaría General de Política Social y Consumo Instituto de Mayores y Servicios Sociales (IMSERSO)

Wiremaze.com. 2021. *Orçamento Participativo Jovem de Valongo é referência de boas práticas num estudo internacional*. [online] Available at: <<https://www.wiremaze.com/noticia/orcamento-participativo-jovem-de-valongo-e-referencia-de-boas-praticas-num-estudo-internacional>>

Annex 1

How to activate Youtube subtitles in your language

[YouTube](#) can display subtitles — also known as closed captions — on videos uploaded to the platform to provide helpful written text alongside the audio.

Captions can be either auto-generated or provided by the user who uploaded the video, and turning captions on and off is a quick and easy process when you're watching a video.

Here's how to turn on those subtitles on [YouTube](#), whether you're on a computer or using the mobile app.

How to turn on subtitles on [YouTube](#) in a web browser

1. You can turn on subtitles by clicking the CC icon at the bottom of a YouTube video. A red line will appear under the icon when closed captions have been enabled.
2. You can also adjust caption settings by clicking the gear icon. If subtitles are available for a video, a choice of generated captions and other formats will be available here.

How to turn on subtitles on YouTube in the mobile app

You can turn on subtitles on YouTube when watching videos on your [iPhone](#) or [Android](#) in the mobile app.

Enabling captions on both devices is quick and easy. You can toggle the setting on and off in just a few steps. Here's how:

1. Tap the three-dot menu in the upper right corner.
2. Tap the CC icon, or Captions, in the menu.
3. Select the type of captioning you prefer.