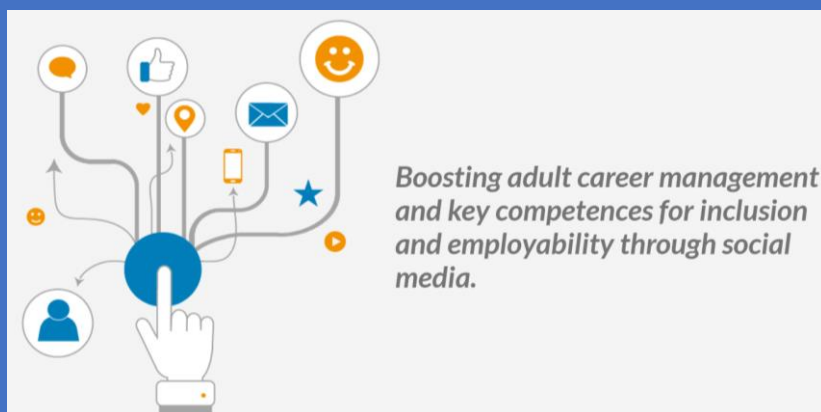


# AGEFACTOR

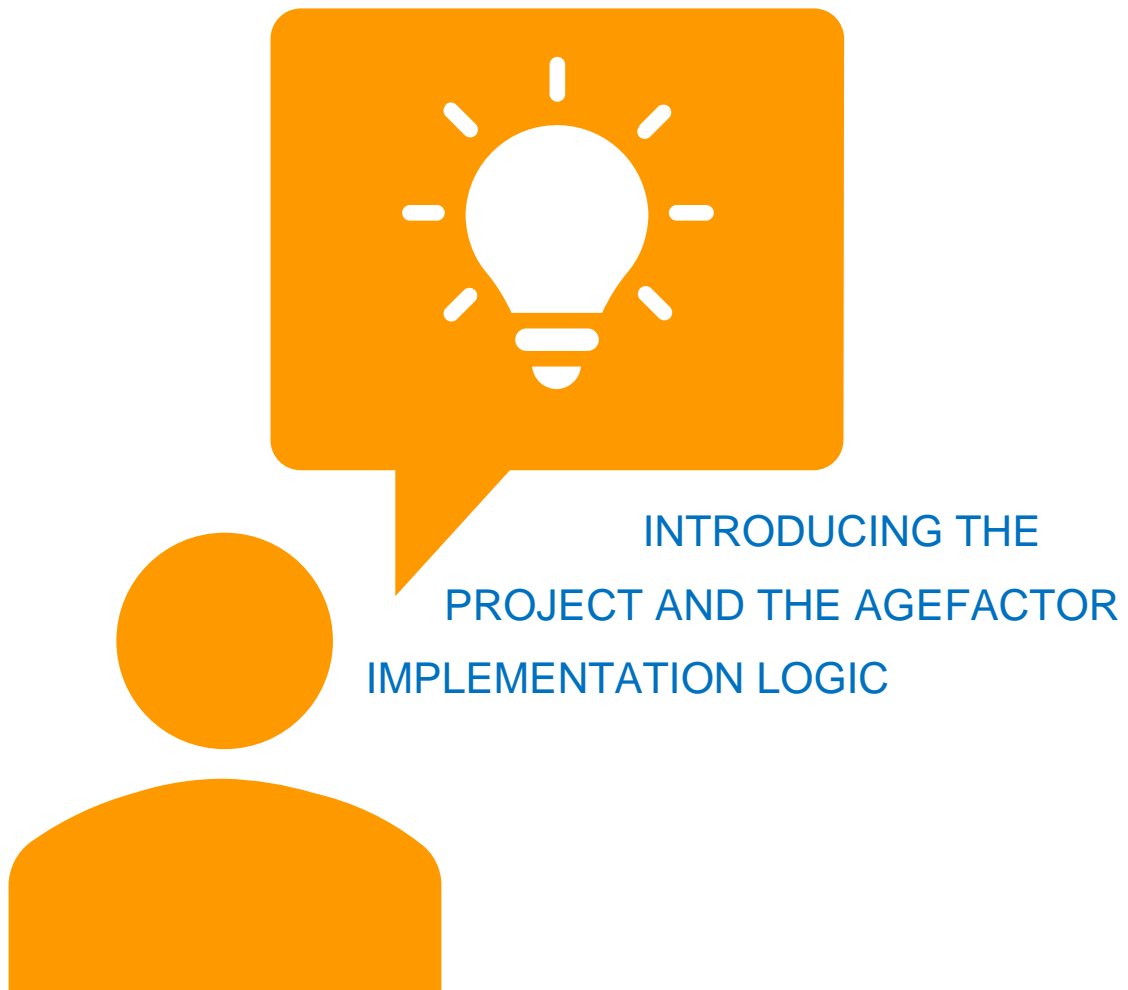
A TRANSNATIONAL REPORT OF THE TESTING  
 OF THE AGEFACTOR APPROACH IN 8 EU  
 COUNTRIES



THE  
 AGEFACTOR  
 EXPERIENCE  
 IN ACTION

Document classification

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## INTRODUCTION

This document represents the output of the activity IO 6 (A1-2).

It has been prepared by Veneto Lavoro based on the following information collected by the partners and analysis of the available documentations and outputs realized:

- transnational report on needs and state of play (IO1- A3)
- Methodological approach to the AGEFACTOR “Booster” (IO2 – A1)
- Methodological approach to the AGEFACTOR “Campaigns” and material (IO3-A1)
- The online COMPASS (IO4-A3)
- The methodological evaluation approach (IO5-A1)
- The individual reports of the testing by partners (IO5-A3)

This report is broken down into three parts and one annex. The first one recaps for the external audience the project’s objectives, the activities and the evaluation approach. The second part consolidates the results of the individual experimentations with quantitative and qualitative overview of the activities of the pilot phase (IO5). A comparative summary with indications and suggestions for the take-up of the AGEFACTOR experience and resources is offered in the third part. The annex consists of the country report delivered by partners.

## PROJECT DESCRIPTION

The AGEFACTOR project has been thought as a transnational experience that maximizes the available ICT social media and tools to boost their potential for learning.

AGEFACTOR project was designed to increase the digital and social media competences of educators and professionals in the adult education field to promote with their clients for personal and professional branding. In particular, it targeted workers and learners over 50 to provide digital and transversal skills to create social reputation, professional credibility and to be able to increase the opportunity for lifelong employability.

It has started in November 2016 and will end in July 2019.

The overall objective of the project was to:

*create strategic alliances and multi-sector partnerships in order to mobilize and support “communities” of various organizations to foster and diffuse innovations and strive to make markets work better for older adults at risk of social exclusion.*

The project has capitalized on the potential of social media as tools for lifelong guidance and employability, working on reinforcement and development of key and transversal (e-)skills of > 50 age groups and creating an EU platform for adult educators, trainers and career guidance to make social media - and their value for employability, professional branding and reputation - available to mature workers.

The project consortium is made up of an alliance of 10 partners, covering 8 EU countries. Most organizations have a long-standing and complementary experience on the project's focus. It is made of local/regional authorities (Newry and Mourne, Veneto Lavoro and the Development Agency of Santa Cruz of Tenerife) dealing with employment and local development, higher education (University of Latvia, CARDET), adult education and business support providers (Forcoop, IPZ, Prizma, FCI), led by a EU-wide network who work in the field of human capital appraisal in light of demographic changes (Tandem Plus). Adult learners are the main target group of the project (over 50 primarily). Adult trainers, facilitators, coaches and HR have been involved in the analysis and development phases, thorough the participation in focus groups to give evidence to the state of play, and later as experts during the pilot of the AGEFACTOR experience. Trainers have been familiarized with the AGEFACTOR approach and tools during a short joint staff training held in Nicosia in November 2017.

The project's activities can be briefly summarized into three main phases:

1. Phase 1: Baseline Analysis and sharing (IO1). The deliverables are represented by 7 country reports, and one transnational report of the state of play. In this phase field

and desk research have contributed to a better understanding of the needs of the target groups, both workers and companies.

2. Phase 2: Development of the AGEFACTOR activities and pathways. The deliverables are a concrete set of methodological and training material (so-called BOOSTER-IO2 and CAMPAIGNS-IO3). The material has been developed to be uploaded also on the main entry point of the AGEFACTOR experience, (so-called online [www.agefactor.eu](http://www.agefactor.eu) and offline COMPASS- IO4).
3. Phase 3: Pilot Testing and evaluation of the tools (IO5-6). This report represents the final deliverable of this third phase.

Partners are committed, also by means of this evaluation to achieving mainstreaming and continuous adaptation well beyond the project's cycle.

## OBJECTIVES OF THE ACTIVITIES

The workplan and the methodological approach that has been designed to achieve the overall objective, foresaw three main tools/activities dedicated to over 50 workers and companies, to give value to experience and diversity/age management, by focusing on digital/social media skills innovative training paths for workers and companies, in particular SMEs.

The path designed for workers is called "AGEFACTOR BOOSTER" and its objective was to:

*boost adult career management and key competences for inclusion and **employability** through social media*

The tool designed for companies is called "AGEFACTOR Campaign" and its objective was to:

*support enterprises, especially SMEs, in the improvement of age/diversity management processes and encourage employers to integrate fair employment practices when managing mature workers and the company's diverse workforce.*

For both paths, a blended tool called "COMPASS" has been designed. The COMPASS has been developed as an online platform ([www.agefactor.eu](http://www.agefactor.eu)) where resources have been uploaded and made available for both workers and companies, and an off-line approach, where trainers and experts support the target groups, by providing personal and group support, leading social media group creation, and organizing guidance and training psychical meetings/training sessions.

During the initial phase of analysis, the baseline situation has been identified and recommendation have been provided on:

1. Highlight current state of play of the provision of adult training/guidance in the areas of social-media ICT tools, career management, digital and transversal skills, and to compare, share and discuss the enabling factors and gaps in these fields in the partner countries.
2. Identify the capacity of enterprises, in particular SMEs, to adopt diversity/age management processes and to integrate ICT and social media tools with more traditional methods to attract and retain workers, especially seniors.
3. Assess the interest, inclination, needs and attitudes of the target groups (mature groups, > 50, and secondarily companies) in the partner countries.
4. Highlight positive experiences of integration between traditional and Innovative age/diversity management experiences carried out by enterprises (esp. SMEs) and easily exportable or transferable to other business realities

Based on this analysis, the responsible partners have developed the overall framework for the development of the BOOSTER and the CAMPAIGNS, as well as the COMPASS architecture. The 5-day Joint staff training held in Nicosia in November 2017 has served as a moment of sharing and planning the development of the tools.

#### AGEFACTOR Booster delivery model

Online and offline training activities focused on 8 digital skills according to the Digital Quotient model:



SOURCE: [HTTPS://WWW.WEFORUM.ORG/AGENDA/2016/06/8-DIGITAL-SKILLS-WE-MUST-TEACH-OUR-CHILDREN/](https://www.weforum.org/agenda/2016/06/8-digital-skills-we-must-teach-our-children/)

1. design and development of each of the 8 module focusing on one of the 8 skills in 8 learning steps (each step = a newsletter called AGE-Letter). Each partner identified resources in national language, and at least one “ambassador” and success stories to share. One partner has also developed a model for evaluation of learning.

#### AGEFACTOR Campaign delivery model

Blended user-friendly e-learning (“pills”) with face-to-face training:

1. 12 online “pills” available as documents or videos: short, simple and appealing training cards to be circulated via email and/or social media;
2. “speed training” sessions: short face-to-face training sessions (15/20 minutes) to be delivered to individuals as well as small groups, focusing on the cards
3. success stories and ambassadors identified by partners

#### AGE FACTOR COMPASS

The online platform has been developed to provide a series of training and guidance activities specifically developed for the target groups of the project.

Following the development, translation and adaptation of each tool, partners in each country have implemented a two-step test:

#### TESTING PHASE (SO CALLED LIGHT EXPERIMENTATION)

to enable partner’s technicians to adjust the tools before the official launch

1. Lower number of participants (min. 10 mature unemployed workers)
2. 3 companies in each partner country

#### LAUNCH PHASE (SO CALLED HEAVY EXPERIMENTATION)

1. At least 30 mature unemployed people
2. N. 9 different companies, especially SMEs.



## THE EVALUATION APPROACH

The overall objective of the evaluation of the test phase was to give some initial feedback, based on objective and subjective assessment to test how the tools and the methods of AGEFACTOR have contributed and to what extent they support the achievement of the general and specific objectives are described in the previous section.

The activities carried out in the seven countries in order to test the guidelines and tools proposed by the BOOSTER/CAMPAIGN/COMPASS were varied and involved trainers, experts and ambassadors, adult learners and companies. It has been a real experimentation, however not scientific, whose purpose was essentially to gather useful indications regarding the validity of the guidelines and the usability of the materials produced. The activities carried out for this purpose involved the partners of the involved countries at different levels:

- ◆ *outreach and recruitment of target groups*
- ◆ *implementation of the activities*
- ◆ *assessment of the activities.*

## THE EVALUATION FRAMEWORK

In order to get comparable and homogeneous assessment, partner were provided with guidance for the preparation, observation and analysis phase of the evaluation process. First, and overall visual support was provided:

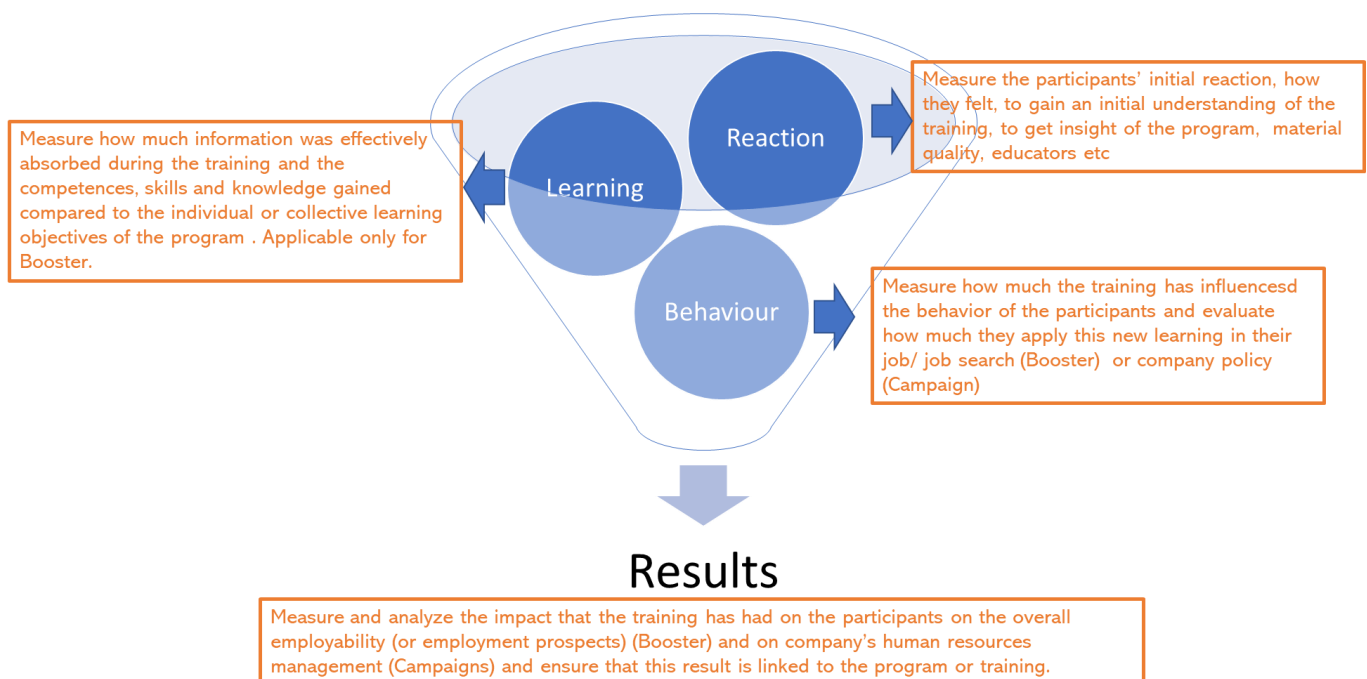


CHART 1: THE FOUR LEVELS OF EVALUATION (ADAPTED FROM KIRKPATRICK'S MODEL) OF AGEFACTOR

**Reaction:** this level includes the information on the satisfaction of the tools (I.E. the accessibility and usability of the COMPASS, the AGEletter, the ambassadors, the material provided, the job club. if applicable, the support of tutors or mentors etc). It contains both quantitative and qualitative data.

**Learning:** this level refers to tests, practical exams, (see guide provided by Santa Cruz De Tenerife) to assess the acquisition or improvement of competences. In the case of AGEFACTOR booster, the 8 digital competences, in the case of Campaigns this could be done with a simple feedback form.

**Behaviour:** This level refers to qualitative and objectively verifiable data on the actual use of the new acquired social media competence and behaviours, for example: new profiles on social media, use of new forms of professional presentations, further training on digital skills, programs for over 50 workers in companies etc.

**Results:** this level (that refers to the general objectives of the tools – BOOSTER and CAMPAIGNS) should provide information that a positive impact on the professional lives of the participants or the companies can actually be registered.

For each level, possible tools to be used and indicators/ objective data are provided.

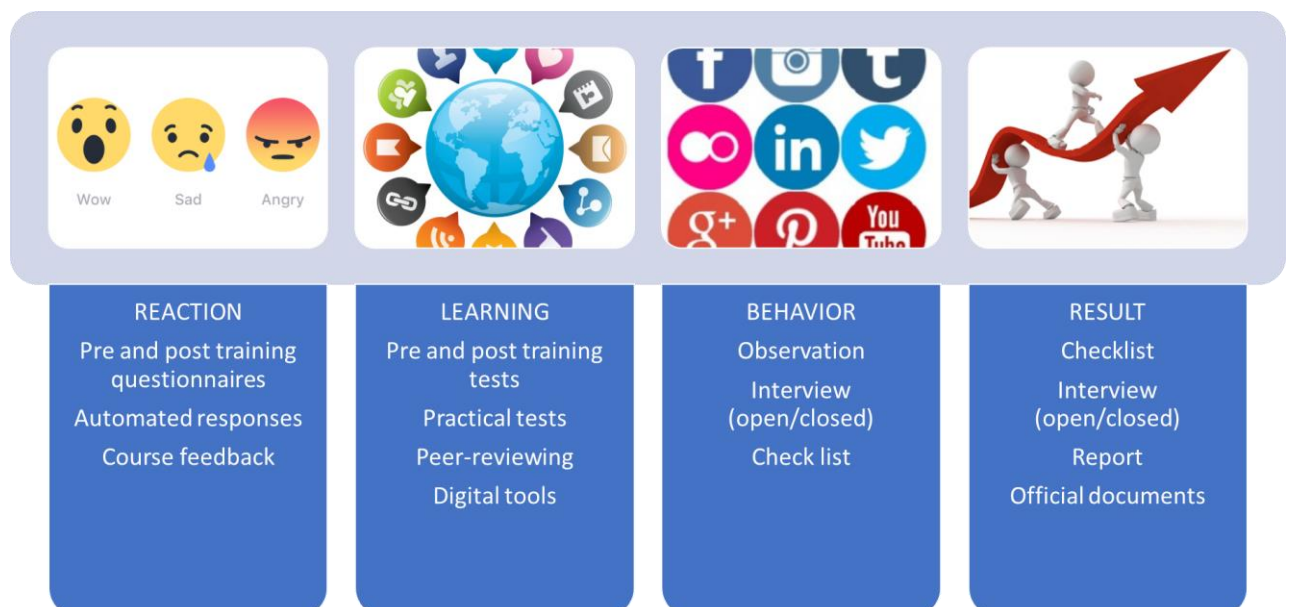


CHART 2: LIST OF METHODS OR TOOLS TO BE USED FOR ASSESSMENT IN EACH LEVEL (ADAPTED FROM KIRKPATRICK'S MODEL)

## SUGGESTED INDICATORS AND DATA

**Input indicators:** number of staff involved, learning programme, material used, number of participants registered and demographics metrics (age, gender, occupational status, nationality if relevant, qualification level),

**Process indicators:** duration, tools used, feedback on tools,

**Output indicators:** number of participants that have completed the training, number of participants who passed the final test, number of new social media accounts open

**Result and impact indicators:** Indicators for *increased employability (workers not exhaustive)*: inclusion of new digital skills in CV, further training initiated, number of work interviews, possible work contracts

*age/diversity management processes (companies not exhaustive)*: programmes of HR changed according to age management, recruitment policy changed, other documents or changes in the organization that can be the result of the intervention.



## RESULTS

### QUANTITATIVE AND COMPARATIVE ANALYSIS OF THE TEST

The quantitative analysis is based on the country reports that are in the fourth part of this report. It is important to underscore that the data and evidence provided by each country report differ and are not homogeneous, therefore in some instances there has been an effort to interpret some results without a clear reference.

Following the main recommendations drawn from the baseline report, all partners have translated the common material of the BOOSTER and CAMPAIGN prepared by responsible partners and adapted and integrated the English Version to the national language, integrating where relevant with national language material.

The two-step testing phase has taken place in all seven countries between May 2018 and May 2019. The first step (light testing for adjustments) has been carried out in the summer/fall 2018 and the final experimentation from winter 2018 to May 2019.

Evidence from the quantitative analysis carried out in comparative and global terms has highlighted the following:

### NUMBERS AND CHARACTERISTICS OF PARTICIPANTS

- ◆ In numerical terms, the BOOSTER has mostly achieved the foreseen numbers of participants (**293 compared to 320 of the original forecast**) during the light and full experimentation while the CAMPAIGN has reached **about 50%** of the forecast companies.
- ◆ With regard to the BOOSTER, **most partners have achieved the target**. The lowest turnout in Spain and Cyprus. The highest number of participants has been reached by the Slovene partner, that however decided to use a corporate e-learning platform instead of the COMPASS.
- ◆ Only two partners (CZ and FR) provided information on the **gender breakdown**: in both cases the majority of participants were female over 50. Also, in Italy the participants in the company test (OSRAM) were all female.
- ◆ The lowest turnout relates to those partners who have worked with a blended approach that foresaw a **higher percentage of physical presence** or with people who do not have direct access to smartphones or computers. In presence of higher level of vulnerability/fragility (for example with highly disadvantaged people) or

without a basic knowledge of and personal access to computer the participation and dropout rate has been higher.

- ◆ With regard to the CAMPAIGN, in France, Cyprus and Latvia partners have found more **difficulties to reach and engage companies**, while in the UK, Czech Republic the target has been achieved. The Slovene partner has not tested the Campaign.

## COMMUNICATION, OUTREACH AND RECRUITMENT

- ◆ Partners have used **different strategies to recruit participants**: In France, Italy and Slovenia partners have included AGEFACTOR to clients already enrolled in training paths or courses. In Spain, Cyprus and Czechia partners have launched social media information, in UK an existing network was used. In general, social media, emails, phone and personal contacts were used for the recruitment and also during the test by all partners.
- ◆ The **recruitment** process for the BOOSTER has been done using the entry test during the light test, only 3-4 partners have used motivation test (38%) and only Italy used the grid for the trainer/expert, while the others have preferred individual interviews (63%).

## TOOLS AND RESOURCES USED

- ◆ During the light experimentation, the two-online tests which required **registration** on the COMPASS and approval by the webmaster of each participant, has proven too long and not suitable for this target group, therefore in the second round of test, many partners (FR, CZ, UK, SLO) have opted out of the online entry tests.
- ◆ Most partners have recorded and prepared **videos with ambassadors** (IT, CZ, CY, LV, FR, ES), while others have invited experts during the testing phase- mainly during face-to-face or group meetings that have made up the “offline COMPASS”.
- ◆ In France, Czech republic, Cyprus and Latvia, success stories have been recorded.
- ◆ BOOSTER: All partners have followed the **eight week – eight newsletter approach** proposed by the common methodological guidelines. All partners have translated and prepared the 8 “AGEletters” as self-directed online individual training

material. All used Mailchimp as tool to reach the participants, although this has created some issues due to security (in some instances, the Mailchimp email ended up in SPAM emails) and therefore some partners a direct mail to participants has been sent in the second phase by some partners.

- ◆ In all countries, the **blended approach** has proven the most effective, the presence of one or more trainers/tutors and the organization of face-to-face or group meetings (Offline COMPASS) has been part of the experimentation and useful to maintain a user-centred approach in all countries. This has proven even more necessary with those countries (IT, FR in particular) with participants with less digital skills but all partners gave positive feedback on this approach.
- ◆ All partners agree that the self-directed training online via Newsletter cannot replace and **is not sufficient** without physical meetings and the support of experienced trainers, experts and tutors.
- ◆ CAMPAIGNS: **All partners have translated the “online pills” material** provided and have reached companies with either e-mails or phone calls, the majority of partners also organized small-group/ individual meetings and offered access to the material on the online COMPASS. Not all companies invited registered to the COMPASS, also due to the restricted access (single approval by webmaster after registration) to the resources.
- ◆ COMPASS: All partners uploaded the material for workers and companies on the COMPASS in national language.
- ◆ In general terms the involved companies have been **willing to share** and were interested in the topic of age and diversity management. The companies involved in the CAMPAIGNS belong mostly to industry and services and are SMEs, interestingly, where information was given, the companies involved with a vocation for innovation. The issue identified at the beginning of the project, namely – a lack of awareness for SMEs about age management, especially the small and micro enterprises, persist.
- ◆ For both BOOSTER and CAMPAIGN, the virtual or physical testimonial of ambassadors has motivated participants and made them feel comfortable in the path.

Following, comparative summary tables and charts of the test.

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	Partner	Federation of Centres d'Insertion (FCI)	Forcoop CORA	Sociedad de Desarrollo Santa Cruz de Tenerife	PRIZMA foundation	IPZ	Newry, Mourne and Down District council	CARDET	University of Latvia	global numbers
	Country	FR	IT	ES	SLO	CZ	UK	CY	LV	ALL COUNTRIES
Booster (workers 50 +)	number registered in COMPASS	40	38	35	N/A	41	40	25	34	
	<b>total number</b>	<b>40</b>	<b>38</b>	<b>26</b>	<b>50</b>	<b>41</b>	<b>40</b>	<b>18</b>	<b>40</b>	<b>293</b>
	of which Female	88%	n/a	n/a	68%	n/a	n/a	n/a	n/a	
	<b>foreseen in AF</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>320</b>
Campaign (Companies)	registered in COMPASS	2	0	5	N/A	0	0	11	3	
	<b>number involved</b>	<b>2</b>	<b>8</b>	<b>5</b>	<b>0</b>	<b>11</b>	<b>10</b>	<b>2</b>	<b>3</b>	<b>41</b>
	<b>foreseen in AF</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>96</b>

Table 1: comparative and global participants in BOOSTER and CAMPAIGN participants per country and compared to foreseen numbers-



Partner	Federation of Centres d'Insertion (FCI)	Forcoop CORA	Sociedad de Desarrollo Santa Cruz de Tenerife	PRIZMA foundation	IPZ	Newry, Mourne and Down District council	CARDET	University of Latvia	global numbers
Country	FR	IT	ES	SLO	CZ	UK	CY	LV	AVERAGE USE
Tools used for test as per guidance available on COMPASS	17	8	35	9	26	12	8	10	<b>15,63</b>
individual interview	X		X		X	X	X		63%
Entry test	X	X	X				X	X	63%
Motivation test		X					X	X	38%
Assessment grid		X							13%
Age newsletters	X	X	X	X	X	X	X	X	<b>100%</b>
Tools translated in national language	X	X	X	X	X	X	X	X	<b>100%</b>
Ambassadors (videos)	X	X	X		X		X	X	63%
Ambassadors (during meeting)	X		X		X	X			50%
Success stories	X		X		X		X	X	63%
Physical meetings	X	X	X	X	X	X	X	X	<b>100%</b>
Tutors/trainers in presence	X	X	X	X	X	X	X	X	<b>100%</b>
Debriefing/evaluation	X	X	X	X	X	X	X	X	<b>100%</b>

Table 2: The BOOSTER: resources and methods used for testing

Partner	Federation of Centres d'Insertion (FCI)	Forcoop CORA	Sociedad de Desarrollo Santa Cruz de Tenerife	PRIZMA foundation	IPZ	Newry, Mourne and Down District council	CARDET	University of Latvia	global numbers
Country	FR	IT	ES	SLO	CZ	UK	CY	LV	AVERAGE
Tools used for test as per guidance available on COMPASS	24	23	24	24	25	29	25	25	24,875
individual meetings (speed training)	X	X	X		X	X	X	X	88%
video	X						X	X	38%
ambassadors					X		X	X	38%
material / presentation of topics in national language	X	X	X	X	X	X	X	X	100%

Table 3: the CAMPAIGN: resources and methods used for testing

Partner	Federation of Centres d'Insertion (FCI)	Forcoop CORA	Sociedad de Desarrollo Santa Cruz de Tenerife	PRIZMA foundation	IPZ	Newry, Mourne and Down District council	CARDET	University of Latvia	global numbers
Country	FR	IT	ES	SLO	CZ	UK	CY	LV	AVERAGE
presentation of the project during clients' meetings	X	X	X	X	X				63%
E-mail	X	X	X	X	X	X	X	X	100%
Social networks	X	X	X		X		X	X	75%
Phone calls	X	X	X		X		X	X	75%
Poster/leaflets	X		X						25%

Table 4: the BOOSTER and CAMPAIGN: communication, outreach and recruitment of participants



MAIN CONCLUSIONS AND  
RECOMMENDATIONS  
FOR REPLICABILITY  
AND  
TRANSFERABILITY OF  
THE ACTIVITIES

## GENERAL ASSESSMENT OF THE BOOSTER

The analysis of the data and evidence provided by partners, although it does not provide a scientific base, but rather an empirical one, allows to make some final considerations with respect to the BOOSTER related to the 4- level evaluation (reaction-learning-behaviour-results) foreseen by the methodological framework.

In terms of **new skills acquired compared to prior knowledge** (reaction focus) the assessment is positive: All partners report the interest and the personal motivation and/or curiosity to acquire digital and social media skills for professional use and “professional branding” for remaining competitive in the job and to for job search. The material and the simple- user friendly material, including audio visual material prepared in the AGEletters has received a very positive feedback from participants.

The use of testimonials from Ambassadors has also gotten a positive feedback from participants. All in all, self-efficacy of the participants (the BOOSTER is intended as an empowerment tool, not a thorough training path on digital skills) has increased, notably on the awareness on the reputation online, which increased the enhancement of personal branding and represents a critical step for increasing self-esteem in job seeking or job duties.

With regard to **acquired learning**, the methodological approach of blended and the testing on both job-seekers and workers, have improved – according to the partners reports and country evaluation, the understanding of the use of social media for job-related purposes. The material used to present the 8 digital skills has been accessible and usable enough for the self-learning and the group or physical meetings resulting in a general understanding of the potential use in practice by participants. For the less proficient users however, the presence of the group aid and the trainer, has made the difference. For the weaker learners, more time and flexibility of the path, to be able to apply the knowledge is deemed necessary.

Implementing partners have reported an important **improvement on the behaviour** of participants. The added value of the blended modality of delivery of the BOOSTER has allowed for positive exchange and mutual aid among the group members during physical group meetings and training. The collaborative approach during meetings have increased the collaboration and social skills (in a non-technology led social environment) among peers. The involvement of the participants was very good in all countries, as was the desire to learn the

tools and put them into action immediately. They perceived that the topic covered is a basic skill in an epochal change.

The support from trainers and experts have contributed to making the path more user-centred and to adapt to slower-paced learners. They have been an irreplaceable support for this target group, to create sense of efficacy, esteem for the group. Some partners also highlight that the whole methodological concept of AGEFACTOR booster has been a professional challenge for mature trainers, who have also experienced first-hand the change of paradigm in the way learning occurs and have been themselves learners in this experience. In some instances, the generational issue (age of trainers for example compared to the age of the ) has been highlighted.

The **results or impact** of the testing are the most difficult to measure, as they refer to immediate results and medium-long term observation of the change that has occurred following the participation in the experience.

According to the available reports, however, initial results are encouraging and should be followed up, if the AGEFACTOR intends to be scaled up. Indeed, the most evident immediate impact on the participants recorded by the implementing partners (and in some cases on the partners' trainers who have never worked on digital reputation) refers to their awareness and capability to reduce the risk of online bad reputation. Most participants are social users of popular social media such as Facebook (most used social network of this age group) and the path has made them more proficient in preventing and reducing possibilities to misuse social media and other digital tools (for example e-mails) that can lead to negative reputation online. Also, the focus on practical tips has indeed resulted in the enhanced ability of participants to present themselves more efficiently through social media.

On the **medium-term results**, which are general objectives of the BOOSTER, namely the improvement of employability with improved skills, both for jobseekers and +50 workers the reports have no objective data, but rather they rely on the feedback of the participants.

In general, the augmented self-efficacy and esteem with regard to this topic of the participants make them optimistic about having more chances to get job interviews or offers (jobseekers) and remain or advance in their job position (for adult workers).

## GENERAL CONCLUSIONS

The AGEFACTOR BOOSTER objective targeting adults+50 was to boost career management and key competences for inclusion and employability through social media. The main findings of the evaluation can be summarized in 8 points.

- 1) the interest and importance of the topic of online reputation and digital skills is very high for the target group, participants are motivated and benefited from the innovative – user-friendly BOOSTER approach.
- 2) the blended methodology of the BOOSTER is paramount to ensure the learner-centred approach and to be able to leverage on the peer-to-peer confrontation and support
- 3) the presence of trainers and ambassadors, as well as success stories proved to have an important change and positive impact on the participants, who have improved their technical skills, but they specially appreciated the orientation of the trainings on the “content” – what to create and how to share it and gain the success from it.
- 4) The BOOSTER is not for all +50 learners, it works well with people who have a basic knowledge and are familiar with basic tools, first of all access to computers, email accounts that are used with proficiency, access to social media.
- 5) the concept of the AGELETTERS worked well to be used as self- directed and flexible learning method, however for some groups the weekly deadline was too short and more time should be allocated, depending on the baseline situation of the learners
- 6) mature learners need repetition and continuous practice, the presence of trainers during and after the path is necessary to ensure effective learning
- 7) the COMPASS is a useful repository, but the access has proven burdensome and it should be adapted and replicated on a local platform, with more accessible credentials and use. The example of the Slovenian partner that integrated the COMPASS in its corporate open source e-learning platform is telling about this issue.
- 8) Although no specific gender analysis has been carried out, at least three partners worked mainly with women, this approach should be better explored and embedded into the whole concept, also considered that AGEFACTOR booster has been inspired by the private initiative of SHEFACTOR.

All in all it is possible to infer that the BOOSTER (as the name itself indicates) is just the motivational starting point for acquiring the necessary skills to thrive in social media and getting more chances for employment. More and diverse paths (training, guidance, job accompaniment) are necessary and these relate to the local context, economy, culture.

## GENERAL ASSESSMENT OF THE CAMPAIGN

The analysis of the data and evidence provided by partners, although it does not provide a scientific base, but rather an empirical one, allows to make some final considerations with respect to the CAMPAIGN related to the 4- level evaluation (reaction-learning-behaviour-results) foreseen by the methodological framework.

Concerning the reaction to the proposed support, the interest of SMEs and companies has been harder to raise. Some partners have had difficulties to involve companies, in spite of efforts to communicate and using social media to get the interest. The number of companies that participated in the campaign has been lower than anticipated, however, the feedback from the involved companies has been very positive, as the companies that have participated were already sensitive to find solutions diversity and age management in their strategy. The 12 topics of the “speed training” have been deemed relevant with flexible focuses in the countries that held meetings. In general, time is the most important factor that hinders or facilitates the involvement of the companies.

The “pills” were discussed with the companies and for most meetings companies have discussed the reality of recruitment policy (hire younger and less expensive workers) and difficulties of intergenerational dynamics.

In general terms, reports from the partners indicate that the companies that have participated appreciated the short and to the point material as a starting point to discuss and overcome some stereotypes on adult workers, their qualities and their shortcomings.

The direct involvement of HR managers and entrepreneurs proved more effective in terms of explicit commitments to review diversity management.

As for the BOOSTER and even more for the CAMPAIGN, reports do not offer evidence for impact or concrete results, if not limited to the feedback of the companies to the speed dates or – in case of the use of the COMPASS- on the material read or viewed. One positive result can be referred to the willingness of the companies to collaborate with training organizations or local stakeholder networks to tackle the issue of diversity and age management.



## GENERAL CONCLUSIONS ON THE CAMPAIGNS

The AGEFACTOR CAMPAIGN objective was to support enterprises, especially SMEs, in the improvement of age/diversity management processes and encourage employers to integrate fair employment practices when managing mature workers and the company's diverse workforce. The main findings of the evaluation can be summarized in 5 points.

- 1) The difficulty to engage SMEs in the process confirms that this target group, albeit interested, still operates on limited culture for diversity management, with some exceptions, notably companies that are already aware of the demographic change and have a culture of innovation, dedicated HR and entrepreneurs that are dealing with this issue.
- 2) Generally, the companies that have participated in the speed training sessions have given a positive feedback on the utility of the meetings. Small business representatives showed a great sense of willingness to create flexible work conditions, recognize the commitment of older workers and to want to adapt the workplace to meet the needs of older age employees.
- 3) Campaigns carried out in blended mode (materials on COMPASS and meetings) have proven more effective, dissemination only online (via social media) have had limited effect.
- 4) Where top management and entrepreneurs participated in the activities, the impact and commitment – also of the workers- has been higher (see Italy's example and Cyprus report)
- 5) Without a strong collaboration from local networks (employers' associations, Chamber of Commerce and other intermediate bodies) partners have not been able to reach out – using only social media and personal contacts – a critical mass for the experimentation.
- 6) As for the booster, the campaigns represent an entry point for a longer path and set of activities to be done with companies in the field of diversity/age management, by itself, the Campaign is not likely to produce long-lasting changes in the stereotyped and complex issue.

## FINAL INPUTS FOR SUSTAINABILITY AND REPLICABILITY OF THE AGEFACTOR MODEL AND TOOLS

The results obtained by the whole implementation logic of the project, starting from the important step of in-depth research and analysis of the state of play in regional/local contexts of operations of the partners, are promising in terms of innovativeness and effectiveness of the AGEFACTOR approach.

To move from a project-limited initiative to a “best practice” to be adopted at larger and wider scale, not only by partners that have a limited range of clients, but by other practitioners and policy-makers (namely, and not exhaustive list: employment services, CVET and adult education institutions, social partners, local authorities) at the local level or for the take-up at EU level, we offer some basic inputs for streamlining and financial/institutional sustainability of the AGEFACTOR approach.

### MAKE THE BOOSTER MORE INCLUSIVE

The BOOSTER tool has proven effective for people with a certain degree of proficiency with digital skills, for the most vulnerable and less proficient adults the BOOSTER needs to be adapted or integrated with additional customized activities to bridge the gap and become really an inclusive tool. In this regard, interactive and affordable supports created within this project could also be offered to other categories of public: people in difficulty with regard to basic knowledge, including migrants, illiterate, children, teenagers reluctant to learn, people with intellectual disabilities.

### MORE PENCHANT FOR EVIDENCE-BASED RESULTS

The experimentation has only allowed for a limited assessment, but in order to become a good practice, much more attention to the evaluation process and embedment of ex post impact evaluation, also in line with EU standards (for example results framework of ESF) is one way to convince policy makers to invest public money on initiatives such as this one.

### CONTINUE THE ADAPTATION TO PROVE THE EFFECTIVENESS

The digital revolution goes on at incremental speed, what is relevant in terms of digital quotient (the 8 areas) may become 10 or more, and content needs to be constantly

updated; something that is today's breakthrough technology may be completely obsolete in one year.

## EVERYONE SHOULD LEARN TO LEARN

Trainers need to keep updated on the digital transformations, their presence and individualized support remain critical for the +50 low skilled learners. As we have seen happening in the testing, the strategy to maintain AGEFACTOR relevant over time is to focus on the basic skill of "learn to learn", the whole training should be built around this concept of learning to learn, "guided self-study", and conditions for peer-to-peer exchange. This could apply also for training of trainers in companies.

## MAKE ALLIANCES WITH THE MOVERS AND SHAKERS

The low turnout of the CAMPAIGNS underscores how SMEs in particular struggle to tackle epochal issues such as ageing and demographic change, being mostly focused on operations and more often than not lacking real age management policy. This is nothing new. During the experimentation we have also seen that many of these companies are not very active on the social media and use traditional channels also for recruiting. With the exception of one partner (UK), where the collaboration with the intermediate body catering local companies has started from the very beginning of the project, all other partners have relied on personal contacts of individual companies rather than collaborating with representatives of the SMEs. More robust and continuing collaboration with the social partners representing clusters or larger groups of small-sized enterprises should become part of the strategy for the CAMPAIGNS

## FOSTER INTER-AGE GROUPS OF LEARNERS

One suggestion for future replicability would be to carry out the AGEFACTOR experience by having younger groups involved as consistent mentors. When working with older age people, they need constant reminders and repetition of the learning. For the AGEFACTOR to have an experience that is impactful it would be useful to ensure consistent repetition and practice and intergenerational exchange – well devised to avoid negative dynamics and foster positive one – that can support not only better learning for jobseekers, but better relations at work and be more effective and interesting for companies.

## GENDER MATTERS

Although some partners have tested the AGEFACTOR experience with a majority of women, the gender approach needs to be better conceptualized, as especially for older cohorts, women are at higher risk of exclusion in particular when dealing with the topic of digitalization. Engendering the AGEFACTOR model in order to ensure equal opportunities should be a priority of future evolution of the model.

## THE COMPASS REVISED

To avoid that the wealth of information and resources now available on the online COMPASS are lost in the overload of online platforms, partners should make an effort to rethink ways to maintain such resources, update and use them by integrating them into local existing platforms or e-learning systems that they use for ordinary provision. If partners do not have such tools, they should make arrangements to make it available to local partners that may have such platforms, for example continuing education centers, employment services, universities, chamber of commerce etc.



France (FCI)  
Spain (Development Agency Santa Cruz de Tenerife)  
Cyprus (CARDET)  
UK (NMMDC)  
Italy (Forcoop CORA)  
Czech Republic (IPZ)  
Latvia (University of Latvia)  
Slovenia (Prizma foundation)





## FINAL REPORT ON THE INITIAL AND FULL-FLEDGED EXPERIMENTATION IN FRANCE

Prepared by FCI

Chapter I : Public (P. 2 – 12)

Chapter II: Companies (P. 13 – 17)

### **Chapter I: Age Factor Program: Activities for the Public – FCI - France**

PART I Actions implemented with the public

1. Main target groups - Number - Demographics

By whom and how was the audience chosen?

#### **Awareness - Recruitment:**

The public, the prescribing partners, the senior volunteers, the senior colleagues have been informed / informed about the nature of the program in its entirety, the positioning of the public, the contact details of the 2 people relay within our structure through different channels:

- Distribution of a presentation Power Point of the AGE FACTOR Program at our annual public general meetings (June 2017 - June 2018);
- mail / social network / information website;
- standard telephone reception inside our structure;
- certain information meetings with our partners in the field or within our own premises as well.

Following these sensitizations, the target groups were recruited according to the criteria defined in the project by the two trainers involved in the FCI.

### **Types of activity, locations, duration of the intervention, resources used**

A total of 40 people participated in the AF experiment, 10 during the first phase carried out in September 2018, 30 during the second phase, January 2019.

The training related to the two experiments took place in the premises of the operator FCI with a computer room.

In total, the program offers 8 training sessions. Some took place ON LINE, others OFF LINE. People who do not have a personal computer could use the equipment of the operator especially for the "OFF LINE" sessions. NB: not to possess a personal computer equipment (Tablet, Smartphone, Computer) should not be an excluded parameter.

### **Demographics of participants**

Participants were 50 to 62 years old. The average age of the group was 51.5 years old. Of the 40 people, 35 were women, 5 men.

When asked about their general opinion on the use of digital tools for employability and social participation, most participants said it was essential.

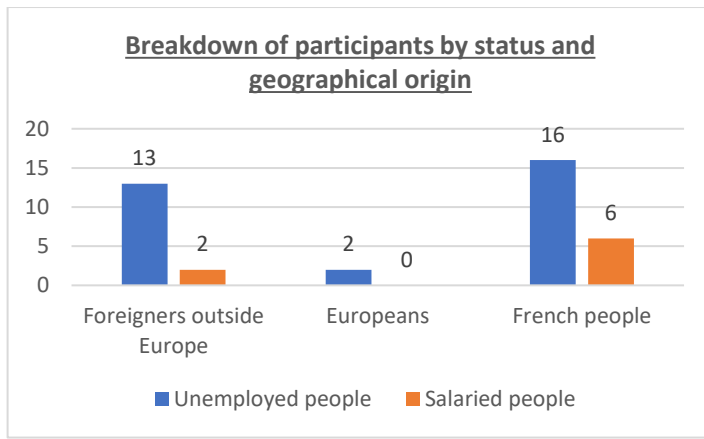
32 of them (80%) were job-seekers (DE), and 8 of them (20%) were employees who wanted to boost their career and / or find useful tools for these purposes.



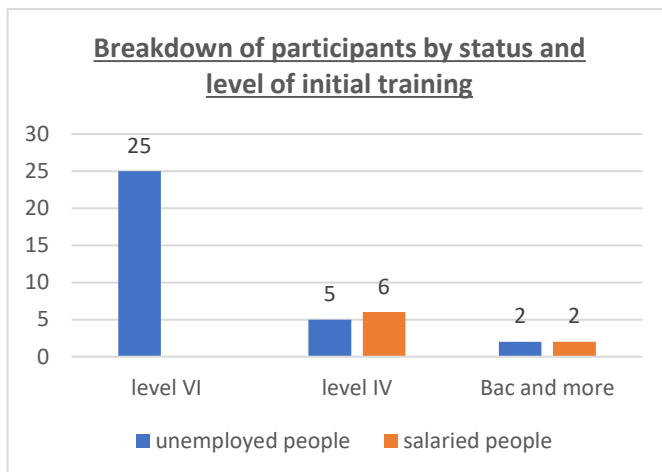
The majority of participants are aged between 50 and 55 years old.

Only one person is over 60 years old, it is an employee.





About half of the participating jobseekers are of foreign origin, the other half are French having been educated in initial training in France.  
The majority of participating employees is French.



The majority of jobseekers participating in the program are at level VI (without diploma).

## 2. Participants, operators and stakeholders involved (Ambassadors, ...)

During the first experiment, the constituted group knew each other because, for the most part, they were looking for active employment within the various accompaniments implemented by our training organization. Posters allowed the public to meet the people involved in the program. The group was formed between September and October 2018 and the experimentation started in November 2018. The AGE LETTER 0 presenting the program is disseminated by mailing to partners / public / companies.

Regarding the second experiment, people were met in December 2018 for a January 2019 startup.

A person who participated in the first experiment was named ambassador of the Age Factor program. His spontaneity, his optimism, his interest in the training itself stimulated the group (see Part II).

## 3. The BOOSTER and COMPASS parts tested : Number and type

All parts of BOOSTER and COMPASS were tested at each experiment.

As a reminder, the "Booster" allows trainers to stay on the path set by the project, it tags the target group, the selection of the public, the "process" of access to the program, the digital skills to develop, the modules to set up, the timing of the newsletters, the schedule.

It also clearly defines the concept of ambassador, communication medium for seniors (and companies). The interested candidate submits his application on the COMPASS, he informs at first the elements relating to his civility, then he fills in a questionnaire adapted to the trainer to verify his eligibility.

These actions generate an email to the candidate, who has to confirm that he is still interested, then an email is sent to the moderator of the partner structure who definitively confirms this application again by a return mail.

The online training program (ON LINE) and offline (OFF LINE) can then be offered.

However, from the first experiment, a difficulty emerged quickly: access to the COMPASS. People accessed it, answered the online questionnaire, registered their application for access to the program.

However, if some applications have reached the FCI MODERATOR by the agreed route, informing them that "a new user wishes to join the program", the majority of the questionnaires filled in online by the candidates did not generate a message to the MODERATOR.

The site manager did not succeed in solving this difficulty, which reoccurred during the second experiment. In order to overcome this difficulty, this registration step on the COMPASS has sometimes been carried out and / or doubled OFF LINE: people have then completed the questionnaire "paper" version.

In fact, in this case, the list of successful candidates was immediately validated / accessible to the trainers.

At the end of the recording ON LINE or OFF LINE, the mails of the people are invariably collected so that they can receive by mail the tools such as the "AGE LETTERS" and stay in direct contact with the trainers of the AGE FACTOR program. NB: Following the two recruitments made during the AGE FACTOR experiment, no applications were rejected because the oriented public had already been identified as the one targeted by the project.

In conclusion, despite this small technical difficulty regarding the registration of applications, relayed to the managing partner of the site, the platform is easy to access, adapted to the needs of vulnerable adults such as the senior public: the icons, the registration steps, the questionnaire itself, the video testimonials of the ambassadors, the teaching tools.

## Part II: Approach - Tools - Resources

### 1. Method - Procedure for experimentation and implementation of activities

#### Specific tools and methods used

The chosen method is based on the alternation of ON LINE / OFF LINE learning periods.

The table below allows to visualize this rhythmic rotation by the emission of news letters centered on the 8 numerical competences to acquire / validate and that define a conscious and efficient digital user on our program. In this context, the 8 digital skills identified within 8 "AGE LETTERS" are validated.

This table also lists the useful / necessary tools for the trainer.

N ° AGE LETTER	summary	summary	Metho do. (ON / OFF line)	Necessary tools
1 "Digital Identity"	Social networks and job search	<u>Ex N ° 0: Type my name in GOOGLE</u> <u>Brainstorming SOCIAL NETWORK</u> <u>Create a personal list of groups that are recruiting online.</u>	OFF line	Ordi / Smartphone + INTERNET carton Paper / pencil
	Practical tips for developing your "personal brand"	Ex N ° 1 Fill in the questions of the CANEVAS - Create your Branding Update my current communication tools (CV) Identify topics useful for creating the LINKEDIN profile (Read the Guide)	OFF LINE	carton Paper / pencil CVs of people CANEVAS Personal Branding (PPT Steps) GUIDE: how to make a LINKEDIN profile?
	Creation of a LinkdIn profile	<u>Ex N ° 2 Create your profile LINKEDIN</u> <u>Ex N ° 3 Customize (Photo, frame, ...)</u> <u>Ex N ° 4: Create other profiles like TWITTER, VIADEO, FACEBOOK</u>	ON LINE	To be able to access on my OFFICE a photo that I wish to integrate in my profile To subscribe to the groups which recruit on line via my

				personal list (cf Ex N ° 0)
2 "My digital health"	Cyber bullying Distinction between passive / active screens Dependence, risks How to preserve myself?	Ex N ° 1: Watch a video  Ex N ° 2: Make 1 Individual Test	ON /OFF  LINE	Ordi / Smartphone + INTERNET
3 "Digital safety"	Recommendations to protect my image.	Ex N ° 1 Read an article Ex N ° 2 Reply to 1 QUIZ Ex N ° 3 Make 1 Individual Test Ex N ° 4 Capitalizing on a Guide	OFF or ON LINE	Ordi / Smartphone + INTERNET
4 "Digital Security"	Recommendations to protect my data: Passwords - Antivirus - Antiphishing	Ex N ° 1 Read 5 tips Ex N ° 2 Create a password Ex No. 3 Test live information sharing (Via FACE Book Group for example)	OFF or ON LINE	Ordi / Smartphone + INTERNET
5 "Emotional intelligence"	Communicate effectively via digital. Intentional / unintentional emotions - What to communicate? Calculate my QE	Ex N ° 1 Watch a video Ex N ° 2 Read 2 articles Ex N ° 3 TEST: Calculate my Emotional Quotient Ex N ° 4 List 10 qualities, select 3 - List 10 weaknesses, select 3 Ask the same work about me to people who know me well: My observations Ex N ° 5 Access the tricks of Daniel GOLEMAN on his site	ON LINE  ON LINE	Ordi / Smartphone + INTERNET  Ordi / Smartphone + INTERNET Paper / pencil
6 Digital Communication »	Digital Shadow - Tips and techniques for communicating and collaborating online effectively	Ex N ° 1 Read the recommendations Ex No 2 Create a google doc	ON LINE	Ordi / Smartphone + INTERNET
7 "Digital Literacy"	Essential skills to find, evaluate, use,	Ex N ° 1 Watch a video Ex N ° 2 Read 1 article	ON LINE	Ordi / Smartphone + INTERNET

	share, create content	Ex N ° 3 TEST Digital Literacy		
	through technological tools	Ex N ° 4 TEST Digital Citizen		
8 ««	Guide - Charter	Ex N ° 1 Read the Digital Rights	ON	Ordi / Smartphone +
Digital	Final test Program	Guide - The Charter	LINE	INTERNET
Rights »		Ex N ° 2 Share live photos free of copyright		
		Ex N ° 3 Read an article "Protecting your privacy" - Tips + Test Intellectual property		
		Ex # 4 Perform TEST Final AGE		
		FACTOR = What did I learn?		

At the end of each OFF LINE / ON LINE session, the trainer informs his diary in order to capitalize by name and by numerical skill worked:

- Area of skills sensitized;
- Problems, difficulties appeared;
- Feedback / feeling of participants;
- Nominal results by participants.

#### 1. Description of the tools used

##### Initial test Online

On the COMPASS, the person proceeds to the administrative registration of his candidacy. Following this administrative step, comes the access to an online questionnaire to fill in. This step generates a registration request email to the site Moderator who validates the online application. As a result, the person confirms his registration by return mail.

##### Age Letter

Each AGE LETTER allows you to work one of 8 digital skills. Clear content and adapted exercises make learning easy for the participants.

The design and development of the training program was based on the learning environment, existing knowledge and skills / learner gaps and learning difficulties where relevant.

These are sent by email to the participant, one per week.

## Ambassadors

Actually, following the first experiment, a person agreed to testify in writing about the impact of the program on his personal and professional life. She also wanted to meet the participants of the second experiment but did not wish to be filmed. During the second AF experiment, a second candidate also agreed to testify again in writing but did not wish to be filmed either. A total of 2 "success stories" were written and published via social networks, these success stories were not filmed. These people, asked to participate in the AGE FACTOR final event, could not participate because of too important personal and / or professional constraints.

### 1. Their impact on participants

A 51-year-old "salaried" participant, agreed as Program Ambassador at the end of the first AF training session, sent us people meeting the criteria of the project. In addition, following the orientations of the partners sensitized to the program during the different communication events carried out, by word of mouth, a list of people was invited by phone or email. Thus, the ambassador and the people involved in the FCI Age Factor program met the new group formed. This warm meeting was organized by the FCI operator on 05 12 2018. The friendly reception conditions implemented, combined with the positive energy of the ambassador, made it possible to promote the emergence of informal and non-formal exchanges which contributed to the trust of the participants. Following the meeting, participants were able to complete the initial test required in the program online. An evaluation grid developed in this framework enabled the trainer to check the eligibility criteria for the program. However, the candidates welcomed in the meeting were already pre-identified by our partners on these designs. None of the participants in the meetings were refused in the program or refused the program. An Age Factor membership agreement signed by the participant and the trainer formalizes this agreement between the participant and the trainer.

1. Description of assessment tools used - Emergence / overall enhancement of digital skills and their use for business purposes - Significant changes noted as a result of these actions.

## **SATISFACTION QUESTIONNAIRE in 2 parts:**

### **Quality of training - Self assessment**

**Dear participant, in order to improve our work, we kindly ask you to take a few minutes and complete this questionnaire concerning the AGEFACTOR experience. It is composed of two parts, the first one deals with the quality of the training and in the second part we ask you to tell us about the learning you think you have acquired.**

**Age\_\_\_\_\_, Sex\_\_\_\_\_, Professional Status \_\_\_\_\_, Nationality \_\_\_\_\_**

## QUALITY OF TRAINING

Please tick the appropriate box with

1 = completely disagree; 2 = disagree; 3 = partially agree; 4 = agree; 5 = strongly agree

### Organization and logistics

How do you evaluate the quality of the place and the organization of the training?

	1	2	3	4	5
The learning environment was nice and secure.					
The equipment and materials available were adequate.					
The organization of the training (time, places, breaks, etc.) was effective.					
The activity venues had appropriate space for learning activities.					
There was adequate support staff for the activities.					

Comments,suggestions? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Training methodology and trainers

**1 = completely disagree; 2 = disagree; 3 = partially agree; 4 = agree; 5 = strongly agree**

**How do you evaluate the following aspects of the training?**

	1	2	3	4	5
The overall structure of the training was good.					
The goals and objectives of the training have been clearly defined.					
The content of the activities corresponds to the goals and objectives set.					
The learning sessions were well prepared.					
New content and concepts have been adequately presented.					
Training methods focused on the learner.					

The process of collective learning (OFF LINE) was effective.					
The trainers were prepared and competent.					
The testimonies were interesting and relevant.					
The trainers offered interesting and active discussions.					
There was enough time for the participants to share and discuss.					
Participants were actively involved in all activities.					
The language used was clear and understandable.					
The pace (dynamic) of the training was good.					
ON LINE / OFF LINE training alternation was satisfactory.					
The exercises were clearly explained.					

Do you have any comments or remarks about training, trainers or testimonials?

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### **SELF-EVALUATION grids**

The training has been helpful in increasing your skills / knowledge on:

	1	2	3	4	5
DIGITAL COMPETENCE 1					
2					
3					
Same : digital comp. 4, 5, 6, 7, 8					

	1	2	3	4	5
I exchanged knowledge with other people I met that I think I will see in the future for business purposes (potential partnership).					
I will have the opportunity to apply the skills learned at work.					
I can identify at least one specific application example of skills that I have successfully acquired.					
The training has strengthened my confidence in the application of skills or concepts for professional purposes.					



I feel motivated to use the skills I have learned.					
I think the training I took recently is relevant to my job prospects.					
Potential employers recognize the skills and behaviors taught in the training as positive.					

5. What are the most significant discoveries? What works in our context? What does not work? Why ?

What works - Why?

The presentation of the site itself, its ergonomics, the educational content it can access, the awareness campaigns, the alternation provided for in the ON LINE / OFF LINE training process, exchanges between peers, testimonials from ambassadors , .. are all motor assets triggers desire learning, ability to self learning.

The valorization of the self-image, the hidden skills updated, the brand image created, the acquired theoretical skills, ... that generate the Age Factor program, objectively and undeniably activate the employability of seniors.

What does not work - Why?

The process of registration of applications too tedious described above requires too many round trips of mails before validating an application that could affect the process of access to the training program itself: This consequent latency related to the process registration can lead to loss of information, misunderstandings, misunderstandings, ... that can demotivate or even lead to the abandonment of the candidate.

The registration can continue to take place online but it must in this case generate an immediate result of the eligibility given to the candidate and makes a physical appointment delivered almost instantly with the trainer in charge of the program.

### **Part III: Main results of the test - Final conclusions.**

The results presented below are based on the use of questionnaires relating to the evaluation of the AGE FACTOR device (see Part 4) obtained from the 40 trainees who took part in the experiments.

The process of awareness, improvement

Overall reaction of the participants with regard to AGE FACTOR training:

Participants believe that they have acquired new skills acquired in relation to previous knowledge:

The theme / activities in training were adequate

Audiovisual social media and equipment used during the training were appropriate

Speakers with experts delivered clear content

They have gained self-efficacy:

Personal development (personal branding) values have been improved

They have gained self-esteem for job search or job tasks

Participants' reaction to learning

Participants believe they have gained new knowledge about employment-related social activities

They learned to define guidelines, tools to apply in practice

They have capitalized what has been learned so far

They learned to identify the trends and issues of social media for professional use

Participants' reaction to behavior

Participants learned the importance of regular exchange of knowledge and experience in the profession / job search.

They learned to apply new skills for job search

They develop peer collaboration networks

They are able to initiate, train other peers

Overall Results: What changes for participants?

Participants feel they can:

Reduce the potential of bad social reputation

Prevent and reduce opportunities for misuse of social media and other digital tools

Increase their marketable skills

Introduce yourself more effectively via social media

Improve their employability through better valued skills

He / she has done more job interviews

He / she has earned / retained a job in which he / she can use new skills

Strengths / critical points in terms of future reproducibility opportunity and recommendations (target audience, approaches, tools, resources).

## **STRENGTHS**

The priority need for training that attracted seniors to this program is related to a job search revisited and / or a change of professional career coveted via a better use of new means of communication including social networks

Seniors express a need to learn to present themselves more effectively especially via the Web.

Initiated to this practice, they have objectively boosted their employability.

The participants suffer or risk suffering soon from the misdeeds related to a bad social reputation, the majority of them did not suspect the stakes of a damaged brand image within the framework of a search for a job. .

Almost all the participants discovered, thanks to the project, the notion of "brand image", they saw each other differently, highlighted particularities, assets that they did not suspect or did not think to value or even did not even think that they could be valued.

For the most part, people have learned in this project to learn differently, especially through the alternation ON LINE / OFF LINE offered within the program: These self-training times undoubtedly reinforce self-confidence, confidence in his capacity to learn by oneself.

However, group times with the trainer make it possible to verify that people have taken the developed knowledge into account. If a difficulty persists, the exchanges allow, between peers, accompanied by the trainer, to level the learning difficulties of some, one learns better between peers, one also gains in self-confidence, one appropriates the durable knowledge.

The aid networks created are strong assets to reinforce newly acquired skills: A competence is clearly acquired only if it is regularly worked, these networks created between peers allow to continue to maintain these acquired and / or develop them.

The fun tools, the varied supports offered to the seniors contribute to an effective demystification of the relationship to the learning of certain participants.

Indeed, these supports are simple and accessible to all, deliberately pleasant to use.

Finally, the trainers and technicians who have worked on the design of these attractive and easily usable materials have also apprehended and implemented a new mode of learning for the public. This new alternating approach, however, required a lot of preparation work.

## **CRITICAL POINT**

The process chosen for registering applications is tedious, too slow.

The public who can access this training must have basic digital skills.

Seniors who do not have one are excluded

## **RECOMMENDATIONS:**

As we all know, the digital skills targeted by this project should be accessible to all today. All that is needed is a basic training in the use of digital tools.

Also, the particularly interactive and affordable supports created within this program could also be offered to other categories of public: People in difficulty with regard to basic knowledge, including migrant public, illiterate public, children, teenagers reluctant to learn, people with intellectual disabilities.

Continue to develop the trainer training around LEARNING to LEARN, "Guided Self-Study", and conditions for peer-to-peer exchange.

## **Chapter II: Age Factor Program: Activities for Businesses – FCI - France**

### **PART I** - Main objectives of the project - Actions implemented with the public

#### 1. By who and how were companies chosen?

For companies, the project aims to update, share, exchange in the field of age management and diversity practices.

To facilitate the approach, we have chosen to do so to solicit the network of companies with which we have partnerships.

#### 1. Participants, operators and stakeholders involved (Ambassadors ...)

Convinced of the interest of working with the senior public, a company has enjoined us to share and / or enhance a video communication tool that it has created for this purpose:

Invite the public Senior to apply at home...

Secondly, we proposed to become an ambassador of the Age Factor project: conquered with the idea, the company however declined the proposal for lack of human resources to be assigned to this mission.

The second company adopted the same posture.

#### 2. Campaigns tested: Number and type

As a reminder, Age Factor awareness campaigns for businesses provide effective and easy-to-access training modules to:

- facilitate the integration of innovative tools with more traditional methods

Human Resources

- adopt age-friendly practices in the workplace.

During the time dedicated to the first experiment, no company accepted our invitation to participate in this project.

So both campaigns were conducted during the second experiment and were offered to companies from our partnership.

## **Part II: Approach - Tools - Resources**

### **1. Method - Procedure for experimentation and implementation of activities**

Specific tools and methods used

The goal is to address and / or demystify the issue of recruitment of senior public and / or switch their stereotypes.

We chose to target companies in the field of Personal Services in priority for 2 reasons:

- This professional field is particularly well known in our structure and we have contacts that are easy to solicit.

- This field is in tension, often in shortage of manpower: we wanted, in doing so, to verify the interest of the companies for the candidatures SENIORS, the question of the diversity in the company and / or the speech that they care about them.

We initially sent by email AGE LETTER 0 which presents the AGEFACTOR project.

Secondly, we ask for a meeting with the structure managers and / or their Human Resources Departments in order to define the intervention framework and / or take into account the specificities of the structure.

Good practices for integrating people over 50 into work teams have been observed. These practices testify in particular to the effort regarding the hourly flexibility, the employment contracts having a time amplitude adapted to the requests of the senior candidates, organizing intergenerational teams so that the people learn from each other and also share activities,...

## 2. Description of the tools used

During this time of meetings, we have watched with companies playful and / or attractive videos, short and effective in the messages they convey, interactive showcase the skills of seniors beyond representations related to age.

## 3. Their impact on business - The answers

Regarding hiring in the field of Personal Services, the 2 companies we met in the framework of the AGE FACTOR project are of interest to senior applicants. Indeed, they give them an added value linked to the experience, the knowledge to be: they are already perceived as essential allies, their ability to take a step back, their knowledge to be, the respect that they testify to their hierarchy, their punctuality, the adapted behaviors in company of which they testify, seduce them.

They bring to the company:

- their expertise: Real knowledge and legitimate experience
- Insurance: Taking responsibility, increased autonomy, immediately operational employees and proposal forces.
- their professional conscience: availability, value of a job well done, loyalty.
- their know-how: Patience, pedagogy, past experience, transmission of good practices

## 4. Significant changes noticed as a result of these actions.

The senior candidatures were sent following these meetings.

Impact at 2 levels:

- Seniors themselves, with a strong interest in their applications, have gained self - confidence.
- As for the companies, they felt reassured and showed a new interest in their applications, the communication was simplified, each of the parties reassured.

5. What are the most significant discoveries? What works in our context? What does not work? Why ?

The companies in the field of Personal Services that we met are openly wanting to employ people over 50, because they bring a lot of positive elements, especially related to the soft skills that can prove to be essential for teams.

Some companies use social networks to advertise available positions, but first use Linked In, which is only little used by seniors.

### **Part III: Main results of the test - Final conclusions.**

#### Response from participants

The two companies in the field of Personal Services who participated in the Age Factor campaigns were able to concretely illustrate their best practices in the employment of seniors can be easily adapted to any size or type of business.

These companies, in shortage of manpower (Sector Services to the Person) are open to the recruitment of people of this age category: they participate for example in senior forums, associations of seniors, a presence in line on sites dedicated to seniors, etc ..., explaining specific and concrete elements, such as the measures to be taken to work in retirement. Also, recruited seniors can, if they wish, organize their schedules flexibly. They can decide whether to accept certain missions, they are offered missions near their home.

Indeed, these two companies believe that senior employees bring significant added value, they support the development of a win-win situation by adapting to the requirements of seniors, knowing that the results will benefit everyone including the economic life of their employees. structures.

Attitude changes resulting from specific actions. Process of awareness, improvement.

Strengths / critical points in terms of future reproducibility opportunity and recommendations (target audience, approaches, tools, resources)

Provide some final pointers on the strengths and critical points encountered, as well as suggestions / opportunities for future replicability in terms of target groups, approaches, tools and resources.

These companies offer recruited seniors, training sessions open to all. We propose to the companies we met to set up special training sessions, such as digital upgrades, this training need expressed in the context of adapting to the changing world of today echoes companies.

## THE COST

**The brakes:** This brake is by far the one that seems to be the most problematic for the hiring of seniors, and the recruiter has a priori on the supposed wage requirements of seniors.

**Strengths:** the senior can adjust his salary requirements. In addition, he passes on his knowledge and brings real added value.

## FLEXIBILITY

**The brakes:** lack of flexibility, adaptability, work habits, obsolete working methods.

**Strengths:** External contributions of good practices should not be neglected, there are beneficial synergies by mixing working methods. The senior is available, stable, he knows how to adapt to his position and the company. He has been trained throughout his life and remains anxious to train again for the needs of the position. Many training opportunities are available

## MANAGEMENT DIFFICULTIES

**The brakes:** generation conflict, difficulty communicating, workloads or unbalanced wages.

**Strengths:** overall mixed teams work better, career issues are different, the senior brings wisdom, and allows the tutoring and the transmission of know-how. The senior has the setback to accept a young manager. He is rarely at the heart of conflicts in the office and seeks above all a peaceful atmosphere, a last challenge. He does not try to take the place of his leader.

## THE HEALTH

**The brakes:** more absenteeism, health more fragile.

**The assets:** we live longer. Senior citizens respect a healthy lifestyle. They have a professional conscience and are attached to the company. They have self-esteem, pride and are generally less absent.

## NEW TECHNOLOGIES

**Brakes:** the senior is not comfortable enough with the current communication tools.

**Strengths:** Seniors now have a mailbox, are registered on Viadeo or LinkedIn, they follow training and invest. In addition, they quickly master the professional software. They are of



great intellectual curiosity and quickly hang up a theoretical education to the professional experience.

## TRAINING

**The brakes:** the cost of the training will not have time to be amortized; the cognitive abilities of seniors are diminished, the diplomas do not correspond to the current needs.

**Strengths:** the experience can be easily hung up to a theoretical contribution; the teaching followed is quickly profitable. The senior can transmit his know-how within the company and remains of great intellectual curiosity, eager to learn. The validation of the acquired experience (VAE) allows to validate certain degrees by equivalence to know-how.

## THE IMAGE

**The brakes:** The image of dynamism of the company can suffer.

**Assets:** The image of the company is valued if it has a "humanistic" human resources policy. The image of seniors is often reassuring, and carries a serious image. The senior is part of diversity. He reassures and his age gives him legitimacy.

## MOBILITY

**The brakes:** The senior is attached to his region and does not accept professional mobility.

**Strengths:** Few candidates accept mobility, regardless of age group; however, the senior may also wish to go mobile

Professional development is open to all employees regardless of age. Seniors seek specific support for many of them. As a reminder, many companies use social networks to advertise available positions, including Linked In, which is only little or used by seniors.

In conclusion, the 2 companies met are aware of the importance and benefits of hiring people over 50 years of age.

The interest of the constitution of intergenerational teams has been largely approved by these two companies. To check with other companies ... and find the way to meet them easily...



## FINAL REPORT ON THE INITIAL AND FULL-FLEDGED EXPERIMENTATION IN SPAIN

Prepared by Sociedad de Desarrollo de Santa Cruz de Tenerife

## INTRODUCTION

This document represents the output of the activity IO 6 - A1: Evaluation of the experimentation. It has been prepared by Sociedad de Desarrollo, based on a template provided by Veneto Lavoro.

Sociedad de Desarrollo provides this final report (IO 6) of the initial and full-fledged experimentation activities in Tenerife.

### **Part 1: General introduction: main objectives and quantitative analysis**

The main objective of the AgeFactor Booster is to boost adult career management and key competences for inclusion and employability through social media. According to the proposal, the aim of the Booster was to deliver short learning modules to mature disadvantaged people so as to offer them immediate learning opportunities. The learning could be implemented in real time but also asynchronously, in-group as well as individually, on a peer-to-peer basis and with the support of guidance/counsellors or coaches. Another very important aspect of the AgeFactor booster was the presence of an online coach and expert (AgeFactor Ambassador for +50s) who would support the learners by providing useful tips, advice and foster empowerment.

In order to fulfil these objectives of the AgeFactor Booster, the following actions were taken. Sociedad de Desarrollo adopted a blended learning approach through the use of both e-learning (AgeFactor Compass and “online pills”) with training sessions:

- Sociedad de Desarrollo used the Online Compass to register a total of 35 job-seekers. In doing so, these users had full and free access to the materials uploaded.
- Sociedad de Desarrollo invited eight experts in each digital competence to teach the learners about the competence. This training session was developed with the experimentation group, was recorded and a short version is available in AgeFactor youtube channel. In addition, participants have the complete audio of each expert. All the participants of the heavy experimentation could access all this contents.
- Sociedad de Desarrollo engaged with job seekers both using our database application. We sent a message to 959 people. We received 55 replies and we phoned them in order to explain the project. Afterwards, the interested people registered on the online compass.

- In the Experimentation group, Sociedad de Desarrollo, carried out nine training sessions of 1 hour minutes each to a group of learners that were contacted through our database application. The purpose of the first session was introduce the objective of the project and the compass. The remaining 8 sessions were developed by experts in digital skills.
- Sociedad de Desarrollo has a program of short sessions of different topics related to employment. One of these sessions aims to teach people to make a good photo to use in their social network profiles. A session for the project participants was given in both groups (experimentation and heavy).
- Sociedad de Desarrollo uploaded one success story which are available in the youtube channel. <https://www.youtube.com/watch?v=j5YMXsMRHJI>

The AgeFactor Booster was initially tested with a group of 10 adults. During the Launch phase a total of 38 people were contacted and 16 started the booster. Finally, 14 people finished it.

The tools used were:

- 1) Online Compass
- 2) Eight video and audio podcast pills  
[https://www.youtube.com/channel/UCJQudODa\\_LIW93Aur\\_FnzsA](https://www.youtube.com/channel/UCJQudODa_LIW93Aur_FnzsA)  
<https://www.agefactor.eu/es/compass/job-seekers/category/15-espanol-jobseeker>
- 3) AgeLetters through the use of Mailchimp
- 4) Offline workshops (For the presentation of the project, motivation test and entry evaluation test, and Photo training session, experts training sessions.
- 5 ) Facebook of the group with participants (experimentation and heavy group)
- 6 ) Didactic guide for teachers/tutors
- 7 ) Manual of each competence for participants and uploading them in AgeFactor Compass. <https://www.agefactor.eu/es/compass/job-seekers/category/15-espanol-jobseeker>
- 8 ) Evaluating test (training quality questionnaire)

The AgeLetters on a weekly basis for eight weeks. The Test Phase began on 15th October 2018 and ended on 12th December 2018. We developed offline sessions and online compass.

The Launch Phase started on 18th March and ended on 19th May. Table 1: quantitative indicators of the AgeFactor Experimentation

<b>Table 1: Figures representing AgeFactor Experimentation with +50s adults implementation in Santa Cruz of Tenerife (Spain)</b>	
No. of participants registered on AgeFactor Compass in Test Phase	10
No. of participants taking part in Presentation session Test Phase	9
No. of participants taking part in training Photo session Test Phase	5
No. of participants taking part in training session (test phase): Digital Identity 12/12/2018	5
No. of participants taking part in training session (test phase): Digital Use 6/11/2018	6
No. of participants taking part in training session (test phase): Digital Security 19/11/2018	4
No. of participants taking part in training session (test phase): Digital Safety 25/10/2018	5
No. of participants taking part in training session: (test phase) Digital Emotional Intelligence 13/11/2018	6
No. of participants taking part in training session (test phase): Digital Communication 30/10/2018	6
No. of participants taking part in training session (test phase): Digital Literacy 27/11/2018	4
No. of participants taking part in training session (test phase): Digital Rights 4/12/2018	5
No. of participants receiving AgeLetters using Mailchimp on an weekly basis for 8 weeks during Test Phase	10
No. of participants registered on AgeFactor Compass in Launch Phase	16

## Boosting adult career management and key competences for inclusion and employability through social media

No. of participants taking part in Presentation session Launch Phase 11/03/2019	13
No. of participants taking part in training Photo session Launch Phase	2
No. of participants taking part in training Canva session Launch Phase 27/03/2019	6
No. of participants receiving AgeLetters using Mailchimp on an weekly basis for 8 weeks during Launch Phase	14
No. of Spanish downloadable documents on AgeFactor Compass	Participants manual (8), General instructions (1), audio podcast experts (8), Video pills experts (8), other videos (10)
No. of AgeFactor Ambassador for +50s (experts)	8
No. of Success stories for +50s	1
No. of “online video pills” for +50s	8
No. of “online audio podcast “ for +50s	8
Total no. of adults +50 in Launch Phase	14
Total no. of adults +50 in Test Phase	9
No. of “overpass” for +50s in Test Phase	7
No. of “overpass” for +50s in Launch Phase	14
No. of “evaluation test” of adults ending Test Phase	4
No. of “evaluating test” of adults ending Launch Phase	13

## Part 2: Approaches, tools and resources

In Sociedad de Desarrollo the AgeFactor Experimentation was carried out using seven main tools:

1. First tool: was developed by uploading the materials for adults +50 on the AgeFactor Compass.
2. Second tool: we have elaborated a didactic guide for teachers/tutors
3. Third tool: we have elaborated a manual of each competence for participants and uploading them in AgeFactor Compass.
4. Fourth tool: Training sessions in the experimentation group (offline workshops)
5. Fifth tool: eight digital experts pills and audio podcast
6. Sixth tool: Facebook of the group with participants (experimentation and heavy group)
7. Seventh tool: Eight AgeLetters through the use of Mailchimp
8. Eight tool: evaluating test (training quality questionnaire)

### Tool 1: AgeFactor Compass

In Tenerife the total number of subscribers registered on the AgeFactor Compass is 35:

For Job-seekers, the AgeFactor Compass contains a manual in Spanish for each competence, which are titled as follows:

- Digital Identity
- Digital Safety
- Digital Communication
- Digital Use
- Digital Emotional Intelligence
- Digital Security
- Digital Literacy
- Digital Rights

In addition to these, there are also other downloadable Spanish files of each competences. Below is a table showing the Toolbox:

**Table 1: Toolbox of Spanish Resources**

Name	Type of tool
Video experts of each competence (8)	Video
Podcast of each competence (8)	Audio
Expert power point (8)	PDF document
Manual of each digital competence (8)	PDF document
Additional documents (only in one digital competence)	PDF document
10 Video of different contents	Video
General Instructions for participants	PDF document

### **Tool 2: Didactic guide for teachers/tutors**

We have created a document for tutors/teachers. This document contains the objectives, contents, evaluation system, methodology, activities and resources for guiding to participants in the Compass itinerary.

This document, called “Didactic Guide” is available for adults teachers. In this way, the process will be the same although the teachers/tutors are different.

The activities will be done for the participants during the itinerary and the Teachers/tutors must evaluate them. At the end of the process, we will get a note for each participant in each digital competence. This evaluating will be the basis for the overpass.

### **Tool 3: Manual of each competence for participants**

We have created eight documents for participants, one for each digital competence.

In this manual, we have included a general introduction, mandatory activities and links to webpages, articles, video, etc.

The document is available in Compass and each Monday, participants could access to it in order to do the activities. Once completed, they should send them by email to the tutors/teachers. The tutors/ teachers evaluated them. Additionally, participants had to do a final activity. When the eight weeks ended, the tutors/teachers got a note for each participant in each digital competence. This evaluating will be the basis for the overpass. The manual of each competence is available in Compass.



#### **Tool 4: Training sessions in the experimentation group (Offline Workshops)**

We invited 8 experts/ambassadors for explain each competence to the participants during the test phase. The offline workshops took place in Santa Cruz de Tenerife from October to December 2018.

Once a week, the expert came to our center for the training session. We filmed them and prepared a video pills, available in Compass. The sessions were very dynamic and interesting.

The experts are:

- ☐ Jacob Celso Rodríguez. 25/10/2018 Digital safety
- ☐ Ilka Tapia 30/10/2018 Digital Communication
- ☐ Leocadio Martin 13/11/2018 Digital emotional intelligence
- ☐ Oliver Serrano León 6/11/2018 Digital use y 12/12/2018 Digital Identity
- ☐ Deepak Daswani 19/11/2018 Digital Security
- ☐ Elena del Real 27/11/2018 Digital Literacy
- ☐ Ricardo Tavío 4/12/2018 Digital Rights

#### **Tool 5: Eight digital expert pills and audio podcast**

To create the online video pill, we recorded the training sessions with experts/ambassadors. Each of them is an expert in digital competences.

The video recording took place at our center, in Santa Cruz de Tenerife.

The interview was video recorded and compiling as a short 2-minute video. The videos were then uploaded on the AgeFactor youtube channel and until today has gathered. 246 views in total for eight videos.

[https://www.youtube.com/channel/UCJQudODa\\_LIW93Aur\\_FnzsA/videos](https://www.youtube.com/channel/UCJQudODa_LIW93Aur_FnzsA/videos)

The audio of each total training session is available in compass.

<https://www.agefactor.eu/es/compass/job-seekers/category/15-espanol-jobseeker>

#### **Tool 6: Facebook group**

We create a facebook group for the participants in both phases, test and launch. We use it each week during the phase launch. Each Monday, we wrote a welcome message, added

## Boosting adult career management and key competences for inclusion and employability through social media

links, energized the group, put photos or videos, etc. The adults wrote messages and they were very happy with this tool.



### Tool 7: Ageletters

For the Test Phase the AgeLetters were sent out to ten adults on the 15th October 2018 and ended on 12th December 2018. The Launch Phase started on 18th March and ended on 19th May.

<https://us16.admin.mailchimp.com/templates/edit?id=152941>

<https://us16.admin.mailchimp.com/templates/edit?id=152957>

<https://us16.admin.mailchimp.com/templates/edit?id=120721>

<https://us16.admin.mailchimp.com/templates/edit?id=152945>

<https://us16.admin.mailchimp.com/templates/edit?id=152961>

<https://us16.admin.mailchimp.com/templates/edit?id=152953>

<https://us16.admin.mailchimp.com/templates/edit?id=152969>

<https://us16.admin.mailchimp.com/templates/edit?id=152949>

#AgeLetter: AgeFactor's newsletter



## Bienvenido al AgeLetter #1 - Identidad Digital

### AgeLetter #1. ¿Cuáles son los objetivos?

Con el AgeLetter#1 encontrarás algunos trucos para crear e hacer crecer tu marca personal. Veremos las mejores estrategias para desarrollar tu carrera profesional a través de las nuevas tecnologías, y discutiremos sobre la identidad digital, el posicionamiento de nuestra marca y las redes sociales, centrándonos particularmente en [LinkedIn](#). ¿Preparado/a? ¡Empecemos!

### ¿Qué queremos decir con identidad digital?

¿Has buscado alguna vez tu nombre en [Google](#)? Bien, es el momento de hacerlo. De esta manera entenderás cuál es tu identidad digital y tu reputación en la web.

Tu presencia online se manifiesta por tus valores, tu historia, tus elecciones, tus ambiciones, tus habilidades y tus competencias.

Si nos centramos en un contexto profesional, podríamos decir que es tu "tarjeta de visita profesional digital". Por esta razón, es importante crear y gestionar tu imagen personal como si fuese una marca real, y ¡esto es lo que llamamos **marca personal**!



### El experto de la semana

Óliver Serrano es psicólogo experto en Medios Digitales y generador de contenidos.  
LinkedIn: [@oliverserrano](#)

### Un aperitivo antes de empezar

[¡Haz clic aquí!](#)

### Investiguemos

Para profundizar más sobre este tema, ya puedes acceder y descargarte del [Bitácora AGE FACTOR](#) los contenidos y ejercicios para trabajar todo lo relacionado con la IDENTIDAD DIGITAL.

### ¿Necesitas ayuda?

Te recordamos que para

### Tool 8: evaluating test (training quality questionnaire)

When the itinerary ended, we used a test for participants. They had to evaluate the complete itinerary: Usefulness of contents, level of improvement, quality of experts, duration, tutors, web page compass, etc.

The scores go from 1 to 5, with 1 being the minimum and 5 the maximum. The results are:

Test group:

ORGANIZATIONAL CONDITIONS	<b>4,00</b>
CONTENTS	<b>4,38</b>
GLOBAL ISSUES	<b>4,04</b>
TUTORS	<b>4,25</b>

Launch group:

ORGANIZATIONAL CONDITIONS	<b>4,90</b>
CONTENTS	<b>4,83</b>
GLOBAL ISSUES	<b>4,82</b>
TUTORS	<b>4,85</b>

### Part 3: Main conclusions, replicability and transferability of the activities

#### GENERAL CONCLUSIONS

The AgeFactor Booster objective targeting adults+50 was to boost career management and key competences for inclusion and employability through social media. Through the test and launch phase SOCIEDAD DE DESARROLLO managed to deliver short training sessions to adults to offer them immediate learning opportunities. The learning was implemented in real time but also asynchronously, in- group, with the support of tutors/teachers and experts.

Another very important aspect of the AgeFactor booster was the use of the facebook group as a communication channel.

### **Once evaluating test (training quality questionnaire)**

Once analyzed the answers of the quality test, the results were the following:

The participants are very glad with the contents and the tutors, although need more time for finishing the activities. In general, they have learned and have gained security in their management of social issues.

The main conclusions of the AgeFactor experimentation in Tenerife with adults +50 were as follows:

- The presence of the AgeFactor Tutors/teachers as support for adults +50 in Tenerife, during both phases. It is necessary to maintain this support.
- The facebook group for keeping in contact with participants during the launch phase. It is essential to be in contact with them at all times. Facebook was used as a direct communication link
- The training session (offline workshops) with digital experts were very important and useful for adults. They were an opportunity to establish relationships between participants, solve doubts and deepen the learning
- The documents (manual) were very useful for learning about the digital competences. Each person knew what they had to do each week with the activities included in the manual
- The compass can be used to share knowledge. It is important to be able to maintain its use in the coming years.

## INTRODUCTION

This document represents the output of the activity IO 6 - A1: Evaluation of the experimentation. It has been prepared by Sociedad de Desarrollo based on template provided by Veneto Lavoro. Sociedad de Desarrollo provides this final report (IO 6) of the initial and full -fledged experimentation activities in Tenerife-

### Part 1: General introduction: main objectives and quantitative analysis

The main objective of the AgeFactor Campaign is to support enterprises, especially SMEs, in the improvement of age/diversity management processes and encourage employers to integrate fair employment practices when managing mature workers and the company's diverse workforce.

In order to fulfil the general objective of the AgeFactor Campaign Delivery the following actions were taken. Sociedad de Desarrollo adopted a learning approach through the use of both e-learning (AgeFactor Compass and "success story video")

1. Sociedad de Desarrollo used the Online Compass to register a total of 5 companies. In doing so these companies had full and free access to the materials 'Tips for Companies' and 'Age Diversity Management in the Workplace'
2. Sociedad de Desarrollo ensured to upload one success story in relation to the AgeFactor Campaign which was made via social networks. The success appeared as a link on the AgeFactor youtube channel.

<https://www.youtube.com/watch?v=j5YMXsMRHJI>

The AgeFactor Campaign was initially launched through a message in LinkedIn and facebook of "Agencia de Colocación de Sociedad de Desarrollo in Santa Cruz de Tenerife". The two tools used were the 1) Online Compass 2) success story video")

For the testing phase, Sociedad de Desarrollo initially invited companies to register on the platform and so that they could use the tools we developed online. The companies invited were SMEs and operating in diverse fields. Companies were contacted through the use of Social networks. Companies interested were registered on the AgeFactor Compass and have free access to the material available in Spanish as well as in other EU languages. For the quantitative indicators of the AgeFactor Campaign please see Table 1.

Table 1: Figures representing AgeFactor Campaign implementation in Tenerife	
No. of companies reached out	5
No. of companies registered in Testing Phase	5
No. of companies registered in Launch Phase	5
No. of downloadable documents on AgeFactor Compass	24
No. of success stories for O3 uploaded on youtube AgeFactor and Facebook:	1

## Part 2: Approaches, tools and resources

In Tenerife the AgeFactor Campaign was carried out using two main tools:

1. Our first tool was developed by uploading the materials for age diversity on the AgeFactor Compass.
2. Our second tool was the creation of an “success story video”

As a start, a Social Networks message (Facebook and LinkedIn) was sent out to the companies in Tenerife. During the project a total of 5 companies were on the AgeFactor Compass.

### Tool 1: AgeFactor Compass

The first section available on the AgeFactor Compass is the ‘Tips for Companies’ containing twelve documents in our national language (Spanish):

- Developing a Strategy for Older workers
- Flexible Working arrangements
- Knowledge Transfer
- Learning and Development
- Mythbusting



- Performance Management
- Phased Retirement
- Recruitment
- Retraining\_Redeployment
- Successful Retention of over 50s
- Understand your business
- Wellbeing at work

The second section available on the AgeFactor Compass is the 'Managing Age Diversity Workforce' containing twelve documents in our national language (Spanish):

- Demographic Changes
- Age Segregation and Age Discrimination
- Age Management in Companies
- Strategic Planning
- Working capacity
- Work Ability House Model
- Age Profiling
- Working Environment and Implementing Measures
- Analysing the Potential of the Individual
- The role of the Changing Labour market and the Changing nature of work
- Intergenerational Relations and cooperation
- Planning career development of Persons +50

### **Tool 2: 'Success story video '**

We contacted with a professional who speaks about her experience developing a new job opportunity.

The interview was video recorded as a short 7-minute video. The video was then uploaded on the AgeFactor youtube channel and until today has gathered 26 views

### **Participants, operators and external stakeholders involved (ambassadors etc):**

The potential participants of the AgeFactor Campaign were the companies of the municipality. The number of companies that registered on the platform are 5.

### Part 3: Main conclusions, replicability and transferability of the activities

Through the AgeFactor Campaign experience in Tenerife, the companies were able to access the contents of the website in Spanish and see the video of the success story. Unfortunately, few companies registered, although we made a launch through facebook and linkedIn. This may be due, on the one hand, to the low use of social networks by companies and, on the other hand, to the lack of knowledge about the Age Management in Companies.

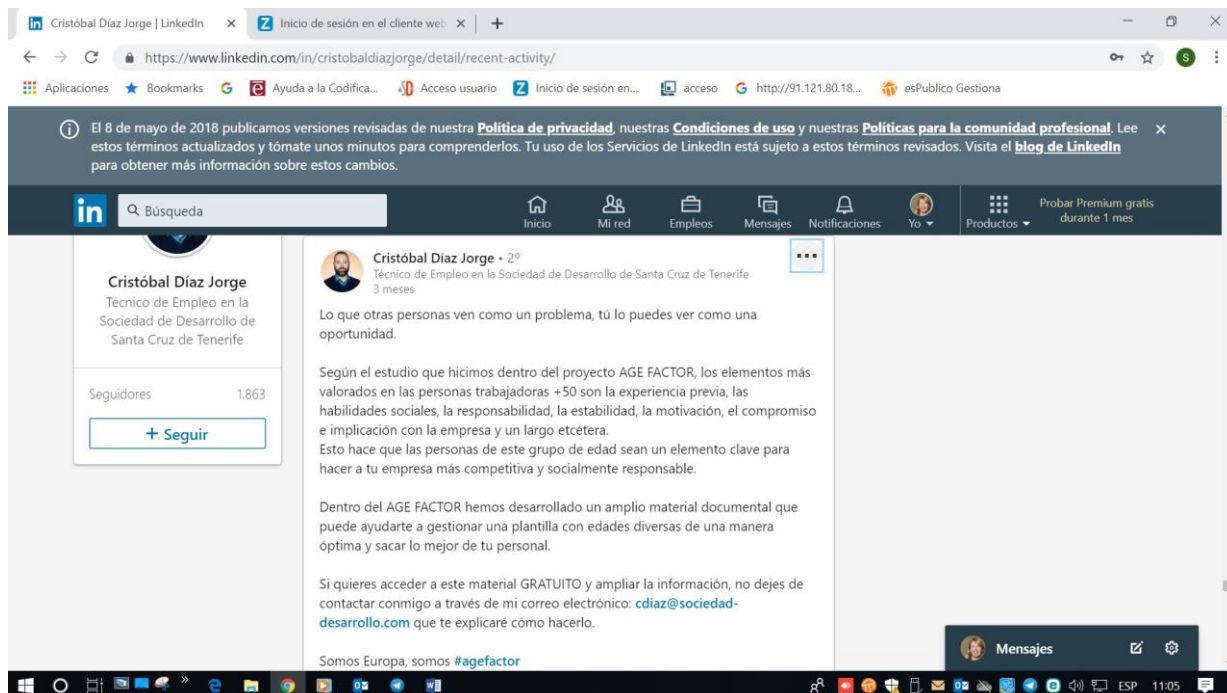
The material available online is interesting to improve the process of age management in companies and our intention is to put them at the disposal of any company that demands it.

### *Future directions*

Still many companies prefer young people in their processes of recruitment despite of unemployment rates in Tenerife, are higher in people over 45 than in those under 30, but from the Development Society we will continue working to reduce these data so negative and to change the mentality of companies about age. Sociedad de Desarrollo would like to continue with the project in the future.

### GENERAL CONCLUSIONS

The AgeFactor Campaign objective was to support enterprises, especially SMEs, in the improvement of age/diversity management processes and encourage employers to integrate fair employment practices when managing mature workers and the company's diverse workforce. Sociedad de Desarrollo has realized that more basic work is needed with the companies, to deepen more in the management of human resources, in the recruitment processes based on age, and in the management of personnel of diverse age.



**Cristóbal Díaz Jorge** • 2º  
Técnico de Empleo en la Sociedad de Desarrollo de Santa Cruz de Tenerife  
3 meses

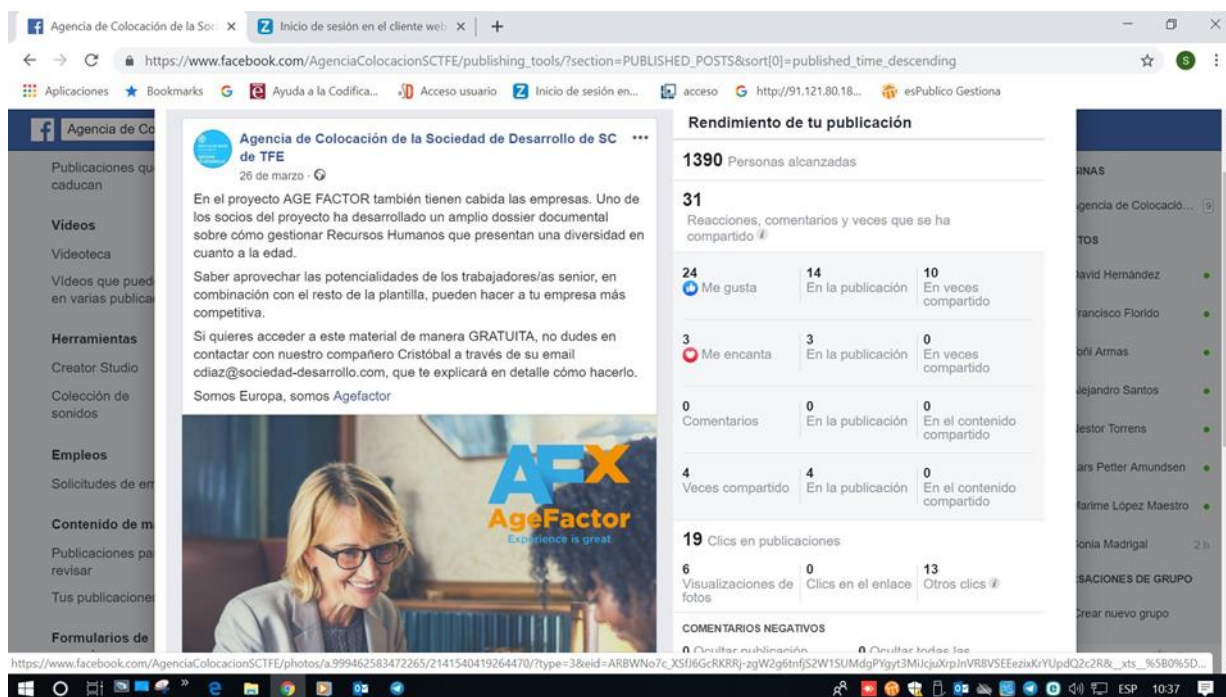
Lo que otras personas ven como un problema, tú lo puedes ver como una oportunidad.

Según el estudio que hicimos dentro del proyecto AGE FACTOR, los elementos más valorados en las personas trabajadoras +50 son la experiencia previa, las habilidades sociales, la responsabilidad, la estabilidad, la motivación, el compromiso e implicación con la empresa y un largo etcétera. Esto hace que las personas de este grupo de edad sean un elemento clave para hacer a tu empresa más competitiva y socialmente responsable.

Dentro del AGE FACTOR hemos desarrollado un amplio material documental que puede ayudarte a gestionar una plantilla con edades diversas de una manera óptima y sacar lo mejor de tu personal.

Si quieres acceder a este material GRATUITO y ampliar la información, no dejes de contactar conmigo a través de mi correo electrónico: [cdiaz@sociedad-desarrollo.com](mailto:cdiaz@sociedad-desarrollo.com) que te explicaré cómo hacerlo.

Somos Europa, somos #agefactor



**Agencia de Colocación de la Sociedad de Desarrollo de Santa Cruz de Tenerife** • 26 de marzo •

En el proyecto AGE FACTOR también tienen cabida las empresas. Uno de los socios del proyecto ha desarrollado un amplio dossier documental sobre cómo gestionar Recursos Humanos que presentan una diversidad en cuanto a la edad.

Saber aprovechar las potencialidades de los trabajadores/as senior, en combinación con el resto de la plantilla, pueden hacer a tu empresa más competitiva.

Si quieres acceder a este material de manera GRATUITA, no dudes en contactar con nuestro compañero Cristóbal a través de su email [cdiaz@sociedad-desarrollo.com](mailto:cdiaz@sociedad-desarrollo.com), que te explicará en detalle cómo hacerlo.

Somos Europa, somos Agefactor

**Rendimiento de tu publicación**

**1390** Personas alcanzadas

**31** Reacciones, comentarios y veces que se ha compartido

<b>24</b> Me gusta	<b>14</b> En la publicación	<b>10</b> En veces compartido
<b>3</b> Me encanta	<b>3</b> En la publicación	<b>0</b> En veces compartido
<b>0</b> Comentarios	<b>0</b> En la publicación	<b>0</b> En el contenido compartido
<b>4</b> Veces compartido	<b>4</b> En la publicación	<b>0</b> En el contenido compartido

**19** Clics en publicaciones

<b>6</b> Visualizaciones de fotos	<b>0</b> Clics en el enlace	<b>13</b> Otros clics
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**COMENTARIOS NEGATIVOS**

0 Consultar publicación



## FINAL REPORT ON THE INITIAL AND FULL-FLEDGED EXPERIMENTATION IN CYPRUS

Prepared by CARDET Author: Eliza Patouris

## INTRODUCTION

This document represents the output of the activity IO 6 - A1: Evaluation of the experimentation. It has been prepared by CARDET based on a template provided by Veneto Lavoro.

CARDET provides this final report (IO 6) of the initial and full -fledged experimentation activities in Cyprus.

### Part 1: General introduction: main objectives and quantitative analysis

The main objective of the AgeFactor Booster is to boost adult career management and key competences for inclusion and employability through social media. According to the proposal the aim of the Booster was to deliver short learning modules to mature disadvantaged people so as to offer them immediate learning opportunities. The learning could be implemented in real time but also asynchronously, in-group as well as individually, on a peer-to-peer basis and with the support of guidance/counsellors or coaches. Another very important aspect of the AgeFactor booster was the presence of an online coach and expert (AgeFactor Ambassador for +50s) who would support the learners by providing useful tips, advice and foster empowerment.

In order to fulfil these objectives of the AgeFactor Booster the following actions were taken. CARDET adopted a blended learning approach through the use of both e-learning (AgeFactor Compass and “online pills”) with face-to-face training:

1. CARDET used the Online Compass to register a total of 24 job-seekers. In doing so, these users had full and free access to the materials uploaded (see *section 2 for more details*)
2. CARDET created an online “pill” for the +50s which is available on the AgeFactor youtube channel (<https://www.youtube.com/watch?v=pMmpbuhCN04&t=4s>): This was a short, simple and appealing training speech that was circulated both via e-mail to the AgeFactor subscribers but also on social media. The AgeFactor Ambassador for Cyprus was the key spokesperson who provided advice and tips for empowerment of the +50s in relation to employability and digital media.
3. CARDET engaged with job seekers both using a group and an individual approach. CARDET carried out four short face-to-face sessions of 40 minutes each to a group of learners that were contacted through the Adult Education Centres in Limassol, Cyprus. The purpose of these sessions were

to present the AgeFactor project and Booster , to register on a voluntary basis those who wished to be registered on the AgeFactor platform and to receive written consent of their email to be used for the weekly AgeLetters.

4. CARDET uploaded a success story in relation to the AgeFactor Ambassador for the +50s which was made widespread via social networks and the online platform (<https://agefactor.eu/en/news/264-agefactor-success-story-in-cyprus>). The success story had

to do with the AgeFactor Ambassador whose video appeared as a link on the AgeFactor compass, as well as on the AgeFactor facebook page.

The AgeFactor Booster was initially tested through a peer-to-peer approach gathering a total of ten contacts. During the Launch phase a total of 30 contacts were gathered (See Annex A). The four tools used were the 1) Online Compass 2) Online video pill (<https://www.youtube.com/watch?v=pMmpbuhCN04&t=4s>), 3) AgeLetters through the use of Mailchimp (see Annex B) and 4) Offline workshops (For the motivation test and entry evaluation test see Annex C). For the Testing phase CARDET initially invited +50s job-seekers as well as self-employed adults to take part in the AgeFactor Test Experimentation. They were contacted through the use of telephone and later a short meeting was arranged to gather the written consent for the use of their e-mails (see Annex D) to be receive the AgeLetters on a weekly basis for eight weeks. The Test Phase began on 11<sup>th</sup> September 2018 and ended on 1<sup>st</sup> November 2018. A brief feedback was obtained through the use of telephone and minor adjustments were made to the AgeLetters so as to be able to begin the Launch Phase.

For the Launch Phase CARDET collaborated with the Adult Education Centre in Limassol, Cyprus and was able to carry out four face-to-face sessions of 40 minutes each to a group of 18 adult learners/job- seekers. The group of learners were instructed on how to register to have access to the Online Compass and also gave their written consent to receive the AgeLetters on a weekly basis for eight weeks (see Annex E). During the Launch Phase AgeFactor was also presented to 10 individuals (adults +50) who voluntarily joined the AgeFactor experience as well as signed on the AgeFactor Compass and also gave their written consent to receive the AgeLetters for eight weeks. For the quantitative indicators of the AgeFactor Experimentation with +50s adults please see Table 1.

**Table 1: Figures representing AgeFactor Experimentation with +50s adults implementation in Cyprus**

No. of participants taking part in group workshop	18
No. of participants taking part on an individual basis	10
No. of participants receiving AgeLetters using Mailchimp on an weekly basis for 8 weeks during <b>Test Phase</b>	10
No. of participants receiving AgeLetters using Mailchimp on an weekly basis for 8 weeks during <b>Launch Phase</b>	130
No. of participants registered on AgeFactor Compass in Launch Phase	25
No. of Greek downloadable documents on AgeFactor Compass	8 AgeLetters, 6 files, 1
	Toolbox for Greek resources, 1 video link
No. of AgeFactor Ambassador for +50s	1
No. of Success stories for +50s: <a href="https://agefactor.eu/en/news/264-agefactor-success-story-in-cyprus">https://agefactor.eu/en/news/264-agefactor-success-story-in-cyprus</a>	1
No. of 'online video pills' for +50s: <a href="https://www.youtube.com/watch?v=pMmpbuhCN04&amp;t=204s">https://www.youtube.com/watch?v=pMmpbuhCN04&amp;t=204s</a>	1 (104 views)
Total no. of adults +50 in Launch Phase	28
Total no. of adults +50 in Test Phase	10

## Part 2: Approaches, tools and resources (min 1000 and max 4000 words)

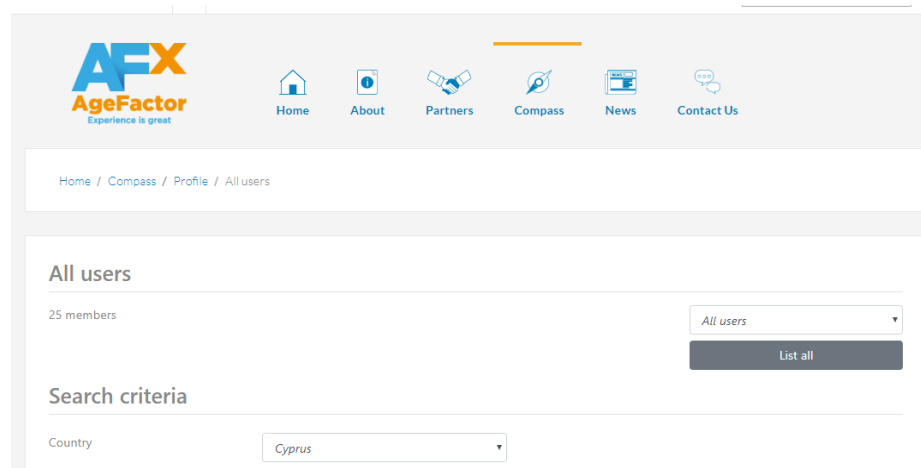
In Cyprus the AgeFactor Experimentation was carried out using four main tools:

1. Our first tool was developed by uploading the materials for adults +50 on the AgeFactor Compass.
2. Our second tool was the creation of an “online pill” which took place in partnership with an external stakeholder, Ms Dafni Christou (an external stakeholder and a self-employed adult +50 who managed to boost her employability through the use of digital social media) who also represented the AgeFactor Ambassador for Cyprus for adults +50.
3. Our third tool was the establishment of eight AgeLetters through the use of Mailchimp as suggested by Veneto Lavoro

4. Our fourth tool was the establishment of four offline workshops that were conducted at the Adult Education Centre with eighteen participants (see Annex F)

### Tool 1: AgeFactor Compass

In Cyprus the total number of subscribers registered on the AgeFactor Compass is 25:



For Job-seekers, the AgeFactor Compass contains the eight AgeLetters in Greek available as PDF which are titled as follows:

- Digital Communication
- Digital Emotional Intelligence
- Digital Identity
- Digital Literacy
- Digital Rights
- Digital Safety
- Digital Security
- Digital Use

In addition to these, there are also seven downloadable Greek files with the following titles:

- Blogs
- Digital Literacy
- File-sharing
- Guide for Facebook use
- Reputation checklist
- Social Network Decision Tree



Available on the Compass is also the Toolbox containing Greek resources that correspond to each of the eight digital skills listed above. Below is a table showing the Toolbox:

**Table 1: Toolbox of Greek Resources**

Name	Type of tool	File	Link
<b>Digital Communication</b>			
<b>Social Network Decision Tree</b>	Activity	Social Network Decision Tree'	
<b>Guide to Facebook use</b>	Guide	Guide to Facebook use	
<b>Digital Communication: Where is the real personality</b>	Article		<a href="http://www.taniabageri.gr/index.php/2012-09-28-22-09-44/22-2012-10-13-21-39-59">http://www.taniabageri.gr/index.php/2012-09-28-22-09-44/22-2012-10-13-21-39-59</a>
<b>Blogs</b>	Guide	Blogs	
<b>Digital Emotional Intelligence</b>			
<b>Triggering Empathy Digitally</b>	Video in English		<a href="https://www.youtube.com/watch?v=H9RMjbeDiEI&amp;t=185s">https://www.youtube.com/watch?v=H9RMjbeDiEI&amp;t=185s</a>
<b>Digital Identity</b>			
<b>Reputation Checklist</b>	Activity	Reputation checklist	
<b>How do you want to be seen?</b>	Video		<a href="http://www.dubestemmer.no/en/content/how-do-you-want-be-seen">http://www.dubestemmer.no/en/content/how-do-you-want-be-seen</a>
<b>Digital Rights</b>			
<b>Facebook: Right use of our data</b>	Video		<a href="https://www.youtube.com/watch?v=NL08-ugbJvw">https://www.youtube.com/watch?v=NL08-ugbJvw</a>

<b>Human right and freedom of speech on the Internet</b>	Article	<a href="http://gr.euronews.com/2016/07/05/un-denounces-internet-access-as-human-rights-violation">http://gr.euronews.com/2016/07/05/un-denounces-internet-access-as-human-rights-violation</a>
<b>Digital Rights</b>	Article	<a href="http://internet-safety.sch.gr/IS/html/open_kaytos.htm">http://internet-safety.sch.gr/IS/html/open_kaytos.htm</a>
<b>Digital Security</b>		
<b>Hacking of smartphones</b>	Article	<a href="https://secureonweb.gr/2017/05/03/move_sensors_hacking_info/">https://secureonweb.gr/2017/05/03/move_sensors_hacking_info/</a>
<b>Safe Internet Exchanges</b>	Video	<a href="https://www.youtube.com/watch?v=DYRDmPhV3CI">https://www.youtube.com/watch?v=DYRDmPhV3CI</a>
<b>Digital Safety</b>		
<b>Online Safety</b>	E-learning	<a href="http://photodentro.edu.gr/aggregator/lo/photodentro-lor-8521-power-point">http://photodentro.edu.gr/aggregator/lo/photodentro-lor-8521-power-point</a>
<b>90 seconds on internet safety</b>	Video	<a href="https://www.youtube.com/watch?v=hLbOOzbAfuQ">https://www.youtube.com/watch?v=hLbOOzbAfuQ</a>
<b>Cyberbullying</b>	Video	<a href="https://www.youtube.com/watch?v=Gpfqg0rAHxQ">https://www.youtube.com/watch?v=Gpfqg0rAHxQ</a>
<b>Digital Use</b>		
<b>E-mail tutorial</b>	E-learning	<a href="http://photodentro.edu.gr/aggregator/lo/photodentro-lor-8521-ppt">http://photodentro.edu.gr/aggregator/lo/photodentro-lor-8521-ppt</a>
<b>Digital Use: Basics</b>	E-learning	<a href="http://photodentro.edu.gr/aggregator/lo/photodentro-lor-8521-ppt">http://photodentro.edu.gr/aggregator/lo/photodentro-lor-8521-ppt</a>
<b>File-sharing</b>	Guide	File-sharing
<b>Digital Use: Search engines</b>	E-learning	<a href="http://photodentro.edu.gr/aggregator/lo/photodentro-lor-8521-ppt">http://photodentro.edu.gr/aggregator/lo/photodentro-lor-8521-ppt</a>
<b>Digital Literacy</b>		
<b>Digital Literacy</b>		<a href="https://www.youtube.com/watch?v=T781vryVoZs&amp;list=PLeQ_N-01UrkqHDDvOfNuf7PcU3T2UISXVR&amp;index=4">https://www.youtube.com/watch?v=T781vryVoZs&amp;list=PLeQ_N-01UrkqHDDvOfNuf7PcU3T2UISXVR&amp;index=4</a>

Finally, there is also a video link to the 'online video pill' of the AgeFactor Ambassador for the +50s.

### Tool 2: 'Online video pill'

To create the online video pill it was important to find an adult +50 who managed to boost their employability and digital competences through the use of social media. We identified Ms Dafni Christou, a LifeCoach and Reflexologist and adult +50, who managed to boost her self-employment practice mainly through the use of social media.

The video recording took place at her studio in Limassol, Cyprus on 11<sup>th</sup> June 2018 at 17:00. The interview comprised of the following four questions:

- Please state your name and your employment status
- How did you develop your digital identity and how important is this for you?
- What would you say to adults +50 regarding the use of digital tools for their personal and professional development?
- What are two tips/advice that you would give to adults +50 so that they can boost their digital identity?

The interview was video recorded and then sent to the CARDET Development Team to compile as a short 4-minute video. The video was then uploaded on the AgeFactor youtube channel and until today has gathered 104 views

(<https://www.youtube.com/watch?v=pMmpbuhCN04&t=14s>).

### Tool 3: AgeLetters

For the Test Phase the AgeLetters (see Annex B) were sent out to ten adults on the 11<sup>th</sup> September 2018 until 1<sup>st</sup> November 2018. Table 2 and 3 below show the detailed content of the AgeLetters during the light experimentation phase (10 adults) and the heavy experimentation phase (30 adults)

Table 2: Light Experimentation – AgeLetters

LIGHT EXPERIMENTATION WITH 10 ADULTS		
Newsletter	Sent on	Basic content

<b>AgeFactor Newsletter No. 0</b> <b>‘Introduction to AgeFactor’</b>	11th Septemb er 2018	Information about website, project and what will follow
<b>AgeFactor Newsletter No. 1</b> <b>‘Digital Identity’</b> <b>Ψηφιακή Ταυτότητα</b>	11th Septemb er 2018	Translated the English version with the following Greek adaptations Article/Video Links: <ul style="list-style-type: none"> <li>- Links to setting up Linkedin and Facebook in Greek.</li> <li>- Links to AgeFactor ambassador video</li> <li>- Links to Having a reputation checklist with <a href="http://www.saferinternet.gr">www.saferinternet.gr</a></li> </ul>
<b>AgeFactor Newsletter No. 2</b> <b>‘Digital Use’</b> <b>Ψηφιακή Χρήση</b>	20th Septemb er 2018	Translated the English version with the following Greek adaptations Article/Video Links: <ol style="list-style-type: none"> <li>1. <a href="https://www.youtube.com/watch?v=M_Hcl7Fa6co&amp;t=15s">https://www.youtube.com/watch?v=M_Hcl7Fa6co&amp;t=15s</a> (Internet Addiction/Σεμινάριο για τον εθισμό στο διαδίκτυο)</li> <li>2. <a href="https://www.youtube.com/watch?v=hp8G5li6-0Q">https://www.youtube.com/watch?v=hp8G5li6-0Q</a> (Basic Internet services/Βασικές Υπηρεσίες Διαδικτύου)</li> </ol> File Links: <ul style="list-style-type: none"> <li>- "Screentime - Software for checking the time spent on the smartphone"</li> <li>- File Sharing pdf (Ανταλλαγή αρχείων)</li> </ul>
<b>AgeFactor Newsletter No. 3</b>	Sent on: 27th  Septemb er 2018	Translated the English version with the following Greek adaptations Article/Video Links: <ol style="list-style-type: none"> <li>1. Safety on Internet/Ασφάλεια στο Διαδίκτυο <a href="https://www.youtube.com/watch?v=hLbOOzbAfuQ">https://www.youtube.com/watch?v=hLbOOzbAfuQ</a></li> <li>2. Cyber bullying/Διαδικτυακό σεμινάριο για το διαδικτυακό bullying <a href="https://www.youtube.com/watch?v=Gpfqg0rAHxQ">https://www.youtube.com/watch?v=Gpfqg0rAHxQ</a></li> </ol>

<b>‘Digital Safety’ Ψηφιακή Ασφάλεια</b>		<p>3. 10 rules for internet safety/10 κανόνες για ασφάλεια διαδικτύου <a href="https://seminaria.pro/nea/21-asfaleia-sto-diadiktyo/47-10-vasikoi-kanones-gia-asfali-xrisi-ton-koinonikon-diktyon.html">https://seminaria.pro/nea/21-asfaleia-sto-diadiktyo/47-10-vasikoi-kanones-gia-asfali-xrisi-ton-koinonikon-diktyon.html</a></p> <p>4. Basic internet dangers/ Βασικοί κίνδυνοι διαδικτύου <a href="http://www.pi.ac.cy/InternetSafety/kindinoi.html">http://www.pi.ac.cy/InternetSafety/kindinoi.html</a></p>
<b>AgeFactor Newsletter No. 4 Digital Security ‘Ψηφιακή Προστασία’</b>	Sent on 5 <sup>th</sup> October 2018	<p>Translated the English version with the following Greek adaptations</p> <p>Article/Video Links:</p> <p>1. Safe Internet Exchanges/Ασφαλεις διαδικτυακες συναλλαγες <a href="https://www.youtube.com/watch?v=DYRDmPhV3CI">https://www.youtube.com/watch?v=DYRDmPhV3CI</a></p> <p>2. How to create a safe password/ Πώς να δημιουργησετε κωδικο προσβασης <a href="https://www.youtube.com/watch?v=SR9z8cvjPhk">https://www.youtube.com/watch?v=SR9z8cvjPhk</a></p>
		<p>Activities</p> <ul style="list-style-type: none"> <li>- Create a safe password</li> <li>- Download free antivirus</li> </ul>
<b>AgeFactor Newsletter No.5 Digital Emotional Intelligence ‘Ψηφιακή Συναισθηματική νοημοσύνη’</b>	Sent on 10 <sup>th</sup> October 2018	<p>Translated the English version with the following Greek adaptations</p> <p>Article/Video Links:</p> <p>1. Emotional Intelligence/Συναισθηματική νοημοσύνη <a href="https://www.youtube.com/watch?v=z6e8gTedITU&amp;t=54s">https://www.youtube.com/watch?v=z6e8gTedITU&amp;t=54s</a></p> <p>2. Empathy/Ενσυναίσθηση <a href="https://www.youtube.com/watch?v=-0DDF-UZRxs">https://www.youtube.com/watch?v=-0DDF-UZRxs</a></p> <p>3. Triggering Empathy Digitally <a href="https://www.youtube.com/watch?v=H9RMjbeDiEI&amp;t=185s">https://www.youtube.com/watch?v=H9RMjbeDiEI&amp;t=185s</a></p> <p>Activities</p> <ul style="list-style-type: none"> <li>- Increase your emotional intelligence- <a href="https://share24.gr/5-askisis-gia-">https://share24.gr/5-askisis-gia-</a></li> </ul>

		<a href="#">na-veltiosete-ti-synesthimatiki-sas-noimosyni/</a> - Increase self-awareness
<b>AgeFactor</b> <b>Newsletter</b> <b>No. 6</b> <b>Digital</b> <b>Communicati</b> <b>on</b> <b>Ψηφιακή</b> <b>Επικοινωνία</b>	Sent on 18/10/18	Translated the English version with the following Greek adaptations Article/Video Links: 1. Digital Communication/ <a href="#">Διαδικτυακή Επικοινωνία: Προβάλλεται η πραγματική προσωπικότητα του ατόμου;</a>
<b>AgeFactor</b> <b>Newsletter</b> <b>No. 7</b> <b>Digital</b> <b>Literacy</b> <b>‘Ψηφιακος</b> <b>Γραμματισμό</b> <b>ς’</b>	Sent on 23/10/20 18	Translated the English version with the following Greek adaptations Article/Video Links: 1. Digital Literacy/ Ψηφιακος Γραμματισμός <a href="https://www.youtube.com/watch?v=T781vryVoZs&amp;list=PLeQN-01UrkGHDDvOfNuf7PcU3T2UISXVR&amp;index=4">https://www.youtube.com/watch?v=T781vryVoZs&amp;list=PLeQN-01UrkGHDDvOfNuf7PcU3T2UISXVR&amp;index=4</a> 2. Correct google search/ Σωστη αναζητηση στο Γοογλ <a href="https://www.youtube.com/watch?v=xRzu9NtmCM">https://www.youtube.com/watch?v=xRzu9NtmCM</a> Activities - Read to learn about digital literacy/ Διαβαστε άρθρο περι ψηφιακου γραμματισμου: <a href="http://epri.korinthos.uop.gr/BlogsPortal/mps2015/2015/04/30/%CF%88%CE%B7%CF%86%CE%B9%CE%B1%CE%BA%CF%8C%CF%82-%CE%B3%CF%81%CE%B1%CE%BC%CE%BC%CE%B1%CF%84%CE%B9%CF%83%CE%BC%CF%8C%CF%82-2/">http://epri.korinthos.uop.gr/BlogsPortal/mps2015/2015/04/30/%CF%88%CE%B7%CF%86%CE%B9%CE%B1%CE%BA%CF%8C%CF%82-%CE%B3%CF%81%CE%B1%CE%BC%CE%BC%CE%B1%CF%84%CE%B9%CF%83%CE%BC%CF%8C%CF%82-2/</a> -Complete Europass/Συμπλήρωση Europass

		<a href="https://europass.cedefop.europa.eu/editors/el/cv/compose">https://europass.cedefop.europa.eu/editors/el/cv/compose</a> <b>Links</b> How to search on Google/Πώς να ψάξετε κάτι στο Γοογλ: <a href="https://www.aftodioikisi.gr/koinonia/pos-na-psaxnete-sto-google- opos-mono-4-ton-anthropon-xerei/">https://www.aftodioikisi.gr/koinonia/pos-na-psaxnete-sto-google- opos-mono-4-ton-anthropon-xerei/</a>
<b>AgeFactor</b> <b>Newslette</b> <b>r No. 8</b>  <b>Digital</b> <b>Rights</b> <b>‘Ψηφιακά</b> <b>Δικαιώματ</b> <b>α’</b>	Sent on 01/11/20 18	Translated the English version with the following Greek adaptations Article/Video Links:  1) Digital Rights/Ψηφιακά Δικαιώματα <a href="https://www.youtube.com/watch?v=MBIzuDiHnwg">https://www.youtube.com/watch?v=MBIzuDiHnwg</a> <b>Activities</b> <ul style="list-style-type: none"> <li>- Read the Laws on Digital Rights/Διαβαστε το Νόμο περι προστασίας Δικαιωμάτων στο Διαδίκτυο  <a href="https://www.lawspot.gr/nomika-nea/dimosieythike-o-nomos-4481-2017-gia-tin-pneymatiki-idioktisia-analytika-oi-allages">https://www.lawspot.gr/nomika-nea/dimosieythike-o-nomos-4481-2017-gia-tin-pneymatiki-idioktisia-analytika-oi-allages</a> </li> <li>- Anonymity and privacy/ Ανωνυμία και ιδιωτικότητα. Δύο διαφορετικές όψεις του ίδιου νομίσματος  <a href="https://cerebrux.net/2018/01/24/%CE%B1%CE%BD%CF%89%CE%BD%CF%85%CE%BC%CE%AF%CE%B1-%CE%BA%CE%B1%CE%B9-%CE%B9%CE%B4%CE%B9%CF%89%CF%84%CE%B9%CE%BA%CF%8C%CF%84%CE%B7%CF%84%CE%B1-%CE%B4%CF%8D%CE%BF-%CE%B4%CE%B9%CE%B1%CF%86%CE%BF%CF%81/">https://cerebrux.net/2018/01/24/%CE%B1%CE%BD%CF%89%CE%BD%CF%85%CE%BC%CE%AF%CE%B1-%CE%BA%CE%B1%CE%B9-%CE%B9%CE%B4%CE%B9%CF%89%CF%84%CE%B9%CE%BA%CF%8C%CF%84%CE%B7%CF%84%CE%B1-%CE%B4%CF%8D%CE%BF-%CE%B4%CE%B9%CE%B1%CF%86%CE%BF%CF%81/</a> </li> </ul>

Table 3: Heavy Experimentation – AgeLetters

HEAVY EXPERIMENTATION WITH 30 ADULTS		
<b>Newsletter</b>	Sent on	Basic content
<b>AgeFactor Newsletter No. 0</b> 'Introduction to AgeFactor'	25th January 2019	Info about website, project and what will follow
<b>AgeFactor Newsletter No. 1</b> 'Digital Identity' Ψηφιακή Ταυτότητα	01st February 2019	Translated the English version with the following Greek adaptations Article/Video Links: <ul style="list-style-type: none"> <li>- Links to setting up Linkedin and Facebook in Greek.</li> <li>- Links to AgeFactor ambassador video</li> <li>- Links to Having a reputation checklist with <a href="http://www.saferinternet.gr">www.saferinternet.gr</a></li> <li>- Links to setting up facebook, linkedin &amp; Instagram</li> </ul>
<b>AgeFactor Newsletter No. 2</b> 'Digital Use' Ψηφιακή Χρήση	8th February 2019	Translated the English version with the following Greek adaptations Article/Video Links: <ol style="list-style-type: none"> <li>3. <a href="https://www.youtube.com/watch?v=M_Hcl7Fa6co&amp;t=15s">https://www.youtube.com/watch?v=M_Hcl7Fa6co&amp;t=15s</a> (Internet Addiction/Σεμινάριο για τον εθισμό στο διαδίκτυο)</li> <li>4. <a href="https://www.youtube.com/watch?v=hp8G5li6-0Q">https://www.youtube.com/watch?v=hp8G5li6-0Q</a> (Basic Internet services/Βασικές Υπηρεσίες Διαδικτύου)</li> </ol> File Links: <ul style="list-style-type: none"> <li>- "Screentime - Software for checking the time spent on the smartphone"</li> <li>- File Sharing pdf (Ανταλλαγή αρχείων)</li> </ul>
<b>AgeFactor Newsletter No. 3</b>	15th February 2019	Translated the English version with the following Greek adaptations Article/Video Links:



<p><b>‘Digital Safety’</b> <b>Ψηφιακή Ασφάλεια</b></p>		<ol style="list-style-type: none"> <li>1. Safety on Internet/Ασφάλεια στο Διαδίκτυο <a href="https://www.youtube.com/watch?v=hLbOOzbAfuQ">https://www.youtube.com/watch?v=hLbOOzbAfuQ</a></li> <li>2. Cyber bullying/Διαδικτυακό σεμινάριο για το διαδικτυακό bullying <a href="https://www.youtube.com/watch?v=Gpfgg0rAHxQ">https://www.youtube.com/watch?v=Gpfgg0rAHxQ</a></li> <li>3. 10 rules for internet safety/10 κανόνες για ασφάλεια διαδικτύου <a href="https://seminaria.pro/nea/21-asfaleia-sto-diadiktyo/47-10-vasikoi-kanones-gia-asfali-xrisi-ton-koinonikon-diktyon.html">https://seminaria.pro/nea/21-asfaleia-sto-diadiktyo/47-10-vasikoi-kanones-gia-asfali-xrisi-ton-koinonikon-diktyon.html</a></li> <li>4. Basic internet dangers/ Βασικοί κίνδυνοι διαδικτύου <a href="http://www.pi.ac.cy/InternetSafety/kindinoi.html">http://www.pi.ac.cy/InternetSafety/kindinoi.html</a></li> </ol>
<p><b>AgeFactor Newsletter No. 4</b> <b>‘Ψηφιακή Προστασία’</b></p>	<p>22nd February 2019</p>	<p>Translated the English version with the following Greek adaptations</p> <p>Article/Video Links:</p> <p>Safe Internet Exchanges/Ασφαλεις διαδικτυακες συνναλαγες <a href="https://www.youtube.com/watch?v=DYRDmPhV3CI">https://www.youtube.com/watch?v=DYRDmPhV3CI</a></p> <p>How to create a safe password/ Πώς να δημιουργησετε κωδικο προσβασης</p>
		<p><a href="https://www.youtube.com/watch?v=SR9z8cvjPhk">https://www.youtube.com/watch?v=SR9z8cvjPhk</a></p> <p>Activities</p> <ul style="list-style-type: none"> <li>- Create a safe password</li> <li>- Download free antivirus</li> </ul>
<p><b>AgeFactor Newsletter No.5</b> <b>‘Ψηφιακή Συναισθηματική νοημοσύνη’</b></p>	<p>1<sup>st</sup> March 2019</p>	<p>Translated the English version with the following Greek adaptations</p> <p>Article/Video Links:</p> <p>Emotional Intelligence/Συναισθηματική νοημοσύνη <a href="https://www.youtube.com/watch?v=z6e8gTedITU&amp;t=54s">https://www.youtube.com/watch?v=z6e8gTedITU&amp;t=54s</a></p> <p>Empathy/Ενσυναίσθηση <a href="https://www.youtube.com/watch?v=-0DDF-UZRxs">https://www.youtube.com/watch?v=-0DDF-UZRxs</a></p> <p>Triggering Empathy Digitally <a href="https://www.youtube.com/watch?v=H9RMjbeDiEI&amp;t=185s">https://www.youtube.com/watch?v=H9RMjbeDiEI&amp;t=185s</a></p> <p>Activities</p> <ul style="list-style-type: none"> <li>- Increase your emotional intelligence- <a href="https://share24.gr/5-askisis-gia-na-veltiosete-ti-synesthimatiki-sas-noimosyni/">https://share24.gr/5-askisis-gia-na-veltiosete-ti-synesthimatiki-sas-noimosyni/</a></li> <li>- Increase self-awareness</li> </ul>

<b>AgeFactor</b>	8 <sup>th</sup>	Translated the English version with the following Greek adaptations
<b>Newsletter</b>	March	Article/Video Links:
<b>No. 6</b>	2019	1. <a href="#">Διαδικτυακή Επικοινωνία: Προβάλλεται η πραγματική προσωπικότητα του ατόμου;</a>
<b>Ψηφιακή Επικοινωνία</b>		
<b>AgeFactor</b>	22/03/	Translated the English version with the following Greek adaptations
<b>Newsletter</b>	19	Article/Video Links:
<b>No. 7</b>		1. Digital Literacy/ Ψηφιακός Γραμματισμός <a href="https://www.youtube.com/watch?v=T781vryVoZs&amp;list=PLeQN-01UrkG HDDvOfNuf7PcU3T2UISXVR&amp;index=4">https://www.youtube.com/watch?v=T781vryVoZs&amp;list=PLeQN-01UrkG HDDvOfNuf7PcU3T2UISXVR&amp;index=4</a>
<b>Ψηφιακός Γραμματισμός</b>		2. Correct google search/ Σωστή αναζήτηση στο Γοογλ <a href="https://www.youtube.com/watch?v=xRzu9NtmCM">https://www.youtube.com/watch?v=xRzu9NtmCM</a> Activities - Read to learn about digital literacy/ Διαβάστε άρθρο περί ψηφιακού γραμματισμού: <a href="http://epri.korinthos.uop.gr/BlogsPortal/mps2015/2015/04/30/%CF%88%CE% B7%CF%86%CE%B9%CE%B1%CE%BA%CF%8C%CF%82-%CE%B3%CF%81%CE%B1%CE%BC%CE%BC%CE%B1%CF%84%CE%B9%CF%83% CE%BC%CF%8C%CF%82-2/">http://epri.korinthos.uop.gr/BlogsPortal/mps2015/2015/04/30/%CF%88%CE% B7%CF%86%CE%B9%CE%B1%CE%BA%CF%8C%CF%82-%CE%B3%CF%81%CE%B1%CE%BC%CE%BC%CE%B1%CF%84%CE%B9%CF%83% CE%BC%CF%8C%CF%82-2/</a> - Complete Europass/Συμπλήρωση Europass <a href="https://europass.cedefop.europa.eu/editors/el/cv/compose">https://europass.cedefop.europa.eu/editors/el/cv/compose</a>
		Links How to search on Google/Πώς να ψάξετε κάτι στο Γοογλ: <a href="https://www.aftodioikisi.gr/koinonia/pos-na-psaxnete-sto-google-opos-mono-4-ton-anthropon-xerei/">https://www.aftodioikisi.gr/koinonia/pos-na-psaxnete-sto-google-opos-mono-4-ton-anthropon-xerei/</a>

AgeFactor Newsletter No. 8	29/03/2019	Translated the English version with the following Greek adaptations Article/Video Links:  2) Digital Rights/Ψηφιακά Δικαιώματα <a href="https://www.youtube.com/watch?v=MBIzuDiHnwg">https://www.youtube.com/watch?v=MBIzuDiHnwg</a> <b>Activities</b> - Read the Laws on Digital Rights/Διαβάστε το Νόμο περί προστασίας Δικαιωμάτων στο Διαδίκτυο <a href="https://www.lawspot.gr/nomika-nea/dimosieythike-o-nomos-4481-2017-gia-tin-pneumatiki-idioktisia-analytika-oi-allages">https://www.lawspot.gr/nomika-nea/dimosieythike-o-nomos-4481-2017-gia-tin-pneumatiki-idioktisia-analytika-oi-allages</a> - Anonymity and privacy/ Ανωνυμία και ιδιωτικότητα. Δύο διαφορετικές όψεις του ίδιου νομίσματος <a href="https://cerebrux.net/2018/01/24/%CE%B1%CE%BD%CF%89%CE%BD%CF%85%CE%BC%CE%AF%CE%B1-%CE%BA%CE%B1%CE%B9-%CE%B9%CE%B4%CE%B9%CF%89%CF%84%CE%B9%CE%BA%CF%8C%CF%84%CE%B7%CF%84%CE%B1-%CE%B4%CF%8D%CE%BF-%CE%B4%CE%B9%CE%B1%CF%86%CE%BF%CF%81/">https://cerebrux.net/2018/01/24/%CE%B1%CE%BD%CF%89%CE%BD%CF%85%CE%BC%CE%AF%CE%B1-%CE%BA%CE%B1%CE%B9-%CE%B9%CE%B4%CE%B9%CF%89%CF%84%CE%B9%CE%BA%CF%8C%CF%84%CE%B7%CF%84%CE%B1-%CE%B4%CF%8D%CE%BF-%CE%B4%CE%B9%CE%B1%CF%86%CE%BF%CF%81/</a>
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#### Tool 4: Offline Workshops

Four offline workshops took place at the Adult Education Centre in Limassol on the following dates:

16<sup>th</sup> January 2019, 17<sup>th</sup> January 2019, 23<sup>rd</sup> January 2019 and 24<sup>th</sup> January 2019. There was a total of 18 participants (see Annex F). Beyond the group approach, 10 individuals were also separately invited to take part in the AgeFactor experience by registering them on the AgeFactor Compass and obtaining written consent from them for the AgeLetters to be sent via Mailchimp.

The group mean age was 65.14 with an average 36 years of working experience. Some of the participants did not want to take extra time to fill in the motivation test and the entry evaluation test. The Trainer allowed them to take part in the AgeFactor experience as they found it to be more convenient to them. This was an agreement that was developed with the Adult Education Centre which did not want to overburden the learners and so the trainer

had to adjust their involvement in the AgeFactor experience. The first two workshops were dedicated to informing the participants of the AgeFactor project and guiding them to register on the AgeFactor compass. The other two workshops served as an introduction to the project and guiding them through the AgeFactor experimentation that would follow (i.e. the skills that they would develop on a weekly basis through the AgeLetters they would be receiving).

### **Entry evaluation test and Motivation test**

Out of the 28 participants who were reached out offline, ten responded to the evaluation test and motivation test. This is because participants wanted to register on the Compass and experience AgeFactor using the tools and materials available on the Compass.

### ***Motivation Test Data***

Based on the responses, 80% of the participants stated that they were motivated to participate while 20% stated that they were not feeling motivated but that they were curious to experience AgeFactor. 100% of participants agreed that an improvement of their digital skills can be useful for their professional life, while 80% agreed that such an improvement would be useful for their personal life. Similarly, the majority of participants (80%) stated that the use of social media is relevant to them both in their private and professional life. Regarding the availability of digital training courses in their social environment 60% responded positive while 40% responded negative. Additionally, although quite a few participants (30%) stated that they could perceive obstacles in attending a digital course (as stated later this was mainly due to financial reasons), all stated that they are interested in developing and acquiring new digital skills and practices both in the personal and professional area and all were convinced that they can enhance their digital skills. Despite these positive claims, only 40% defined themselves as a 'social media user'.

According to the open-ended answers all participants chose the AgeFactor path on a voluntary basis. When asked what they expect to achieve during the course/to take home at the end of the course participants stated the following responses:

- *"The experience, the easier use of internet"*
- *"I will take knowledge and experiences from this"*
- *"To educate myself, to learn more, to handle digital world better"*
- *"Better use of digital world"*

- *“Better use of internet, better use of MS office, better use of social media digital tools”*

Regarding the main difficulties they have to face concerning the use of the computer and the use of social media, both in their private and professional life participants referred to financial limitations such

that they didn't have money to buy a computer, as well as not practising enough which will cause them to forget their learning. Also, participants stated that the only digital training courses in their social environment are the ones they currently attend at the Adult Education Centre.

When asked to think of why they are interested in a process of development and acquiring new digital skills and practises, both in the personal and the professional area a very interesting statement was *“I believe humans should evolve along with the trends of their times. I'm proud of myself for doing this”*.

Among the capabilities they would like to increase and enhance were MS office, internet use, use of social media, use of tools such as Google earth, Facebook and Viber. One participant also stated that she wanted to learn the use of digital tools to share her song lyrics online. Participants also stated that one of the main aspects that they would like to share on their online personal profile is their working experience: *“higher impact of showing my cv to a potential employer”*.

It is also important to share an additional comment made by one the participants who stated:

*“I am a Facebook user. Every day I log in and I read what other say, I 'like' and I send wishes to those who have birthdays, but I am afraid to write my thoughts. Internet has many traps when you don't know how to use it. So, I'm trying to learn more.”*

### **Entry Evaluation Data**

Below are the data presented for the Entry Evaluation tests:

In response to the general computer skills (MS office), general internet using skills, general use of social media, general use of smartphone apps and general digital safety and security skills please see Figures 1-5.

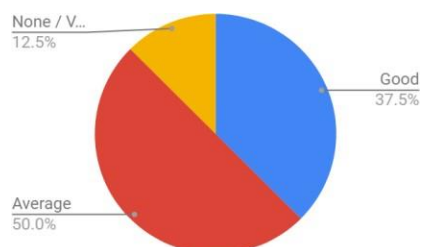


Figure 1: General computer skills

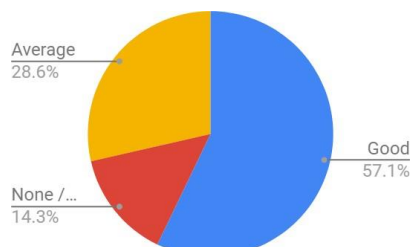


Figure 2: General internet using skills

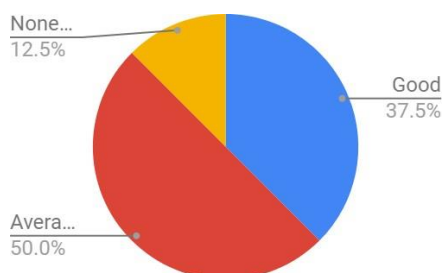


Figure 3: General use of social media

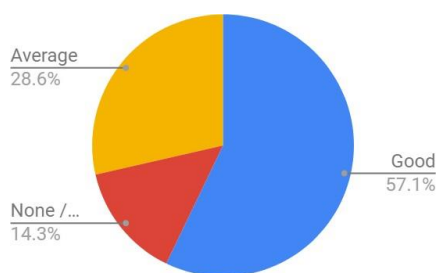


Figure 4: General use of smartphone apps

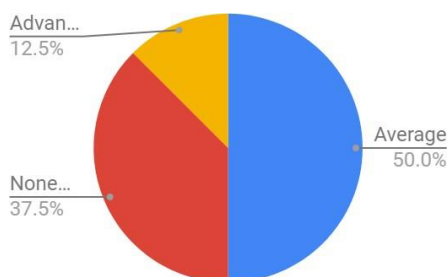
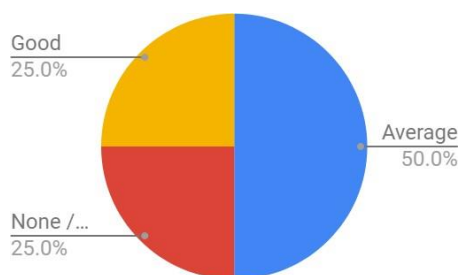


Figure 5: General digital safety and security skills

All participants, except from one, had a personal profile/ account on social media, email and communication networks. In order of highest to lowest, E-mails were used by 85.7% of the participants, followed by Facebook (75%), Viber (71.4%), Google (50%), Skype (42.9%), Youtube (37.5%), WhatsApp (33.3%), and Instagram (25%). Twitter and LinkedIn were not used by anyone.

Regarding the options that participants use to find a job there were three responses: Advertisements in newspapers, National Employment Agencies and private networks (i.e. friends, family, colleagues).

Furthermore, participants were asked to select specific digital competences they think are necessary for them to increase their prospects of employability, and to rate their skills in them. Figures 6-19 indicate the competences selected as necessary and the level of skills in them.



perceived by participants.

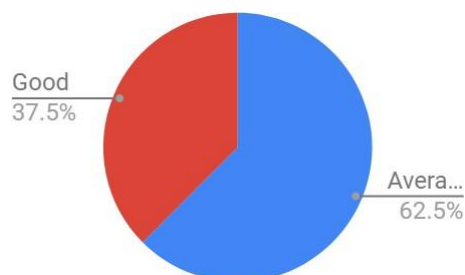


Figure 6: Obtaining information from public authorities/services websites

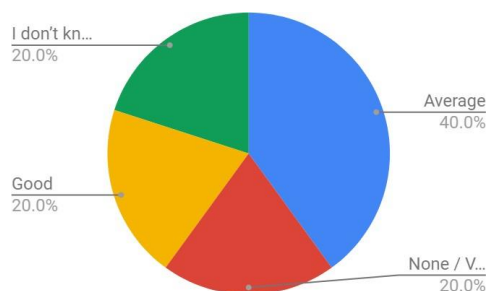


Figure 8: Use job-search engines online

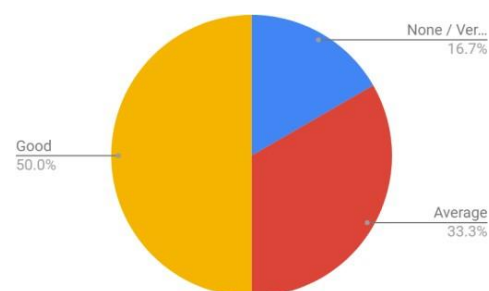


Figure 9: Find information about goods or services online

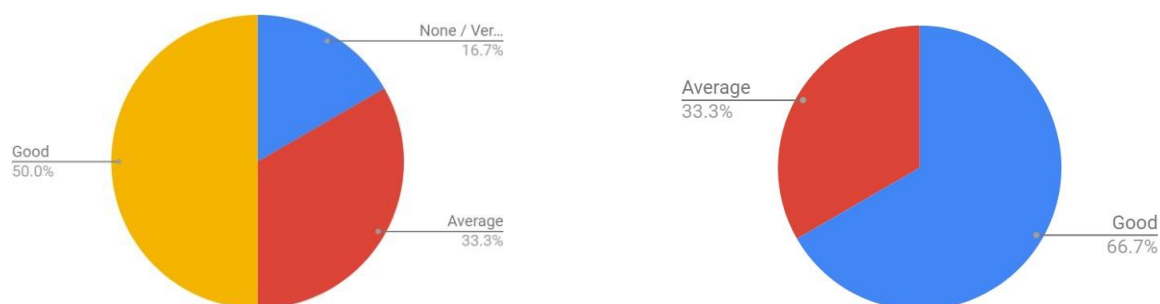


Figure 10: Telephone/video calls over the internet Figure 11: Send/receive emails

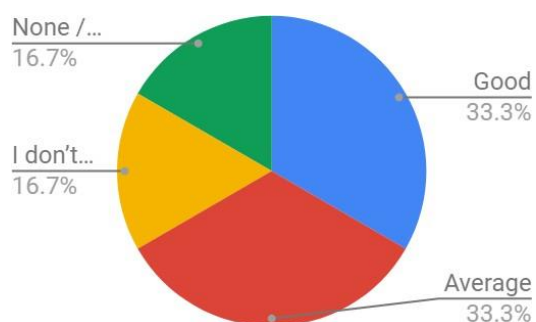


Figure 12: Create AND sustain personal profile on social networks, participating in online communication



Figure 13: Use file sharing services online Figure 14: Use online learning resources



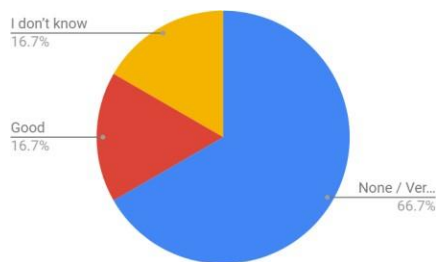


Figure 15: Use internet banking

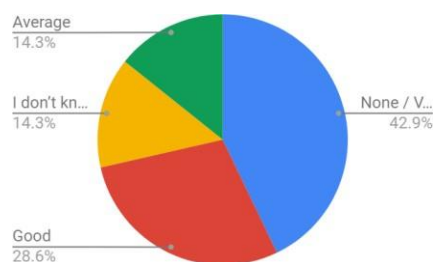


Figure 16: Protect digital devices

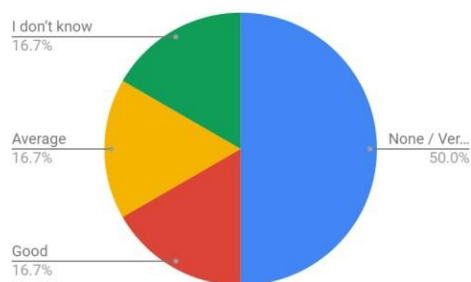


Figure 17: Solve technological problems  
online by exploring the settings and options of  
programmes and tools

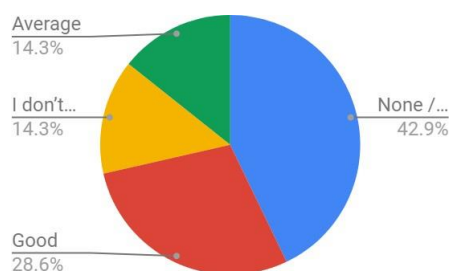


Figure 18: Protect personal data and privacy

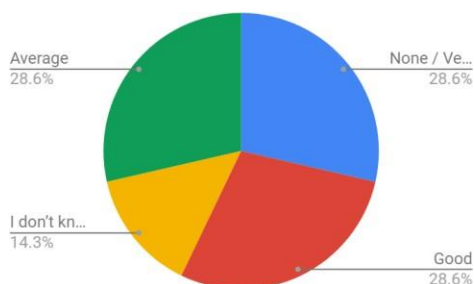


Figure 19: Creatively use digital technologies

According to the above figures it can be seen that the skills which participants have most proficiency on are sending and receiving emails as well as using file-sharing services online (66.7% rated as 'Good' for both), telephone/video calls over the internet as well as using online learning resources (50% rated as 'Good' for both), Creating AND sustaining personal

profile on social networks, participating in online communication (33.3% rated as 'Good'). The skills which participants felt they had none or very poor skills were using internet banking (66.7%), solving technological problems by exploring the settings and options of programmes and tools (50%), protecting personal data and privacy online (42.9%), and the creative use of digital technologies (28.6%).

Finally, participants selected certain characteristics of employment which suit their working experience and qualifications the most. A large percentage of participants (75%) agreed that computer skills are necessary to do/find the job while a remaining 25% did not believe this to be necessary. All participants (100%) believed that digital competences are necessary to do/find the job, that knowledge of internet usage is necessary to do / find the job. Regarding whether knowledge of social media usage is an advantage to do / find the job 80% of participants agreed while 20% disagreed.

### Part 3: Main conclusions, replicability and transferability of the activities GENERAL CONCLUSIONS

The AgeFactor Booster objective targeting adults+50 was to boost career management and key competences for inclusion and employability through social media. Through the test and launch phase CARDET managed to deliver short learning modules to mature disadvantaged people so as to offer them immediate learning opportunities. The learning was implemented in real time but also asynchronously, in-group as well as individually, on a peer-to-peer basis and with the support of guidance/counsellors or coaches. Another very important aspect of the AgeFactor booster was the presence of an online coach and expert (AgeFactor Ambassador for +50s) whose video was used in the AgeLetters to support the learners by providing useful tips, advice and foster empowerment.

The strengths of the AgeFactor experimentation in Cyprus with adults +50 were as follows:

- The process of awareness development regarding digital skills and employability that was applied to all the participants involved
- The presence of the AgeFactor Ambassador who served and still serves as an on-going support for adults +50 in Cyprus with her advices included in her video on the AgeFactor YouTube channel
- The weekly Age Letters offered learners the time to practice what was being taught in their own time and to read it whenever they felt convenient. This convenience is a benefit of using the online environment to boost skills; hence it offered learners this experience first-handed

Suggestions for future replicability would be to carry out the AgeFactor experience by having younger groups involved as consistent mentors. When working with older age people they need constant reminders and repetition of the learning. For the AgeFactor to have an experience that is impactful it would be useful to ensure consistent repetition and practice. To quote a participant of the AgeFactor Experience *"I am a Facebook user. Every day I log in and I read what other say, I 'like' and I send wishes to those who have birthdays, but I am afraid to write my thoughts. Internet has many traps when you don't know how to use it. So, I'm trying to learn more."* As a trainer it was evident that older adults had the willingness to learn more, but personal concerns and fears held them back from fully exploring the digital world. It would therefore be of utmost importance to offer such participants an ongoing support system so as to boost their confidence and encourage them to share digitally.

Although we were able to visit the participants both on a group but also individual basis it proved difficult to maintain weekly contact with them due to the different working/social context that each participant had. Therefore, although the learning was ongoing it would have been more impactful if there were a younger mentor offering consistent reminders of the digital skills that the participants gained.

Overall the AgeFactor Compass is a platform that could be integrated as part of the computer/technological classes of Adult Education Centres in Cyprus. It seemed to be a useful additional tool that both the trainers as well as their learners valued as it coincided with what was being taught and offered them the opportunity to familiarise themselves with the digital world.

## Annex A

### Ten subscribers for Test Phase of AgeFactor Booster

The screenshot shows the Mailchimp interface for an audience named 'CARDET\_AgeFactor\_Test Phase'. The URL in the browser is <https://us18.admin.mailchimp.com/lists/members?id=43679#pc1-s:50-so:false>. The navigation bar includes 'Campaigns', 'Templates', 'Audience' (active), 'Reports', and 'Content Studio'. A 'Create' button is visible. The user profile 'Eliza CARDET' is shown. The page title is 'Audience'. Below it, 'Current audience' is set to 'CARDET\_AgeFactor\_Test Phase'. A message states: 'Your audience has 11 contacts. 10 of these are subscribers.' A 'back' button is on the right.

### 30 subscribers for Launch Phase of AgeFactor Booster

The screenshot shows the Mailchimp interface for an audience named 'AgeFactor\_Heavy Experimentation'. The URL in the browser is <https://us18.admin.mailchimp.com/audience/>. The navigation bar is the same as the previous screenshot. The user profile 'Eliza CARDET' is shown. The page title is 'Audience'. Below it, 'Current audience' is set to 'AgeFactor\_Heavy Experimentation'. Two buttons are visible: 'View Contacts' and 'Manage Audience'. A message states: 'This audience has 30 contacts. 30 of them are subscribers.' A 'back' button is on the right.

## Annex B: AgeLetters in Greek

See Annex B0-B8 (separate pdf files)

## Annex C: Motivation Test and Entry Test

Αρ. Καρτ.	ΕΞΕΤΑΣΗ ΚΙΝΗΤΡΩΝ
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### **A. Τομέας Αναγκών και Προσδοκιών**

1. Είστε παρακινημένοι για να συμμετέχετε στο έργο AgeFactor;

- ☐ Ναι      2 πόντοι  
☐ Όχι      0 πόντοι

2. Την συγκεκριμένη στιγμή, αναφορικά με την εργασιακή σας κατάσταση, νιώθετε ότι αυτό το έργο θα συμβάλει στην ανάπτυξη των ψηφιακών σας δεξιοτήτων;

- ☐ Ναι      2 πόντοι  
☐ Όχι      0 πόντοι

3. Μπορεί μια βελτίωση των Ψηφιακών σας δεξιοτήτων να είναι χρήσιμη για την επαγγελματική σας ζωή;

- ☐ Ναι      2 πόντοι  
☐ Όχι      0 πόντοι

4. Μπορεί μια βελτίωση των Ψηφιακών σας δεξιοτήτων να είναι χρήσιμη για την προσωπική σας ζωή;

- ☐ Ναι      2 πόντοι  
☐ Όχι      0 πόντοι

### **B. Τομέας Εμποδίων και Ευκαιριών**

**5. Είναι σχετική για εσάς η χρήση του υπολογιστή, τόσο στην προσωπική όσο και στην επαγγελματική σας ζωή;**

☐ Ναι **1 πόντος**

☐ Όχι **0 πόντοι**

**6. Είναι σχετική για εσάς η χρήση των κοινωνικών μέσων, τόσο στην προσωπική όσο και στην επαγγελματική σας ζωή;**

☐ Ναι **1 πόντος**

☐ Όχι **0 πόντοι**

**7. Υπάρχουν ψηφιακά εκπαιδευτικά μαθήματα στο κοινωνικό σας περιβάλλον;**

☐ Ναι **1 πόντος**

☐ Όχι **1 πόντος**

**8. Νομίζετε ότι θα υπάρχουν εμπόδια στο να παρακολουθήσετε ένα μάθημα ψηφιακών δεξιοτήτων; (χρόνος, οικογενειακές υποχρεώσεις, άλλες δραστηριότητες, κτλ)**

☐ Ναι **1 πόντος**

☐ Όχι **0 πόντοι**

**C. Τομέας Κινήτρων**

**9. Σας ενδιαφέρει να αναπτύξετε και να αποκτήσετε νέες ψηφιακές δεξιότητες και πρακτικές, τόσο στον προσωπικό όσο και στον επαγγελματικό τομέα;**

☐ Ναι **2 πόντοι**

☐ Όχι **0 πόντοι**

**10. Είστε πεπεισμένοι ότι μπορείτε πράγματι να βελτιώσετε τις ψηφιακές σας δεξιότητες;**

☐ Ναι **1 πόντος**

☐ Όχι **0 πόντοι**

**11. Νομίζετε ότι η επαγγελματικότητα σας θα μπορούσε να βελτιωθεί με ένα διαδικτυακό προφίλ;**

- ☐ Ναι **1 πόντος**  
☐ Όχι **0 πόντοι**

**12. Θα μπορούσατε να προσδιορίσετε τον εαυτό σας ως ένα «χρήστη κοινωνικών μέσων»;**

- ☐ Ναι **1 πόντος**  
☐ Όχι **1 πόντος**

#### ΠΙΝΑΚΑΣ ΑΞΙΟΛΟΓΗΣΗΣ

Από 0 έως 7 πόντους => ΜΗ ΕΠΙΛΕΞΙΜΟΙ

Από 8 έως 10 πόντους => ΠΕΡΑΙΤΕΡΩ ΑΞΙΟΛΟΓΗΣΗ ΑΝΑΓΚΑΙΑ

Από 11 έως 17 πόντους => ΕΠΙΛΕΞΙΜΟΙ

Ερωτήσεις Εισαγωγής

## ΕΡΩΤΗΣΕΙΣ ΕΙΣΑΓΩΓΗΣ

### I. Ερωτήσεις περιεχομένου:

1. Παρακαλώ αξιολογήστε τις γενικές σας δεξιότητες στην πληροφορική καθώς και τις ψηφιακές σας δεξιότητες:	Καθόλου / Πολύ φτωχές	Μέτριες	Καλές	Ανεπτυγμένες	Δεν γνωρίζω
1.1. Γενικές δεξιότητες πληροφορικής (π.χ. MS Office)					
1.2. Γενικές δεξιότητες χρήσης του διαδικτύου					
1.3. Δεξιότητες χρήσης των μέσων κοινωνικής δικτύωσης					
1.4. Δεξιότητες χρήσης των εφαρμογών στο κινητό					
1.5. Δεξιότητες ψηφιακής ασφάλειας και προστασίας					

1.6. Άλλες (παρακαλώ διευκρινίστε):						
1.7. Άλλες (παρακαλώ διευκρινίστε):						
1.8. Άλλες (παρακαλώ διευκρινίστε):						

2. Έχετε προσωπικό προφίλ / λογαριασμό στα ακόλουθα μέσα κοινωνικής δικτύωσης, ηλεκτρονικό ταχυδρομείο και δίκτυα επικοινωνιών;		Ναι	Όχι
2.1. Facebook			
2.2. Instagram			
2.3. Twitter			
2.4. LinkedIn			
2.5. Google+			
2.6. YouTube			
2.7. Ηλεκτρονικό Ταχυδρομείο (οποιοδήποτε)			
2.8. Skype			
2.9. WhatsApp			
2.10. Viber			
2.11. Άλλο (παρακαλώ διευκρινίστε):			
2.12. Άλλο (παρακαλώ			



διευκρινίστε):			
2.13. Άλλο (παρακαλώ διευκρινίστε):			

3. Πόσο συχνά έχετε χρησιμοποιήσει αυτά τα δίκτυα πληροφοριών και επικοινωνιών μέσα στους τελευταίους 12 μήνες;	Καθημερινά	Εβδομαδιαία	Μερικές φορές	Ποτέ
3.1. Facebook				
3.2. Instagram				
3.3. Twitter				
3.4. LinkedIn				
3.5. Google+				
3.6. YouTube				
3.7. Ηλεκτρονικό Ταχυδρομείο (οποιοδήποτε)				
3.8. Skype				
3.9. WhatsApp				
3.10. Viber				
3.11. Άλλο (παρακαλώ διευκρινίστε):				
3.12. Άλλο (παρακαλώ διευκρινίστε):				
3.13. Άλλο (παρακαλώ διευκρινίστε):				

4. Ποιες από τις πιο κάτω επιλογές χρησιμοποιείτε για να βρείτε δουλειά:	Σημειώστε (x)
4.1. Εθνικό, περιφερειακό ή τοπικό γραφείο ευρέσεως εργασίας	
4.2. Διαφημίσεις στις εφημερίδες	
4.3. Ιδιωτικές εταιρείες εξεύρεσης προσωπικού	
4.4. Ιδιωτικές σχέσεις (οικογένεια, φίλοι, συνάδελφοι)	
4.5. Διαδίκτυο, Πλατφόρμες κοινωνικής δικτύωσης	
4.6. Διαδίκτυο, Ιστοσελίδες αναζήτησης εργασίας	
4.7. Διαδίκτυο, Ιστοσελίδες των εταιρειών	

4.8. Κοινωνικές συγκεντρώσεις ομοτίμων, Σύλλογοι Εργασίας	
4.9. Άλλο (παρακαλώ διευκρινίστε):	
4.10. Άλλο (παρακαλώ διευκρινίστε):	
4.11. Άλλο (παρακαλώ διευκρινίστε ):	

5. Κατά πόσο συμφωνείτε ότι οι ανεπτυγμένες ψηφιακές δεξιότητες μπορούν να αυξήσουν την ανταγωνιστικότητά σας στην αγορά εργασίας και να σας βοηθήσουν να βρείτε δουλειά ή να πάτε σε μια καλύτερη δουλειά;	Διαφωνώ απόλυτα	Διαφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	Συμφωνώ	Συμφωνώ απόλυτα	
6. Σχόλια για την απάντηση (εάν υπάρχουν):						
7. Παρακαλώ σημειώστε ποιες από τις παρακάτω συγκεκριμένες ψηφιακές ικανότητες πιστεύετε ότι είναι απαραίτητες σε εσάς για να αυξήσετε τις δικές σας προοπτικές απασχολησιμότητας, και παρακαλώ όπως αξιολογήσετε τις δεξιότητές σας σε αυτές.	Σημειώστε (x) αν χρειάζεται	Παρακαλώ αξιολογήστε επίσης τις δεξιότητές σας σε αυτές τις ικανότητες				
		Καθόλου / Πολύ φτωχές	Μέτρια	Καλές	Ανεπτυγμένες	Δεν γνωρίζω
7.1. Να παίρνω πληροφορίες από δημόσιες αρχές/ιστοσελίδες υπηρεσιών						
7.2. Να χρησιμοποιώ μηχανές αναζήτησης πληροφοριών						
7.3. Να χρησιμοποιώ μηχανές αναζήτησης εργασίας						
7.4. Να βρίσκω πληροφορίες για αγαθά ή υπηρεσίες διαδικτυακά						
7.5. Τηλέφωνο/βιντεοκλήσεις μέσω του Διαδικτύου						

7.6. Να στέλνω/λαμβάνω ηλεκτρονικά μηνύματα						
7.7. Να δημιουργώ ΚΑΙ να διατηρώ προσωπικό προφίλ στα μέσα κοινωνικής δικτύωσης, συμμετέχοντας σε διαδικτυακή επικοινωνία						
7.8. Να χρησιμοποιώ υπηρεσίες κοινής χρήσης αρχείων στο διαδίκτυο						
7.9. Να χρησιμοποιώ ηλεκτρονικούς πόρους μάθησης						
7.10. Να χρησιμοποιώ την ηλεκτρονική τραπεζική						
7.11. Να προστατεύω τις ψηφιακές συσκευές						
7.12. Να λύνω τα τεχνολογικά προβλήματα εξερευνώντας τις ρυθμίσεις και τις επιλογές των προγραμμάτων ή των εργαλείων						
7.13. Να προστατεύω τα προσωπικά δεδομένα και την ιδιωτικότητα διαδικτυακά						
7.14. Να χρησιμοποιώ δημιουργικά τις ψηφιακές τεχνολογίες						
7.15. Άλλο (παρακαλώ διευκρινίστε):						

**8. Ποια είναι η γνώμη σας γενικά για τη χρήση ψηφιακών εργαλείων στην απασχόληση και την κοινωνική συμμετοχή;**

## II. Κοινωνικό-δημογραφικά ερωτήματα:

**9. Παρακαλώ γράψτε την ηλικία σας:**

**10. Παρακαλώ επιλέξτε τον αριθμό ετών της εργασιακής σας εμπειρίας:**

**11. Ψάχνετε για δουλειά αυτή τη στιγμή;**

Ναι

Όχι

12. Παρακολουθείτε αυτή τη στιγμή ή παρακολουθήσατε τους τελευταίους 12 μήνες κάποια σειρά μαθημάτων για να αυξήσετε τα προσόντα σας;	<u>Ναι</u>	<u>Όχι</u>
12.1. Εάν ναι, παρακαλώ διευκρινίστε τι είδους μάθηση ή σειρά μαθημάτων;		

13. Παρακαλώ επιλέξτε τα χαρακτηριστικά απασχόλησης που ταιριάζουν περισσότερο στην εργασιακή σας εμπειρία και στα προσόντα σας:	<u>Σημειώ</u>
	<u>στε (x)</u>
13.1. Οι δεξιότητες πληροφορικής <b>είναι απαραίτητες</b> για να κάνεις / βρεις τη δουλειά	
13.2. Οι δεξιότητες πληροφορικής <b>δεν είναι απαραίτητες</b> για να κάνεις / βρεις τη δουλειά	
13.3. Η ψηφιακή ικανότητα <b>είναι πλεονέκτημα</b> για να κάνεις / βρεις τη δουλειά	
13.4. Η ψηφιακή ικανότητα <b>δεν είναι πλεονέκτημα</b> για να κάνεις / βρεις τη δουλειά	
13.5. Η γνώση της χρήσης του διαδικτύου <b>είναι απαραίτητη</b> για να κάνεις / βρεις τη δουλειά	
13.6. Η γνώση της χρήσης του διαδικτύου <b>δεν είναι απαραίτητη</b> για να κάνεις / βρεις τη δουλειά	
13.7. Η γνώση της χρήσης των μέσων κοινωνικής δικτύωσης <b>είναι πλεονέκτημα</b> για να κάνεις / βρεις τη δουλειά	
13.8. Η γνώση της χρήσης των μέσων κοινωνικής δικτύωσης <b>δεν είναι πλεονέκτημα</b> για να κάνεις / βρεις τη δουλειά	
13.9. Άλλο (παρακαλώ διευκρινίστε):	

**Annex D: Template for written consent of e-mails to receive AgeLetters in Test Phase**



**Project n° : 2016-1-FR01-KA204-**

Στα πλαίσια του Ερευνητικού Έργου AgeFactor δηλώνω και επιβεβαιώνω ότι:

- Δίνω την άδεια μου να μοιράσω τη διεύθυνση ηλεκτρονικού ταχυδρομείου μου με το Project AgeFactor μόνο για να συμμετάσχω τις επόμενες οκτώ εβδομάδες και να μην χρησιμοποιηθεί για οποιονδήποτε άλλο σκοπό.
- Επιβεβαιώνω ότι δέχομαι να λαμβάνω στο e-mail μου οκτώ εβδομαδιαία ενημερωτικά δελτία στο πλαίσιο του έργου AgeFactor από τις 11 Σεπτεμβρίου 2018 μέχρι τις 1 Νοεμβρίου 2018.

**ΟΝΟΜΑΤΕΠΩΝΥΜΟΥΠΟΓΡΑΦΗ**

.....

**Annex E: Template for written consent of e-mails to receive AgeLetters in Launch Phase**



**Project n° : 2016-1-FR01-KA204-**

Στα πλαίσια του Ερευνητικού Έργου AgeFactor δηλώνω και επιβεβαιώνω ότι:

- Δίνω την άδεια μου να μοιράσω τη διεύθυνση ηλεκτρονικού ταχυδρομείου μου με το Project AgeFactor μόνο για να συμμετάσχω τις επόμενες οκτώ εβδομάδες και να μην χρησιμοποιηθεί για οποιονδήποτε άλλο σκοπό.
- Επιβεβαιώνω ότι δέχομαι να λαμβάνω στο e-mail μου οκτώ εβδομαδιαία ενημερωτικά δελτία στο πλαίσιο του έργου AgeFactor απο τις 18 Ιανουαρίου 2019 μέχρι τις 18 Μαρτίου 2019.

**Annex F: Confirmation from Head of Adult Education Centre in Limassol about four offline workshops**



**Επιβεβαίωση συνεργασίας μεταξύ CARDET και Επιμορφωτικών Κέντρων Λεμεσού – Διοργάνωση συναντήσεων στα πλαίσια του έργου AgeFactor**

Εγώ ο/η.....Ανδρέας Θεοδωράκης.....  
ως.....Διευθυντής Εκπαίδευσης Λεμεσού.....  
επιβεβαιώνω ότι στα πλαίσια του προγράμματος AgeFactor διεξήχθησαν τέσσερις ξεχωριστές συναντήσεις (16/01/19, 17/01/19, 23/01/19 και 24/01/19) με τους ακόλουθους δεκαοχτώ ενήλικες συμμετέχοντες:

1. Χλόη Χατζηγιαννά
2. Σωτήρης Παπαδόπουλος
3. Ινώ Παπακωνσταντίνου
4. Στέλλα Νεάρχου
5. Μαρία Κενεβέζου
6. Φειδίας Χατζηχαλαράμπος
7. Μαρούλα Χαραλάμπος
8. Μιχάλης Μαλτάς
9. Ιωάννα Φαφούρτη
10. Ελένη Στυλιανού
11. Σκέυη Δημοσθένους
12. Δέσποινα Κλεάνθους
13. Αλεξάνδρα Αναστασιάδη
14. Μάρκος Εγγλέζος
15. Λουκάς Αθανασίου
16. Λουκία Φασουλιώτου
17. Μαρία Μαρκουλίδου
18. Έυη Κούντουρου

Για τις συγκεκριμένες συναντήσεις δόθηκε μια εβδομάδα περιθώριο για τους συμμετέχοντες να αποφασίσουν αν επιθυμούσαν να συμμετέχουν στο πρόγραμμα.

Εξηγήθηκε και από εμένα αλλά και από την Λειτουργό του προγράμματος ότι η συμμετοχή θα ήταν απόλυτα εθελοντική και ότι όταν και εφόσον θέλαν να σταματήσουν την εγγραφή τους στο πρόγραμμα μπορούσαν να το κάνουν.

Στο τέλος των οχτώ εβδομάδων οι συμμετέχοντες έλαβαν Πιστοποιητικό Συμμετοχής στο πρόγραμμα (Overpass Certificate)

**ΥΠΟΓΡΑΦΗ**

.....Ανδρέας Θεοδωράκης.....

**ΗΜΕΡΟΜΗΝΙΑ**

.....22/5/19.....



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of the European Union

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[Project Number: 2016-1-FR01-KA204-024066]

Prepared by CARDET Author: Eliza Patouris 30<sup>th</sup> May 2019

## INTRODUCTION

This document represents the output of the activity IO 6 - A1: Evaluation of the experimentation It has been prepared CARDET based on template provided by Veneto Lavoro.

CARDET provides this final report (IO 6) of the initial and full -fledged experimentation activities in Cyprus.

### Part 1: General introduction: main objectives and quantitative analysis

The main objective of the AgeFactor Campaign is to support enterprises, especially SMEs, in the improvement of age/diversity management processes and encourage employers to integrate fair employment practices when managing mature workers and the company's diverse workforce.

In order to fulfil the general objective of the AgeFactor Campaign Delivery the following actions were taken. CARDET adopted a blended learning approach through the use of both e-learning (AgeFactor Compass and "online pills") with face-to-face training:

1. CARDET used the Online Compass to register a total of eight companies. In doing so these companies had full and free access to the materials 'Tips for Companies' and 'Age Diversity Management in the Workplace' (see *section 2 for more details*)
2. CARDET online "pills" are available on the AgeFactor youtube channel ([https://www.youtube.com/watch?v=qgri\\_nWypM4&t=10s](https://www.youtube.com/watch?v=qgri_nWypM4&t=10s)): This was a short, simple and appealing training speech that was circulated both via e-mail to companies but also on social media. The AgeFactor Ambassador for Cyprus was the key spokesperson who provided useful tips about age diversity management, the importance of amending recruitment policies and performance management.
3. CARDET engaged in "speed training" sessions with two of the companies that were registered on the AgeFactor Compass. CARDET carried out short face-to-face training sessions of 20 minutes each to individuals of the companies. These sessions were preceded by exposing them to the online pills and allowing them to have an initial quick idea about the purpose of the project and the training.
4. CARDET ensured to upload two success stories in relation to the AgeFactor Campaign which was made widespread via social networks and the online



platform. The success story had to do with the AgeFactor Ambassador whose video appeared as a link on the AgeFactor compass, as well as on the AgeFactor facebook page.

The AgeFactor Campaign was initially launched through a widespread announcement to forty companies in Cyprus (see Annex A). The three tools used were the 1) Online Compass 2) Online video pill and 3) Speed training sessions.

For the testing phase CARDET initially invited companies to register on the platform and so that they can use the tools we developed online. The companies invited were SMEs and operating in the field of Computers, Logistics, Transportation and Accounting. For the Launch phase companies were contacted through the use of telephone where an initial conversation was established with the HR Manager so as to verbally explain the purpose of the project and the Compass. Once this happened the HR Managers were guided to register on the AgeFactor Compass and have free access to the material available in Greek as well as in other EU languages. For the quantitative indicators of the AgeFactor Campaign please see Table 1.

Table 1: Figures representing AgeFactor Campaign implementation in Cyprus	
No. of companies reached out	40
No. of companies registered in Testing Phase	3
No. of companies registered in Launch Phase	8
No. of downloadable documents on AgeFactor Compass	24
No. of AgeFactor Ambassador for Companies	1
No. of 'online video pills'	1 (344 views)
No. of 20-minute speed training sessions	2
No. of written feedback forms of speed training sessions	2
No. of success stories for O3 uploaded on AgeFactor website and Facebook: <a href="https://agefactor.eu/en/news/271-hr-manager-agefactor-success-story-in-cyprus">https://agefactor.eu/en/news/271-hr-manager-agefactor-success-story-in-cyprus</a>	1

Part 2: Approaches, tools and resources

In Cyprus the AgeFactor Campaign was carried out using three main tools:

1. Our first tool was developed by uploading the materials for age diversity on the AgeFactor Compass.
2. Our second tool was the creation of an “online pill” which took place in partnership with an external stakeholder, Ms Elena Hadjiapanayi (an external stakeholder and PhD expert in age management) who also represented the AgeFactor Ambassador for Cyprus.
3. Our third tool was the establishment of speed training sessions with companies and received written feedback on their experience of AgeFactor and its impact on their work strategy.

As a start, an e-mail was sent out to forty companies in Cyprus. During the Testing Phase a total of three companies were registered while during the Launch Phase a total of nine companies were registered on the AgeFactor Compass.

Below are more details regarding the process and indicators of our three tools.

### **Tool 1: AgeFactor Compass**

The first section available on the AgeFactor Compass is the ‘Tips for Companies’ containing twelve documents in our national language (Greek):

- Developing a Strategy for Older workers
- Flexible Working arrangements
- Knowledge Transfer
- Learning and Development
- Mythbusting
- Performance Management
- Phased Retirement
- Recruitment
- Retraining\_Redeployment
- Successful Retention of over 50s
- Understand your business
- Wellbeing at work

The second section available on the AgeFactor Compass is the 'Managing Age Diversity Workforce' containing twelve documents in our national language (Greek):

- Demographic Changes
- Age Segregation and Age Discrimination
- Age Management in Companies
- Strategic Planning
- Working capacity
- Work Ability House Model
  
- Age Profiling
- Working Environment and Implementing Measures
- Analysing the Potential of the Individual
- The role of the Changing Labour market and the Changing nature of work
- Intergenerational Relations and cooperation
- Planning career development of Persons +50

## **Tool 2: 'Online video pill'**

To create the online video pill it was important to find an expert in the field of age management in Cyprus who would be able to carry out a short interview on the topic of age management. By the use of desk research an expert was identified and contacted for their participation in the AgeFactor project. The expert is Ms Elena Hadjipanayi who is a PhD Candidate in the field of age diversity management in the workplace and an HR Manager in a shipping company.

The video recording took place at the headquarters of the HR Manager (Bernard Schulte Ship Management in Limassol, Cyprus) on Friday 8<sup>th</sup> June 2018 at 15:00. The interview comprised of the following four questions:

- Please state your name and your field of expertise
- What is the importance of age diversity management in companies?
- What are the benefits for companies that have older workers +50?
- What two tips would you share with us to encourage companies to establish age diversity in their recruitment and practices?

The interview was video recorded and then sent to the CARDET Development Team to compile as a short 4-minute video. The video was then uploaded on the AgeFactor youtube

channel and until today has gathered 344 views  
([https://www.youtube.com/watch?v=qgri\\_nWypM4&t=203s](https://www.youtube.com/watch?v=qgri_nWypM4&t=203s)).

### **Tool 3: Speed Training sessions**

Two speed training sessions were carried out with two separate companies. CARDET contacted the companies that were registered on the platform and managed to book two speed training sessions with Afritool (17<sup>th</sup> May 2019) and Innovade Ltd (20<sup>th</sup> May 2019). The trainer engaged in a short training session that happened over the phone. The individuals trained were then asked to complete a short written feedback form (see Annex B) regarding the training and their experience of the AgeFactor Campaign. Below we include a brief descriptive analysis of the written feedback of these two companies after the speed training sessions.

#### ***Analysis of Speed Training session Feedback forms***

Two speed training sessions were conducted: one with Afritool Ltd which is an imports and exports trading company and another with Innovade Ltd which is a training and development company.

When asked if they plan on changing their HR programmes based on the training of the AgeFactor Campaign both companies gave positive responses. The representative from Afritool mentioned that the Tips and Strategies available on the AgeFactor Compass gave them a good idea of how to tackle their older age workforce:

*“We are more open to hiring older workers given that we will put in place more frequent training programmes for our older workers to make sure they are up to date with the new digital skills.*

*The representative from Innovade mentioned that:*

*“I find the AgeFactor campaign very useful and supportive for any HR program and has absolutely corresponded to the needs of Innovade. By watching some very useful videos on the Compass section (Like: YOUR Survival Guide To Working With 5 Generations) it helped us rethink that the management teams need to develop new and innovative techniques to cope with conflicting personalities. Innovade was formed in 2005 so our high-level managers are reaching an older age range. Through the some tips and suggestions of the AgeFactor compass we were able to have a better idea of how to tackle this older workforce.”*

The companies also both stated that they were going to make minor adjustments to their recruitment policy based on their experience of the AgeFactor Campaign. They stated that

they will be more open to hiring people who are older without the fear of them not being able to respond to the needs of the working environment.

In terms of other changes that they will establish in their organization as a result of the AgeFactor campaign Afritool mentioned that they will show the video with the AgeFactor Ambassador to their employees so that they become more aware about age diversity management. On the other hand Innovade stressed that they will focus on the team management and develop new strategies that promote respect and communication as evidenced through the AgeFactor project.

The speed training sessions had positive impact on the companies as both planned to deliver and transfer the knowledge to as many employees as possible so as to enhance age management practices across the departments.

### **Participants, operators and external stakeholders involved (ambassadors etc):**

The potential participants of the AgeFactor Campaign were forty (as evidenced by the e-mail<sup>1</sup> sent out to forty participants). The number of companies that registered on the platform are eight (see below in Image 1 the screenshot of the registered company users in Cyprus).

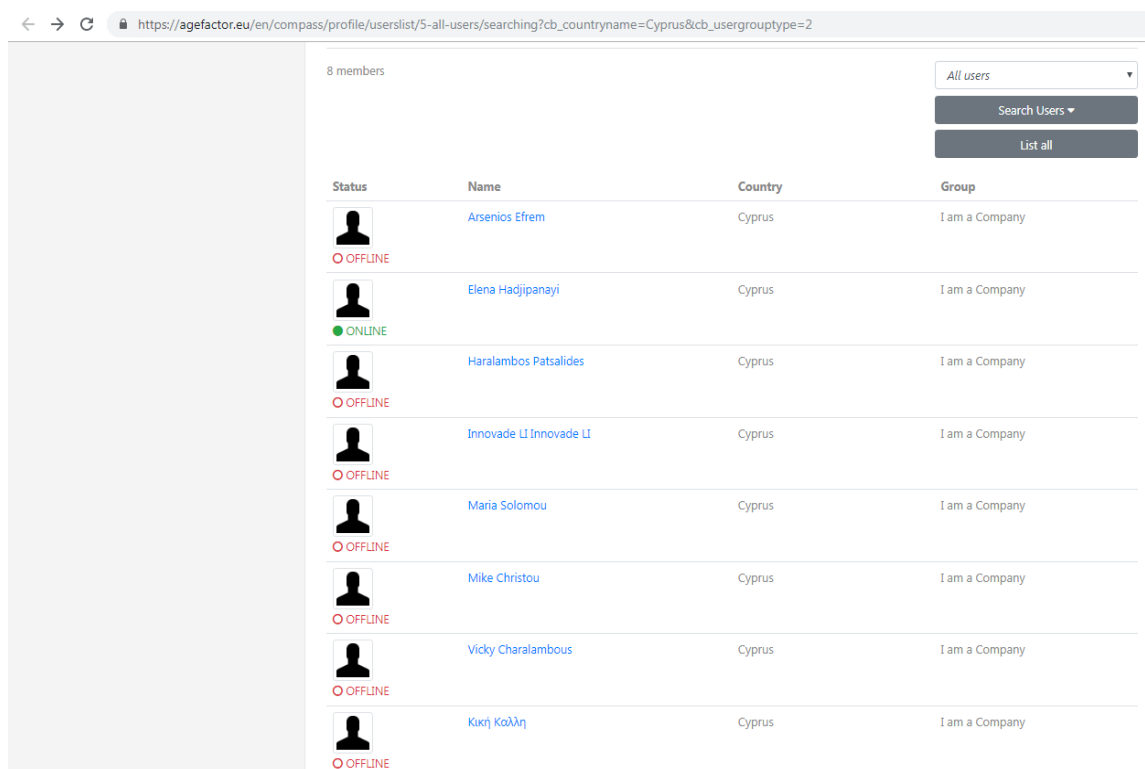


Image 1: Screenshot of company members registered on AgeFactor Compass

### Part 3: Main conclusions, replicability and transferability of the activities

Through the AgeFactor Campaign experience in Cyprus it became evident that large organisations show a readiness to lose skills of older workers due to a willingness to focus on employing younger employees who obviously lack practical experience. While employers may regard older employees as having more loyalty and reliability for the organisation, there still appears to be some in-built age discrimination which assumes that older workers have more health problems, are more resistant to change and less technology-focused, thus less trainable. However this is not the case for SMEs which tend to utilize ageing employees by re-training and retaining this skilled workforce. As found during the speed training sessions the small business representatives showed a great sense of willingness to create flexible work conditions, recognize the commitment of older workers and to want to adapt the workplace to meet the needs of older age employees.

A critical consideration would be to ensure that in the future such practices targeting age diversity management should engage and involve top-level managers of companies who have the capacity to shape company policies on a wider level.

Another point of consideration developed through the AgeFactor Campaign in Cyprus, is that companies that were willing to collaborate with external stakeholders on training for age diversity already had in place top management support, had identified their own organisational barriers and showed a willingness to eliminate these barriers. On a whole these companies had a much higher level of flexibility and appreciation of older workers' contribution.

The use of a short 'online-pill' developed in partnership with the AgeFactor Ambassador was an extremely useful tool to share with external and internal stakeholders. It was very valuable to deliver the message of age diversity management to companies using this short, concise and highly insightful interview.

1 Please note that the e-mails used to contact the companies were the 'public e-mails' that are available on the website of these companies. This was to ensure that GDPR guidelines are adhered to.

### *Future directions*

The AgeFactor Campaign could be replicated in several sectors of the corporate industry so as to accommodate for the needs of HR managers to learn and develop ways of managing age diversity. In Cyprus it seems that older unemployed people find it much more difficult to be hired and this could be mainly due to the misconception that companies hold towards this group of people. Through the speed training sessions it became apparent that

representatives of SMEs were positively impressed by the methods offered to combat ageism in the workplace.

The AgeFactor Campaign could be a start to creating company policies centred on age diversity management within which the focus could be placed not only on hiring but also retaining and re-training older workers. Creating further short, concise and insightful interviews (such as the 'online-pill' that was used and created by CARDET) could be a very valuable asset to include in 'on-the-job' trainings where middle-level managers and HR managers are given expert advice in managing age diversity.

## GENERAL CONCLUSIONS

The AgeFactor Campaign objective was to support enterprises, especially SMEs, in the improvement of age/diversity management processes and encourage employers to integrate fair employment practices when managing mature workers and the company's diverse workforce. CARDET adopted a blended learning approach through the use of both e-learning (AgeFactor Compass and "online pills") with face- to-face training.

Although in Cyprus large organisations show a readiness to lose skills of older workers due to a willingness to focus on employing younger employees who obviously lack practical experience SMEs tend to utilize ageing employees by re-training and retaining this skilled workforce. As found during the speed training sessions the small business representatives showed a great sense of willingness to create flexible work conditions, recognize the commitment of older workers and to want to adapt the workplace to meet the needs of older age employees.

The AgeFactor Campaign could be replicated in several sectors of the corporate industry so as to accommodate for the needs of HR managers to learn and develop ways of managing age diversity. The AgeFactor Campaign could be a start to creating company policies centred on age diversity management within which the focus could be placed not only on hiring but also retaining and re-training older workers.

Annex A: Evidence of Forty companies contacted for AgeFactor Campaigns

**List of 40 companies that were reached** *(please note that the emails provided are public and offered on the website of the companies)*

[info@a-one.com.cy](mailto:info@a-one.com.cy), [antonis@gearbyte.com](mailto:antonis@gearbyte.com), [support@slashopt.eu](mailto:support@slashopt.eu),  
[andis@acenetworks.com.cy](mailto:andis@acenetworks.com.cy), [stratos@aktina.com.cy](mailto:stratos@aktina.com.cy), [avgoustinos@neocleous.com](mailto:avgoustinos@neocleous.com),  
[sales@ardzan.com](mailto:sales@ardzan.com), [info@bdo.com.cy](mailto:info@bdo.com.cy), [info@amathusaegeas.com.cy](mailto:info@amathusaegeas.com.cy),  
[marketing@csmcy.com](mailto:marketing@csmcy.com), [safety-service@epscoy.com](mailto:safety-service@epscoy.com), [info@gapgroup.com](mailto:info@gapgroup.com),  
[info@interorient.com.cy](mailto:info@interorient.com.cy), [nfo@lavarshipping.com](mailto:nfo@lavarshipping.com), [info@marlow-navigation.com](mailto:info@marlow-navigation.com),  
[nakulml@spidernet.com.cy](mailto:nakulml@spidernet.com.cy), [shipping@solomonides.eu](mailto:shipping@solomonides.eu), [info@intercity-buses.com](mailto:info@intercity-buses.com),  
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[info@genesiscyprus.com](mailto:info@genesiscyprus.com), [info@psarashipping.com](mailto:info@psarashipping.com), [atlantic@atlantic.com.cy](mailto:atlantic@atlantic.com.cy),  
[cyprialife@cnpkyprus.com](mailto:cyprialife@cnpkyprus.com), [info@cgi.com.cy](mailto:info@cgi.com.cy), [info@eurolife.com.cy](mailto:info@eurolife.com.cy),  
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[info@primeinsurance.eu](mailto:info@primeinsurance.eu), [info@royalcrowninsurance.eu](mailto:info@royalcrowninsurance.eu), [p.tsiolis@insuranceideal.com.cy](mailto:p.tsiolis@insuranceideal.com.cy),  
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<[infor@bs-shipmanagement.com](mailto:infor@bs-shipmanagement.com)>, [info@premierguarantee.com.cy](mailto:info@premierguarantee.com.cy),  
[info@topquotes.com.cy](mailto:info@topquotes.com.cy), [Ymcjtrading@gmail.com](mailto:Ymcjtrading@gmail.com)>,  
<[afritool@cytanet.com.cy](mailto:afritool@cytanet.com.cy)> [westernunion@gapgroup.com](mailto:westernunion@gapgroup.com), [info@insuranceincyprus.com](mailto:info@insuranceincyprus.com),  
[info@phedonmichaelides.com](mailto:info@phedonmichaelides.com)



### Screenshot evidence

European Project AgeFactor for Companies  AgeFactor x

Eliza Patouris <eliza.patouris@cardet.org>

10 Oct 2018, 19:17 ☆ ↩ ⋮

to bcc: YMG-I bcc: Afritool bcc: info bcc: antonis bcc: support bcc: andis bcc: stratos bcc: avgoustinos bcc: sales bcc: info bcc: info bcc: marketing bcc: safety-service bcc: info bcc: info bcc: >

Dear Sir/Madam,

[CARDET](#) would like to introduce you to the [AgeFactor project](#). This is an EU- funded project with the aim of boosting adult career management and key competences for inclusion and employability through social media.

We would like to invite you to use our [AgeFactor Compass Platform](#), so that your company can freely download all materials we have on how to ensure *'Age Diversity within a company'* and *'Tips for Companies for better age performance management'*. The materials are available in many European languages including English and Greek.

As an introduction to the content we have on our platform, please see the [Greek Interview with Ms. Elena Hadjiapanayi](#), an HR Manager-expert on Age Diversity within companies. This video was developed for the [AgeFactor](#) project.

For more information please do not hesitate to contact us at: [eliza.patouris@cardet.org](mailto:eliza.patouris@cardet.org) (*AgeFactor* project manager)

Kind regards

333

European Project AgeFactor for Companies  AgeFactor x

Eliza Patouris <eliza.patouris@cardet.org>

10 Oct 2018, 19:17 ☆ ↶ ⋮

to bcc: YMCJ, bcc: Afritool, bcc: info, bcc: antonis, bcc: support, bcc: andis, bcc: stratos, bcc: avgoustinos, bcc: sales, bcc: info, bcc: info, bcc: marketing, bcc: safety-service, bcc: info, bcc: info, bcc:

Dear Sir/Madam

CARDET would like to introduce you to the AgeFactor project. This is an EU- funded social media.

We would like to invite you to use our [AgeFactor Compass Platform](#) so that your company can achieve 'Companies for better age performance management'. The materials are available

As an introduction to the content we have on our platform, please see the [Greek Intro](#) for the **AgeFactor** project.

For more information please do not hesitate to contact us at: [eliza.patouris@cardet.com](mailto:eliza.patouris@cardet.com)

Kind regards

...



info@intercity-buses.com,  
info@pafobuses.com,  
contact@park2fly.com.cy,  
info@parkandsavecyprus.com,  
info@cytransfers.com,  
info@transwajcy.com,  
logistics@gapgroup.com,  
info@genesiscyprus.com,  
info@psarashipping.com,  
atlantic@atlantic.com.cy,  
cyprialife@ncncyprus.com,  
info@cgi.com.cy,  
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insurance@gapgroup.com,  
general@gic.bankofcyprus.com,  
info@hydrainsurance.com.cy,  
info@primeinsurance.eu,  
info@royalcrownsurance.eu,  
p.tsilios@insuranceideal.com.cy,  
Mena Solomon <msolomou.caret@gmail.com>,  
"Elena Maniatiopoulou Hadjipanayi (CY-SMC)" <Elena.Maniatiopoulou@ds-  
shipmanagement.com>,  
info@premierguarantee.com.cy,  
info@products.pam.cy

## Annex B: Speed Training sessions: Feedback forms

Speed Training Session 1

**Company name:** Afritool Ltd

**Date of speed training session:** 17/05/2019

**Time:** 15:00-15:20

1. Do you plan to change your HR programmes based on the AgeFactor Campaign?  
If yes, please explain how:

*Yes, I found that the AgeFactor campaign corresponded to the needs of our company. We are an imports and exports company and so our middle-level managers are reaching an older age range. Through the Tips and the Strategies suggested we were able to have a better idea of how to tackle this older workforce.*

*An example is that now we are more open to hiring older workers given that we will put in place more frequent training programmes for our older workers to make sure they are up to date with the new digital skills.*

2. Will your recruitment policy change based on the AgeFactor Campaign? If yes, please explain how:

*Yes, we will just be more open to hiring people who are older without the fear of them not being able to respond to the needs of the working environment.*

3. What other changes will you establish in your organization as a result of the AgeFactor campaign?

*We will show the video to our middle-level managers so that they have a better idea about age diversity management. The more people are aware of this, the better.*

4. Will you conduct any training in relation to age management after your experience with the AgeFactor Campaign?

*We haven't conducted training as such but we can coordinate several short training using the video as a very good summary of the AgeFactor message.*

## Speed Training session Feedback form 2

**Company name:** Innovade LI Ltd

**Date of speed training session:** 27/05/2019

**Time:** 15:00-15:20

1. Do you plan to change your HR programmes based on the AgeFactor Campaign?  
If yes, please explain how:

*Yes, I find the AgeFactor campaign very useful and supportive for any HR program and has absolutely corresponded to the needs of Innovade. By watching some very useful videos on the Compass section (Like: YOUR Survival Guide To Working With 5 Generations) it helped us rethink that the management teams need to develop new and innovative techniques to cope with conflicting personalities. Innovade was formed in 2005 so our high-level managers are reaching an older age range. Through the some tips and suggestions of the AgeFactor compass we were able to have a better idea of how to tackle this older workforce.*

2. Will your recruitment policy change based on the AgeFactor Campaign? If yes, please explain how:

*Yes, we will just be more open to hiring people who are older without the fear of them not being able to respond to the needs of the working environment. An example is that now we are more open in hiring middle aged employees after organizing more frequent training programs for digital skills.*

3. What other changes will you establish in your organization as a result of the AgeFactor campaign?

*We will focus on the management teams of our organization and develop new, innovative techniques in order to cope with conflicting personalities. According to the Agefactor compass, it is all about encouraging respect and communication at every level.*

4. Will you conduct any training in relation to age management after your experience with the AgeFactor Campaign?

*Of course, we can design and implement several short training within Innovade, using the videos and material of AgeFactor. It is important that we deliver this training to as many employees as we can so they can see it and enhance their age management practices across the departments.*



## FINAL REPORT ON THE INITIAL AND FULL-FLEDGED EXPERIMENTATION IN ITALY

Prepared by Patrizia Loiola, Giorgio Loiola

Part 1: General introduction: main objectives and quantitative analysis

### Participants

Forcoop Cora Venezia focused on two target groups:

- People
- Companies

Altogether, 36 participants took place in the experimentation:

- 9 unemployed (with disability ex L.68) seniors 50+ (3 F and 6 M) light exp. (14/06-13/07 -2018)
- No companies involved in this phase.
- 29 participants in “heavy” version
  - 6 participants unemployed (23 July 2018 – 30 August 2018);
  - 6 participants unemployed (April-May 2019 City of Caorle);
  - 17 participants (17-21 June 2019)

- 8 companies involved in this phase:
  - De Rigo Vision Spa Longarone (BL)
  - OSRAM SPA, Treviso
  - OSRAM CONTINENTAL SRL, Treviso
  - IDEA Cooperativa Sociale, Treviso
  - Studio DAFE, San Donà di Piave
  - Fashion Box, Montebelluna (TV)
  - CISL Treviso
  - CISL Belluno

We used texts and exercises from AgeLetters, and included videos, links, articles which were related to the Cyprus context. We used mail chimp to send out the training materials to the 50+ persons. We also provided frontal lessons using the same materials. Some materials and exercises were modified to suit local needs and published in Age Factor Newsletter.

The topics were mostly the ones agreed by the partners during first couple of months of the project, because of the feedback that we received from the participants, after the light experimentation we added a topic related to role of social networks and job search.

Because we encountered issues with our internal testing of the COMPASS platform, we used a Mailchimp messages in order to personalize the mailings according to the characteristics of the participants. We also had to adapt some parts of the programme, because the group of experimentation beneficiaries were diversified:

1) The 6 participants unemployed (23 July 2018 – 30 August 2018) in San Dona' di Piave had very low knowledge of general use of digital tools. The experimental group came from an ESF Project financed by the Veneto Region and had participated in a basic computer training. The Age Factor process has allowed us to strengthen these basic skills and work on the development of digital skills of active citizenship, with job-seeking as the main objective: all the participants were unemployed. In addition, some Over45 people have also been included. The peculiarity of this experimental group was that, apart from one person, all the participants belong to the disadvantaged categories of physical disability.

All participants developed the same path: The participants had at their disposal a "Computer gym" equipped with laptops, one for each, supported by a tutor they could contact in case of need. The 8 newsletters translated into Italian were sent to each participant via email. All the exercises used were available in Italian.

2) The 6 participants unemployed (April-May 2019), gathered in the programme in connection with the City of Caorle, had a low to average knowledge of digital skills and had also participated in a computer training. It was easier to implement and follow the Agefactor

process with them, because their capability to access and use the texts and exercises from AgeLetters, and included videos, links, articles was higher. All the process was faster than with the other group. Also for this group the participants had at their disposal a laptop, one for each, supported by a tutor they could contact in case of need, but for the majority of them they almost didn't need it. The 8 newsletters translated into Italian were sent to each participant via email and all the exercises were developed by the participants themselves.

3) The 17 participants of the 3rd group (17-21 June 2019) had a diversified level of knowledge of digital skills and the main part of the process has been developed in presence of the tutor. Also here the participants had at their disposal a "Computer gym" equipped with laptops, but some of them had a too low level of digital ability and they needed a constant support by the tutor. This is why some of them have successfully completed their 8 skill program, but others have not completed the process due to lack of time (given the slowness in accessing the content and performing the exercises).

## **Companies**

8 companies were involved in the project. The companies were contacted directly on an individual basis between August and September 2018 on the occasion of the release of a Call for the presentation of company education projects funded by the European Social Fund. Each was presented with the Age Factor project, with the methodology used and the resulting advantages with specific reference to the Over50. Some companies have expressed an interest in starting such paths for their employees. An information seminar was held with the CISL (Italian Trade Union Confederation Workers) of Belluno and Treviso for union representatives of the Treviso and Belluno provincial territory.

Following these meetings Forcoop Cora Venezia, which is an organization accredited with the Veneto Region as VET Center, has presented two projects that have been approved by the DGR. 1311 of 09/10/18 - Protagonists of change.

A single-company project for DE RIGO VISION SPA "We share the smart vision" which involves 90 workers in Digital Skills development paths according to the Age Factor methodology.

A multi-company project that involves companies "OSRAM SPA, Treviso" and "OSRAM CONTINENTAL SRL, Treviso", where training actions were implemented for company personnel according to the Age Factor methodology aimed in particular at female employees, including many over 50, from the production sector.

Part 2: Approaches, tools and resources

## **Persons 50+**

Each of experimentation phases, mentioned on Part 1, took part mostly in the “Computer Gym” where participants were present. The online part of the experimentation was complemented with 8 group meetings, one for each newsletters. Participants were also able to contact a tutor for being helped. The programme consisted of 8 general topics:

1. Digital Identity (digital identity, personal brand);
2. Digital Tools (screen time, influence of digital technologies on family life);
3. Digital Security and Privacy (security, privacy, safe browsing, anonymous browsing);
4. Digital Emotional Intelligence (emotional intelligence, empathy);
5. Digital Communication (online communication, online sharing of documents);
6. Digital Literacy (digital literacy, web certificates);
7. Digital Rights (digital rights, intellectual property);
8. Digital Employability Social Networks and Employment (Facebook, LinkedIn, personal web page).

We carried out the entry level test, Regarding evaluation of the programme, we used a standard questionnaire that we usually have for our training programmes and gives us feedback regarding their satisfaction with the course itself, materials, trainers, usefulness etc.

Part 3: Main conclusions, replicability and transferability of the activities (

The path developed in OSRAM was significant because it opened the doors to a subsequent activity that will involve almost 100 employees from the OSRAM Spa and OSRAM CONTINENTAL companies.

The path agreed with the company took place in four meetings, involving a group of employees of the company OSRAM SPA and of the company OSRAM CONTINENTAL. The group, composed mainly of women between the ages of 45 and 55, was led into an experience of approaching the digital world.

Each participant had a single workstation with PCs connected to the internet.

Starting from the knowledge of their digital identity, learning to use the basic tools of navigation, they have discovered the potential of digital evolution and the risks and benefits it brings. During the 4 meetings the 8 newsletters that the participants received directly at the e-mail address and with which they can continue to carry out the dedicated exercises were presented.

The involvement of the participants was very good, as was the desire to learn the tools and put them into action immediately. They perceive that they are subject to an epochal change



and the will to become autonomous in the management of new technologies and communication tools is very present.

Someone has expressed the need to deepen the argument starting from the basics of PC functions. In the course the knowledge of the bases is often taken for granted, while for the participants there was sometimes the difficulty of using tools such as the keyboard and mouse.

The levels of the participants were certainly not heterogeneous but this did not create particular difficulties as the collaboration between them was easier and spontaneous.

The participants showed a particular interest in other training experiences proposed by the company, perhaps even related to their roles and tasks within it.

The interest on training and the topics covered was then highlighted by the many requests and questions that were asked during the lessons.

The speeches of Mr. Maschio and Mr. Zorzi, representing the company, were very much appreciated, as they helped perceive how the training opportunity was not a formality, but had an objective within a much wider project of consideration and attention to the employees.

At the end of the course assessment questionnaires were given.



## FINAL REPORT ON THE INITIAL AND FULL-FLEDGED EXPERIMENTATION IN NORTHERN IRELAND (UK)

Prepared by NEWRY, MOURNE & DOWN DISTRICT COUNCIL

### **PART 1: GENERAL INTRODUCTION: MAIN OBJECTIVES AND QUANTITATIVE ANALYSIS**

The baseline analysis in Newry, Mourne and Down District Council carried out in 2017 made the following recommendations:

1. Older people should be supported and encouraged to get online, but those who cannot or do not want to do so should continue to be able to access services and support in a way that suits them.
2. There is a lack of adequate and sufficient uptake of online resources both by providers of services/employers and employees.
3. Older people tend to use digital media only as a social platform and not for business/employment purposes.
4. Social media could be used as a platform where older people could share their experience with young people.
5. Age-friendly design can help to increase uptake of digital technology. The most common reason that people give for not being on line is that they are not interested in the internet. However there are also other barriers such as costs, and a lack of knowledge and confidence and technophobia.

6. Digital technology offers tremendous opportunities for older people; from practical help (e.g. online shopping, promotion of their services) through to improving the ability to stay connected (e.g. using social media and Skype).
7. Many companies, especially those within the public sector, are structurally limited and rigid in the use of the internet and social media – employees have limited or no access to digital platforms.
8. Larger companies could have a panel /database of young people they could call on in order to utilise their digital skills. This system would benefit both older employees who would get the experience of using the apps from the experts, and young people, who in turn would get the experience of working in a corporate setting.

The Age factor project intervention in Newry, Mourne and Down focused on the following activities:

- Online questionnaires - The survey was distributed both online through Survey Monkey and in hard copies with a total of 89 responses received.
- The focus group which consisted of: Adult education provider, social media expert, Adult learner 50+, companies.
- Age factor Newsletters adopted to local needs and distributed to 10 participants in light experimentation and further 30 in heavy experimentation. Participants were recruited through the Newry, Mourne and Down Older People Forum.
- Group workshops – 2 groups workshops were held
- One-to-one tutorials with participants
- 12 companies involved in short trainings sessions on age diversity

## PART 2: APPROACHES, TOOLS AND RESOURCES

The following were used as part of the Age factor experience:

### The AGEFACTOR Campaign delivery model:

4. Training sessions - short training sessions were delivered to small groups. The sessions were delivered by Newry and Mourne Enterprise Agency who acted as Ambassadors for the project.

### The AGEFACTOR Booster delivery model:

Online and offline training activities focused on the 8 digital skills:

1. Age Letters were used and distributed by e-mail. Each Age letter focused on one of the 8 digital skills and included easy-to-follow materials adopted for the local needs. The biggest challenge is the adaptation of the Newletters to our target group. All videos and links have to be replaced with material in English suitable for the target group.
2. Group sessions and one-to-one meetings with participants complemented the online learning.

Evaluation methods:

## CAMPAIGN

Participants feedback was gathered through short questionnaires which evaluated the reaction, learning, behaviour and results. The following questions were asked:

1. How do you evaluate the quality of the venue and of the organisation of the training?
2. How do you evaluate the tools and content of training?
3. Will you use the knowledge that you acquired during the training? And how?

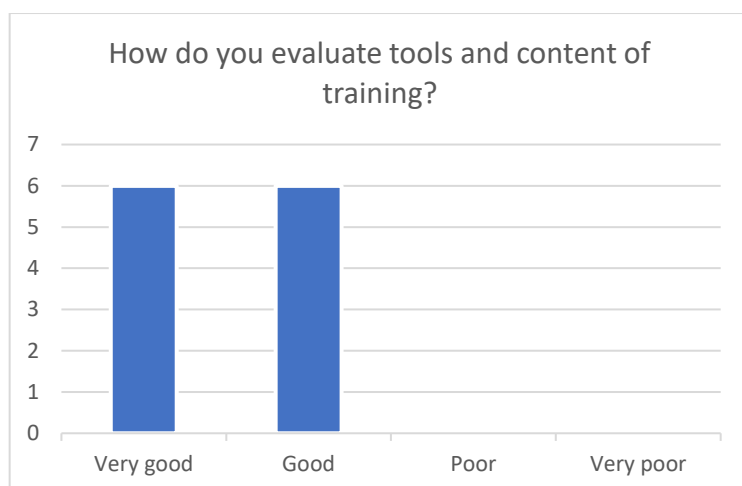
The following graphs illustrate the responses received:

1. How do you evaluate the quality of the venue and of the organisation of the training?

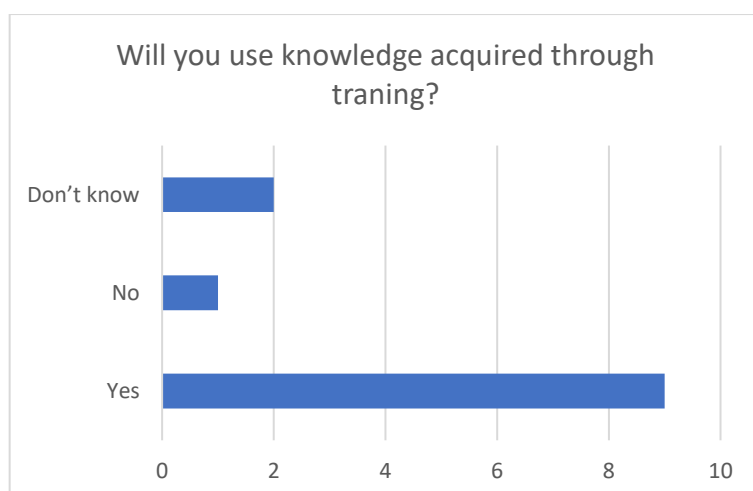


Further questions were asked in relation to learning environment, the equipment, materials, location and support. The feedback received was very positive.

2. How do you evaluate the tools and content of training?



3. Will you use the knowledge that you acquired during the training? And how?



The following responses were received when asked how the participants would use the knowledge:

- We are a small company however we will make sure that our recruitment policy is age-friendly
- We will try to apply the guidelines in practice
- We will keep monitoring our recruitment practice to ensure that older workers are not excluded
- We will make a better use of social media in recruitment
- We will adjust our practice to make sure our company is age-friendly

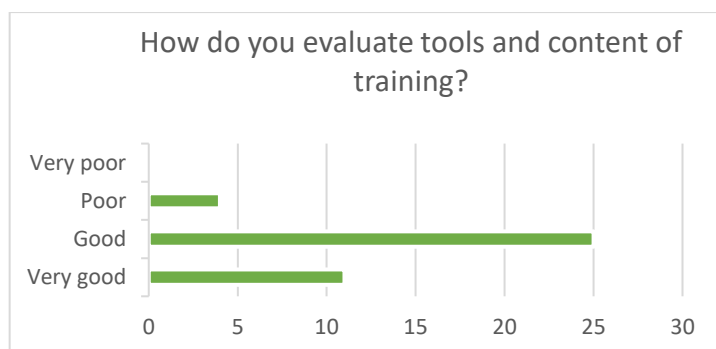
## BOOSTER

Participants feedback was gathered during group reflection sessions to evaluate the reaction, learning, behaviour and results. The following questions were asked during the session:

1. How do you evaluate the tools and content of training?
2. How do you evaluate the quality of the venue and of the organization of the group sessions?
3. Has the training increased your digital skills?
4. Will you use the skills that you acquired during the training? And how?

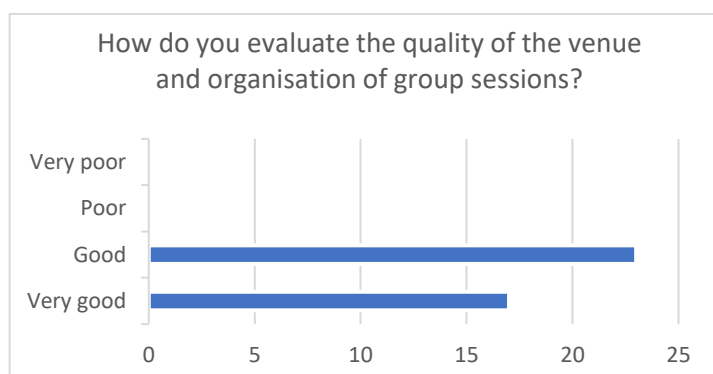
The following graphs illustrate the responses received:

1. How do you evaluate the tools and content of training?



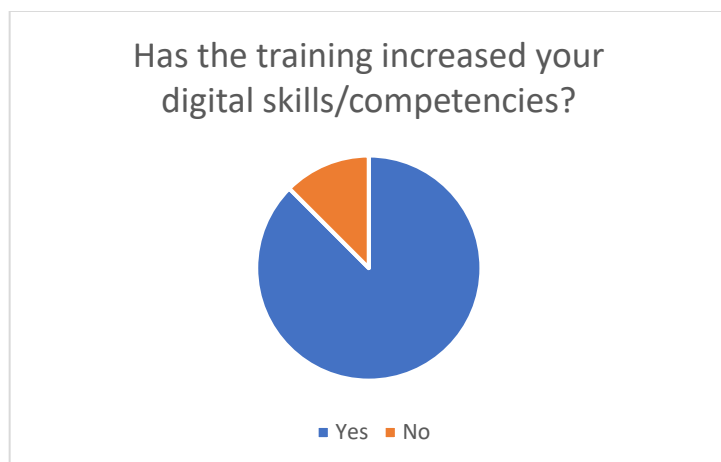
Further questions were asked in relation to the overall structure of the training, the aims and objectives, content of Newsletters and activities used during group sessions. Most of the participants found the Newsletters easy to follow and informative. A small number commented the materials were too difficult for their group age.

2. How do you evaluate the quality of the venue and of group sessions?



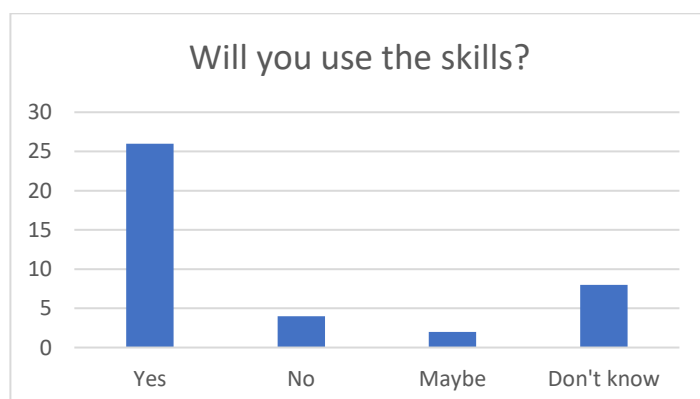
Further questions were asked in relation to learning environment, the equipment, materials, location and support. The feedback received was very positive.

### 3. Has the training increased your digital skills/competencies?



Most of the participants said that the training had increased their knowledge of the 8 digital skills. A small number – the same people that found the materials too hard – admitted they have not learnt much from the training. This was due to their age and not being interested in the internet.

### 4. Will you use the skills that you acquired during the training? And how?



Most of the participants were confident they would use the skills they acquired during the training, some were not sure or did not know. The following responses were received when asked how they would use the skills:

- Social networking
- Promoting of own business/services
- Finding a job/adding to CV
- Connecting with friends and family
- Keeping in touch with the network created through the project
- Online shopping

## **PART 3: MAIN CONCLUSIONS, REPLICABILITY AND TRANSFERABILITY OF THE ACTIVITIES**

### **General findings:**

1. The project supported and encouraged older people to get online, but they were some participants that did not want to use the internet and were more confident to access services and support in a way that suits them.
2. The design of the materials was user-friendly, and it helped participants to increase uptake of digital technology, increase their knowledge of digital skills and confidence in using them, as well as overcome technophobia.
3. It was confirmed that digital technology offers tremendous opportunities for older people, from practical help (e.g. online shopping, promotion of their services) through to improving the ability to stay connected (e.g. using social media and Skype).
4. The methods and tools should be integrated into general provision of digital training and cooperation with further education organisations, such as Southern Regional College, should be fostered.
5. The training should be further promoted through the existing networks, such as the Age-Friendly Forum and U3A (University of Third Age).
6. Generally, the companies involved found the training very useful in improving age-friendly policies and practices.
7. Further work with companies in terms of managing diverse workforce is required. This can be done through the Chamber of Commerce and other similar organisations.

### **What is working in our context?**

The collaboration of Newry, Mourne and Down District Council with other organisations and networks was a key success to the project. The technical support for the project was provided by Newry and Mourne Enterprise Agency whose primary objective is to provide employment and services to local businesses.

The participants were recruited mainly through the Newry, Mourne and Down Older People Forum which consists of people aged 50+ who represent the District geographically.



The added value of the Age-Factor Project was its direct contribution to the aims of the Age-Friendly Strategic Alliance, which are:

- 1) will increase the participation of older people in the social, cultural and economic life of the community,
- 2) To improve the health and wellbeing and quality of life of older adults in the district,
- 3) Show how services and supports for older people can be made more responsive, caring, professional and accessible through imaginative and cost effective partnerships
- 4) To advise other areas in demonstrating the processes and benefits involved in the development and promotion of age friendliness.

### **What is not working in our context?**

Many companies, especially those within the public sector, are structurally limited and rigid in the use of the internet and social media – employees have limited or no access to digital platforms.

Recruitment is mainly carried out through traditional channels rather than social media which may have slightly decreased the impact of the project.

## **CONCLUSIONS**

The Age-Factor project has had a positive impact in our District and contributed to the achievement of the following results:

- Reduce potential of bad social/digital reputation,
- Prevent and reduce possibilities to misuse social media and other digital tools,
- Increase marketable skills,
- Increase the ability of presenting oneself more efficiently through social media,
- Enhance employability with improved skills,

Increase the awareness of age-friendly practices in recruitment and employment.



## FINAL REPORT ON THE INITIAL AND FULL-FLEDGED EXPERIMENTATION IN LATVIA

Prepared by the University of Latvia

## INTRODUCTION

This document represents the output of the activity IO 6 – A1: “Evaluation of the Experimentation”. It has been elaborated by the University of Latvia based on the guidelines IO 5: “Design of the testing and evaluation plan” provided by the Veneto Lavoro. This report presents the results of Light and Heavy Experimentations where the AgeFactor (AF) Booster and AF Campaign were launched and AF Compass was tested.

The main aim of the experimentation is to test and launch learning method BOOSTER for adult learners 50+ (job seekers) and guidelines for representatives of SMEs on management of diverse workforce policy CAMPAIGNS). Thereof, each chapter (part) of the report is divided into evaluation of two target audiences: Adult learners 50+ (Job seeker) and Companies (SMEs).

*The general objective of **AgeFactor BOOSTER** is to boost adult career management and key competences for inclusion and **employability** through social media*

*Whereas, the objective of **AgeFactor CAMPAIGNS** is to support enterprises, especially SMEs, in the improvement of age/diversity management processes and encourage employers to integrate fair employment practices when managing mature workers and the company's diverse workforce.*

## Part 1: General introduction: main objectives and quantitative analysis

The first phase of the Experimentation was launched between November 2018 and April 2019, whereas second phase has started on April 2019 and was completed at the end of June. Altogether, 40 adult learners and 12 companies participated in the both Experimentation phases, out of them 34 adult learners (job-seekers) and 7 companies have registered in the AgeFactor COMPASS platform.

### Adult learners 50+

For the implementation of AgeFactor (AF) BOOSTER the previously agreed topics with project partners were used. After the testing phase of BOOSTER (Light Experimentation), additional topics related to adult learners' interest were added to the learning offline and online materials (mainly about social media and security/safety issues).

The four tools were used to implement BOOSTER: 1) Online platform COMPASS, 2) AgeLetters that were sent via Mailchimp service, 3) "speed training" sessions (to evaluate the skills of potential participants, their motivation and to help with registration process) and 4) example of success story (video with our Ambassador 50+). More information about tools and topics is provided in the Part 2 of the report.

Totally 10 persons participated in the testing phase and 1 person was withdrawn due to the lack of sufficient digital skills to use the BOOSTER method. A few persons didn't have their own e-mail addresses, thereof AF team in Latvia (University of Latvia) has conducted a short tet-a-tet "speed training" sessions to demonstrate the basic functions of e-mails and to help with registration. Participants of the testing phase were mainly invited from the local network.

The implementation of Light Experimentation has shown that e-mail with registration link of Compass platform and e-mail with learning materials (AgeLetters) in the most cases "appeared" in the spam folder. Thereof, it was developed a step-by-step [registration instruction](#) that were successfully used during the Heavy Experimentation (in "speed training" sessions and invitation e-mails). Also, we have discovered that there is no much information about some digital topics in Latvian language, thereof it was decided to elaborate two videos related to the digital identity and to the security/safety issues (see Table 1).

In order to select and involve participants on time, we have started recruitment process for the Heavy Experimentation in parallel with the LE phase. We have made phone calls and sent invitation e-mails to various organisations – Social Integration State Agency, national and regional non-profit senior organisations as well as to relevant persons from our network. (No. of reached persons: approx. 100).

Also, a practical workshop to demonstrate the practical use of BOOSTER method and COMPASS platform was organised during the AF Multipliers Event in the Social Integration State Agency (on 15 May 2019). After the session participants were invited to register at the platform (those who were interested).

<b>Table 1. Indicators of AgeFactor Experimentation in Latvia (adult learners 50+)</b>	
No of participants in the <b>Testing Phase</b>	<b>10</b>
No of participants in the <b>Launch Phase</b>	<b>30</b>
No of success stories for 50+	<b>1</b>
No of videos with Ambassador 50+: <a href="https://youtu.be/liOo2knYpT4">https://youtu.be/liOo2knYpT4</a>	<b>1</b>
No of videos for 50+ as a learning material in Latvian: Digital identity <a href="https://www.youtube.com/watch?v=l0BZ-U3tZXo&amp;t=67s">https://www.youtube.com/watch?v=l0BZ-U3tZXo&amp;t=67s</a> Digital security <a href="https://www.youtube.com/watch?v=yb5Td3PsstY&amp;t=28s">https://www.youtube.com/watch?v=yb5Td3PsstY&amp;t=28s</a>	<b>2</b>
Total No of participants (Job Seekers) registered at the COMPASS	<b>34</b>
No of tet-a-tet “speed training sessions”	<b>10</b>
No of group workshops (within the Multipliers event)	<b>1</b>

## All users

34 members

All users

List all

## Search criteria

Country

Latvia

I am a

☐ No preference ☒ Job Seeker ☐ Company

find users

cancel

## Companies

For the implementation of CAMPAIGN were used the following tools: 1) “speed training” sessions (to understand the needs of the companies when employing elder persons and to discuss the specific interests of companies related to the management of age diverse workforce), 2) online platform COMPASS, 3) video with Ambassador representing metalworking company in Latvia. More detailed information about tools and topics is provided in the Part 2 of the report.

The AgeFactor (AF) CAMPAIGN were launched by involving companies from the local network. The potentially interested companies were contacted throughout whole duration of

the programme via phone calls and, in case of interest, meeting was arranged at the premises of company or at our premises. Those companies which didn't have possibility for meeting were invited to register at the COMPASS to enjoy AF benefits.

Main sectors that companies represented were metalworking industry, construction industry, clothes manufacturer, retailers, car repairment and maintenance service, consulting agencies as well as non-profit agencies that are interested on the management of age diverse workforce.

Work with companies was mostly based on the discussion of research results (Output 1) as well as needs

/problems of companies, where the main topics were related to the lack of the skilled workforce, possibility to involve elderly persons to their companies/organisations (recruitment procedure), evaluation of business profile in relation to involvement of elderly persons, possible adaptation at the working environment of company, and, finally what kind of digital skills they need to possess to work in the company. AF team in Latvia has also provided some tips and recommendations for the age diverse personal management.

<b>Table 2. Indicators of AgeFactor Experimentation in Latvia (companies)</b>	
No of reached companies	<b>30</b>
No of companies registered at the AF COMPASS	<b>7</b>
No of companies participated in the Testing Phase	<b>3</b>
No of companies participated in the Launch Phase	<b>9</b>
No of available materials on the AF COMPASS	<b>24</b>
No of videos with Ambassador (representative of company): <a href="https://youtu.be/7_lb7fW4a88">https://youtu.be/7_lb7fW4a88</a> ; <a href="https://youtu.be/cr0FEtHlkxc">https://youtu.be/cr0FEtHlkxc</a>	<b>1</b>
No of success story uploaded on AF website:	<b>1</b>
No of "speed training" sessions/meeting (individual or small groups)"	<b>10</b>

### All users

8 members

All users

List all

### Search criteria

Country

Latvia

I am a

☐ No preference ☐ Job Seeker ☒ Company

find users

cancel

## Part 2: Approaches, tools and resources

### Adult learners 50+

For the implementation of AF Experimentation (BOOSTER for adult learners) in Latvia four main tools were used:

1. University of Latvia has prepared and provided learning materials for adult learners 50+ in Latvian language. 10 files related to the agreed 8 topics of digital competencies were uploaded on the AF **COMPASS platform** (containing the internet resources, articles, publications, videos and test on the 8 topics of digital competencies).
2. University of Latvia conducted individual and small group “**speed training**” meetings to present the AF project idea and its learning method, to evaluate participants and to help adult learners 50+ with registration process at the COMPASS platform or to solve other technical issues, if they were willing to participate.
3. University of Latvia, based on the English template of Veneto Lavoro, elaborated 8 newsletter (**AgeLetters**) in Latvian language and distributed them via Mailchimp service.
4. University of Latvia has described **a success story with adult learner 50+ (80-year-old doctor Badikova)** that was uploaded at the online platform and AgeLetter as well as it was popularised at the speed training sessions and local multipliers event:  
<https://agefactor.eu/en/news/275-agefactor-success-story-in-riga-latvia-2>;
5. University of Latvia has created an **online “pill” (video) with a short speech of Ambassador** representing adult learners 50+ (*the same doctor Badikova*) in order to demonstrate the positive experience with AgeFactor and to encourage others to participate in the Booster learning activities. Video was circulated via AF and our own YouTube channel and AgeLetter. **Video:** <https://www.youtube.com/watch?v=liOo2knYpT4>;

### AF COMPASS Platform

For adult learners (job-seekers), at the online platform COMPASS were uploaded materials in Latvian language containing information about agreed digital topics:

1. Digital Identity (digital identity, personal brand, social networks and employment);
2. Digital Tools (screen time, influence of digital technologies on family life);
3. Digital Security
4. Digital Privacy (security, privacy, safe surfing, anonymous browsing);
5. Digital Emotional Intelligence (emotional intelligence, empathy);
6. Digital Communication (online communication, online sharing of documents);
7. Digital Literacy (digital literacy, web certificates);
8. Digital Rights (digital rights, intellectual property);

### **“Speed training” sessions (meeting)**

As mentioned in the Part 1 of the report, tet-a-tet meetings were organised upon request of adult learners to evaluate their digital skills, to help them with registration process at the COMPASS platform, and to answers the questions of their specific interests (e.g. some of participants asked questions about usage of communication channels such as *Whatsapp* or *Skype*, functionalities of e-mail *Inbox.lv*, settings in the social networks and others). In total 10 individual or small group “speed training” meetings were arranged. Most of the sessions were requested during the testing phase. In order to monitor the implementation process of the experimentation, participants time to time were contacted by phone calls/ e-mails and asked if they need any help.

### **AgeLetters (AgeZiņas)**

In order to ensure individual learning possibilities for adult learners, 1 introductory and 8 AgeLetters (in the form of newsletters) and were sent out using the Mailchimp service. AgeLetters containing learning materials were sent out in three sets – 1 testing phase (10 adult learners) and 2 launch phases (18 and 12 (see screenshots in the Annex). The table below represents the detailed information on the topics covered during the Heavy Experimentation Phase (see Table 3). Content of each AgeLetter were improved and adjusted after the testing phase (Light Experimentation) (see attached Annex 3f with Latvian AgeLetters).

<b>Table 3. AgeFactor Newsletters– AgeLetters of the Heavy Experimentation</b>	
<b>Topic</b>	<b>Content</b>
AgeZiņa#0 – Laipni lūdzam projektā #AgeFactor!	Introductory newsletter about project and its learning opportunities, explanation about the implementation of learning.



<p>AgeZīņa#1 – Digitālā identitāte (Digital Identity)</p>	<p>Latvian content: translated from English version of AgeLetter and supplemented by additional information.</p> <p>Subtopics covered: digital identity, digital business card, personal branding, social networks and personal professional growth (including LinkedIn).</p> <p>Videos/Links covers such topics: instructions on the registration in various social networks, tips (practical recommendations) on the development of social network profile and content (including eCV for employment opportunities), digital identity.</p> <p>Some materials were developed by the University of Latvia: <a href="#">Video about digital identity</a>; <a href="#">Instruction how to register in Facebook.com</a>; <a href="#">Registration instruction for LinkedIn</a>.</p> <p>4 practical exercises.</p>
<p>AgeZīņa#2 – Digitālo instrumentu lietošanas paradumi (Digital Use)</p>	<p>Latvian content: translated from English version of AgeLetter and supplemented by additional information.</p> <p>Subtopics covered: use of digital instruments, “screen time” and recommendations on how to decrease it, digital health, internet and electronic addiction.</p> <p>Videos/Links: balance in use of digital instruments, growing up children in the digital era (tips for parents and grandparents, how</p>
	<p>to detect internet addiction disorder, research results of internet usage by Latvian population.</p> <p>4 practical exercises.</p>
<p>AgeZīņa#3 – Digitālā drošība/aizsardzība (Digital Safety)</p>	<p>Latvian content: translated from English version of AgeLetter and supplemented by additional information.</p> <p>Subtopics covered: digital protection, risks when surfing in the internet (phishing, online scam, etc.) and security measures.</p> <p>Videos/Links: digital safety, private content in the internet, the risks of public wifi, guidance on the safe social media use, fake social media profiles, tips to stay safe online.</p> <p>Some materials were developed by the University of Latvia: <a href="#">Video about digital safety</a>, quizzes about digital safety terms.</p> <p>4 practical exercises.</p>

<p>AgeZīņa#4 – Digitālā drošība (Digital Security)</p>	<p>Latvian content: translated from English version of AgeLetter and supplemented by additional information.</p> <p>Subtopics covered: online presence and behaviour, cyber security (data and information protection and security), tips for safe password, safely online surfing, use of antivirus, incognito status, two-factor authentication, ransomware, phishing.</p> <p>Videos/Links: recommendations of state policy and banks in Latvia on cybersecurity (how to avoid risks), safe online shopping, examples of phishing, cyberbullying, data and information protection, risks in the internet.</p> <p>3 practical exercises.</p>
<p>AgeZīņa#5 – Digitālā emocionālā inteliģence (Digital Emotional Intelligence)</p>	<p>Latvian content: translated from English version of AgeLetter and supplemented by additional information.</p> <p>Subtopics covered: definition and role of the digital emotional intelligence in the digital era, virtual communication, emotional intelligence skills</p> <p>Videos/Links: digital empathy, practical recommendations and experience building online friendship, tips on how to be an intelligent internet user, ethic in social networks, communication with stranger online, emotional humiliation on the internet.</p> <p>2 practical exercises.</p>
<p>AgeZīņa#6 – Digitālā komunikācija (Digital Communication)</p>	<p>Latvian content: translated from English version of AgeLetter and supplemented by additional information.</p> <p>Subtopics covered: advantages and dangers of digital communication, online communication, digital footprints, efficient online collaboration – online sharing of documents (Google Docs).</p> <p>Videos/Links: marketing tools in the communication, “cloud” services and their use, digital communication, digital skills for employability, digital footprints and privacy in the social networks, creation of the efficient communication in Twitter. Good practice story on how seniors in Latvia are communicating with their caregivers via online communication instruments</p> <p>2 practical exercises.</p>

AgeZīņa#7 – Digitālā prātība (Digital Literacy)	<p>Latvian content: translated from English version of AgeLetter and supplemented by additional information.</p> <p>Subtopics covered: meaning and forms of digital literacy, basic digital skills in the context of digital literacy.</p> <p>Videos/Links: critical thinking on the internet, how to distinguish real news from fake ones, social media and digital literacy, actualities in the media literacy, practical examples of media literacy, tips on how to quite social network bubble.</p> <p>3 practical exercises.</p>
AgeZīņa#8 – Digitālās tiesības (Digital Rights)	<p>Latvian content: translated from English version of AgeLetter and supplemented by additional information.</p> <p>Subtopics covered: meaning of the digital rights, international Charter of Digital Rights, fundamental digital rights, digital world and protection of intellectual property, privacy and the Internet.</p> <p>Videos/Links: digital rights of citizens, processing of personal data in social networks, copyright issues, Facebook's special app for children (protection of children's rights)</p> <p>3 practical exercises.</p> <p>In addition, the final test for evaluation of acquired digital skills within the AF and concluding words about learning process were included.</p>

### Success story with adult learner 50+/online “pill” (video) with a short speech of Ambassador

In order to create a success story encouraging adult 50+ to use social media for their employability and development of digital skills, doctor Iraidā Badikova were identified and invited to participate in the AgeFactor project. Mrs. Badikova is a self-employed person in the age of 80 who for the past 25 years is managing her business in dietology. In here work she actively uses Internet and various apps to communicate with the clients. AF team has organised an interview at her office. In the result of established cooperation (provided learning session by AF team and interview), a short video and description were created were doctor Badikova is sharing here experience with AgeFactor project:

<https://www.youtube.com/watch?v=liOo2knYpT4;>

### Profile of adult learners participating in the Experimentation: Entry Test and

**Motivation Test** Information below represents the evaluation of the AF Experimentation participants, elaborated based on the data of Entry Tests (see Table 4 and Table 5) and Motivation Test (see Annex 2). According to the figures we can conclude that participants mostly evaluates their digital skills as very good or good. But the most often used social

media are Skype, WhatsApp, Facebook and Draugiem.lv.

<b>Table 4. Evaluation of the digital skills</b>				
	<b>Very good/Good</b>	<b>Average</b>	<b>Weak/None</b>	<b>Don't know</b>
<b>General computer skills</b>	64%	27%	9%	
<b>General skills of internet usage</b>	82%	9%	9%	
<b>General skills of social media use</b>	55%	27%	18%	
<b>General use of smartphones apps</b>	45%	55%	0%	
<b>General digital safety and security skills</b>	45%	36%	9%	9%

<b>Table 5. Personal profiles at the social media</b>		
	<b>YES</b>	<b>NO</b>
Facebook	64%	36%
Instagram	34%	66%
Twitter	18%	82%
LinkedIn	47%	53%
Google+	45%	55%
YouTube	37%	63%
Email (any type)	100%	
Skype	91%	9%
WhatsApp	91%	9%
Draugiem.lv ( <i>Latvian social network</i> )	54%	46%

According to the results of the Motivation Tests, all participants (100%) have marked that they are motivated to participate in the AF learning activity (BOOSTER), 90% of the total participants agreed that project can improve their digital skills and improvement of digital skills can be useful for their career, but 76% were concerned that digital skills can be also useful for their personal life. The results of the test also demonstrated that 62% believe that social media are important in their professional and private life and 71% are concerned that their career can be boosted via social network profiles.

## Evaluation

Regarding the evaluation of the AF learning method, we asked participants to provide a feedback by filling in a brief questionnaire or to share their opinion mutually. Most of the participant pointed out that it was useful experience - it gave understanding *“that digital skills mean not only surfing at Internet or usage of social media, but it includes much broader aspects such as a communication etiquette in the online environment, file sharing or common*

*files' editing possibility, apps for healthy usage of electronics, etc.”; some information was worth to share with younger family members (e.g. smart control of the tools and websites used by young generation); personal attitude given by members of AF project [in Latvia] was helpful during the learning process and useful because they had a chance to asked concrete question (e.g. settings using WhatsApp, Skype or E-mails ). As negative point, couple of time were mentioned fact that the “enrolment”, it requires to fill in too much of questionnaires, specifically second part of MotivationTest (it was excluded from Heavy Experimentation), as well as the registration procedure is quite complicated – there were technical obstacles time to time. Also, some of the AgeLetters'contents were too long.*

## **Companies**

As already mentioned in the Part 1, to achieve the general objectives of the AF CAMPAIGN, the University of Latvia adopted a blended learning approach through implementation of four tools.

### **Tool 1: The use of both e-learning and face-to-face meetings with representatives of companies (“speed training” sessions)**

In total 5 “speed training” sessions or meetings with representatives were organised during the both Experimentation phases. The structure of these meetings was pretty similar to each other – companies were introduced about the idea of AF project and its set of practical guidelines on the management and recruitment of age diverse workforce. Some practical recommendations, depending of the interest of the company (i.e. searching and recruitment of workers, transfer of knowledge), were discussed into more detail. After the meeting companies were invited to register at the COMPASS platform to enjoy more of its available benefits. Communication with the rest participating companies took place via phone calls.

### **Tool 2: AF COMPASS Platform**

Aim of the COMPASS is to provide a practical information for the companies on the issues related to the management of the age diverse workforce and tips/tricks on how to efficiently employee elderly people. Materials in Latvian language were elaborated (translated and adjusted to the local needs) based on the examples provided by responsible AF project partner and uploaded at the COMPASS platform. The uploaded materials are divided into two sections and covering the following aspects:

Managing Age Diverse Workforce

- [Demographic Changes](#)
- [Age Segregation and Age Discrimination](#)
- [Age Management in Companies](#)
- [Strategic Planning](#)
- [Working Capacity](#)

- [Work Ability House Model](#)
- [Age Profiling](#)
- [Working Environment and Implementing Measures](#)
- [Analysing the Potential of the Individual](#)
- [The Role of the Changing Labour Market and the Changing Nature of Work](#)
- [Intergenerational Relations and Cooperation](#)
  - [Planning Career Development of Persons 50+](#) Tips for companies
- [Developing a Strategy for Older Workers](#)
- [Flexible Working Arrangements](#)
- [Knowledge Transfer](#)
- [Learning and Development](#)
- [Mythbusting](#)
- [Performance Management](#)
- [Phased Retirement](#)
- [Recruitment](#)
- [Retraining Redeployment](#)
- [Successful Retention of Over 50s](#)
- [Understand your business](#)
- [Wellbeing at work](#)

**Tool 3 and Tool 4: online “pill” (video) with a short speech of Ambassador/success story**

The second Ambassador in Latvia were identified among participating companies in the AF experimentation process. The main idea was to have an Ambassador from company that is using digital technologies in the daily work and at the same time is employing elderly people. Thus, metalworking company SIA EVATEK were invited to share its success story. In the result of this cooperation, a video/success story was created not only to show the example of efficient age diverse policy management but also to encourage elderly people to boost their career through improvement of digital skills.

The success story was published at the AF website: <https://agefactor.eu/en/news/276-success-story-metalworking-company-in-latvia>, whereas video were uploaded at the AF and our own YouTube channel: <https://youtu.be/cr0FEtHlkxc>; <https://youtu.be/liOo2knYpT4>. In addition, video was disseminated through AgeLetter during the BOOSTER activity.

Although we haven't asked companies to provide feedbacks about their interaction with AF project (as it was not so long as in the case of adult learners), some representatives were thankful about raising this important topic such as adults 50+ integration into the labour market.

Our main conclusion is that the learning activities were useful for both for adult learners and representatives of companies. At the end of activity, adult learners have pointed out that they have broadened their understanding of what digital skills are what kind of aspect can be covered under the skills. As well as they were satisfied with the fact that they have received

answer to their specific questions. As the most interesting topics for adults 50+ were related to the use of online communication tools, safety and security issues in use of Internet, or healthy use of digital devices (“healthy screen time”). It’s important to mention that AF learning materials requires more than basic digital skills in order to participate in the BOOSTER individually, whereas persons having basic skills needs mentor/trainer who can help to complete tasks - we have observed that those persons who don’t have advanced/ digital skills were experiencing stress when not knowing how to perform the activity.

Although representatives of the companies were not so active as adult learners, they admitted that meeting with AF team in Latvia was fruitful and important – companies are looking for the solution how to cope with shortage of skilled workforce already now.

## ANNEXES

### Annex 1

Subscribes for the testing phase (Light Experimentation)

## Audience

Current audience

Age Factor\_testing Version ▾

View Contacts

Manage Audience ▾

This audience has 10 contacts. 10 of them are subscribers.

---

Subscribes for the launch phase (Heavy Experimentation)

## Audience

Current audience

Age Factor\_HE I (15,04.) ▾

View Contacts

Manage Audience ▾

This audience has 19 contacts. 18 of them are subscribers.

## Audience

Current audience

AgeFactor\_Heav Exp II (SIVA) ▾

View Contacts

Manage Audience ▾

This audience has 12 contacts. 12 of them are subscribers.



Annex 2

## Iestājpārbaudījuma tests

### I. Satur jautājumus:

1. Lūdzu novērtēties savas vispārējās datoru un digitālās prasmes:	Nav / Ir vājas	Vidēji	Labi	Ļoti labi	Es nezinu
1.1. Datorprasmes kopumā (MS Office)					
1.2. Vispārējās interneta lietošanas prasmes					
1.3. Sociālo mediju lietošanas prasmes					
1.4. Mobilo aplikāciju lietošanas prasmes					
1.5. Digitālās drošības un aizsardzības prasmes					
1.6. Cits:					
1.7. Cits:					
1.8. Cits:					

2. Vai jums ir jūsu personīgais profils / konts šādos sociālo mediju, e-pasta, citos tīklos?	Jā	Nē
2.1. Facebook		
2.2. Instagram		
2.3. Twitter		
2.4. LinkedIn		
2.5. Google+		
2.6. YouTube		
2.7. E-pasts (any)		
2.8. Skype		
2.9. WhatsApp		
2.10. Viber		
2.11. Cits:		
2.12. Cits:		
2.13. Cits:		

3. Cik bieži esat izmantojis šos informācijas un sakaru tīklus pēdējo 12 mēnešu laikā??	Katru dienu	Ik nedēļu	Dažas / vairākas reizes	Nekad
3.1. Facebook				
3.2. Instagram				
3.3. Twitter				
3.4. LinkedIn				
3.5. Google+				

3.6. YouTube				
3.7. Email (any)				
3.8. Skype				
3.9. WhatsApp				
3.10. Viber				
3.11. Cits:				
3.12. Cits:				
3.13. Cits:				

4. Cik ļoti Jūs piekrītat apgalvojumam, ka digitāls prasmes var celt Jūsu konkurētspēju darba tirgū?	Pilnībā piekrītu	Daļēji piekrītu	Nezinu	Nepiekrītu	Pilnībā nepiekrītu
5. Komentāri (ja ir):					

6. Lūdzu, atzīmējiet, kuras no specifiskajām digitālajām kompetencēm, pēc Jūsu domām, Jums ir nepieciešamas, lai palielinātu nodarbinātības iespējas, kā arī novērtējiet savas prasmes?	Atzīmējiet (x) ja prasmes ir nepieciešama	Novērtējiet savu prasmes prātību				
		Nav / Ir vājas	Vidēji	Labi	Ļoti labi	Es nezinu
6.1. Iegūt informāciju no iestāžu mājas lapām internetā						
6.2. Izmantot informācijas meklēšanas lapas internetā						
6.3. Izmantot darba meklēšanas iespējas internetā						
6.4. Atrast informāciju par precēm un pakalpojumiem internetā						
6.5. Tiešsaistes zvani un videozvani						
6.6. Sūtīt / Saņemt e-pastus						
6.7. Izveidot un uzturēt Jūsu tiešsaistes sociālo profilu						
6.8. Izmantot failu apmaiņu tiešsaistē						
6.9. Izmantot mācīšanās iespējas internetā						
6.10. Izmantot internetbanku						
6.11. Aizsargāt digitālās ierīces						
6.12. Risināt digitālo ierīču tehniskās problēmas, izmantojot programmu iestatījumus						
6.13. Aizsargāt personas un datu privātumu internetā						
6.14. Radoši izmantot digitālās tehnoloģijas						
6.15. Cits:						

6.16. Cits:							
6.17. Cits:							
6.18. Cits:							
6.19. Cits:							
6.20. Cits:							

7. Kāds ir jūsu vispārējais viedoklis par nodarbinātības iespēju un sociālās līdzdalības digitālo rīku izmantošanas saistību?

## II. Socio-demogrāfiskie jautājumi:

8. Lūdzu atzīmējiet Jūsu vecuma grupu:	
--	--

9. Lūdzu norādiet darba stāža gadu grupu:	
---	--

10. Vai šobrīd meklējat darbu?	<u>Jā</u>	<u>Nē</u>

11. Vai Jūs pēdējo 12 mēnešu laikā apmeklējāt jebkādas mācību kursus, lai paaugstinātu savu kvalifikāciju?	<u>Jā</u>	<u>Nē</u>
11.1. Ja jā, lūdzu norādiet kādus		

***Paldies!***

## Pielikums 2a: Motivācijas tests (novērtējums)

### MOTIVĀCIJAS TESTS

#### A. Nepieciešamības un sagaidāmā rezultāta novērtējums

##### 1. Vai esat motivēta/motivēts piedalīties *Age Factor* projektā?

1                      2                      3                      4                      5  
**punktiem**

**No 1 līdz 5**

1= noteikti nepiekrītu 5= pilnībā piekrītu

##### 2. Ņemot vērā Jūsu pašreizējo nodarbinātības vidi, vai Jūsaprāt šis projekts varētu palīdzēt uzlabot Jūsu digitālās prasmes?

☐ Piekrītu **5 punkti**

☐ Nepiekrītu **0 punkti**

##### 3. Cik lielā mērā digitālo prasmju uzlabošana varētu noderēt Jūsu profesionālajā izaugsme?

1                      2                      3                      4                      5  
**punktiem**

**No 1 līdz 5**

1= nemaz nenoderētu 5= ļoti noderētu

##### 4. Cik lielā mērā digitālo prasmju uzlabošana varētu mainīt Jūsu personisko dzīvi?

1                      2                      3                      4                      5  
**punktiem**

**No 1 līdz 5**

1= nemaz nemainītu 5= ļoti izmainītu

#### B. Ierobežojumu un iespēju novērtējums

##### 5. Cik nozīmīga ir datora lietošana Jūsu profesionālajā un privātajā dzīvē?

1                      2                      3                      4                      5  
**punktiem**

**No 1 līdz 5**

1= nemaz nav nozīmīga 5= ļoti nozīmīga

##### 6. Cik nozīmīga ir sociālo mediju izmantošana Jūsu profesionālajā un privātajā dzīvē?

1                      2                      3                      4                      5  
**punktiem**

**No 1 līdz 5**

1= nav svarīga 5= ir ļoti nozīmīga

**7. Vai Jūsu sociālajā vidē ir pieejami kādi digitālās apmācības kursi?**

- ☐ Jā **1 punkts**  
☐ Nē **1 punkts**

**8. Vai paredzat, ka būs kādi sarežģījumi regulārai digitālo prasmju apmācības kursu apmeklēšanai (laika ierobežojums, ģimenes pienākumi, citas aktivitātes)?**

1                      2                      3                      4                      5                      **No 1 līdz 5**  
**punktiem**

1= noteikti nebūs 5= noteikti būs

### **C. Motivācijas novērtējums**

**9. Cik ļoti esat ieinteresēts attīstīt un iegūt jaunas digitālās prasmes un iemaņas darba un personiskajām vajadzībām?**

1                      2                      3                      4                      5  
**punktiem**

**No 1 līdz 5**

1= neesmu ieinteresēts 5= esmu ļoti ieinteresēts

**10. Cik ļoti esat pārliecināts, ka patiesi varat uzlabot Jūsu digitālās prasmes?**

1                      2                      3                      4                      5

**No 1 līdz 5 punktiem**

1= nemaz neesmu pārliecināts 5= esmu pilnībā pārliecināts

**11. Vai uzskatāt, ka Jūsu profesionalitāte uzlabosies, izveidojot profilu sociālajos medijos?**

☐ Jā **1 punkts**

☐ Nē **0 punkti**

**12. Vai Jūs spētu sevi saukt par "sociālo mediju lietotāju"?**

☐ Yes **1 punkts**

☐ No **1 punkts**

**Paldies!**

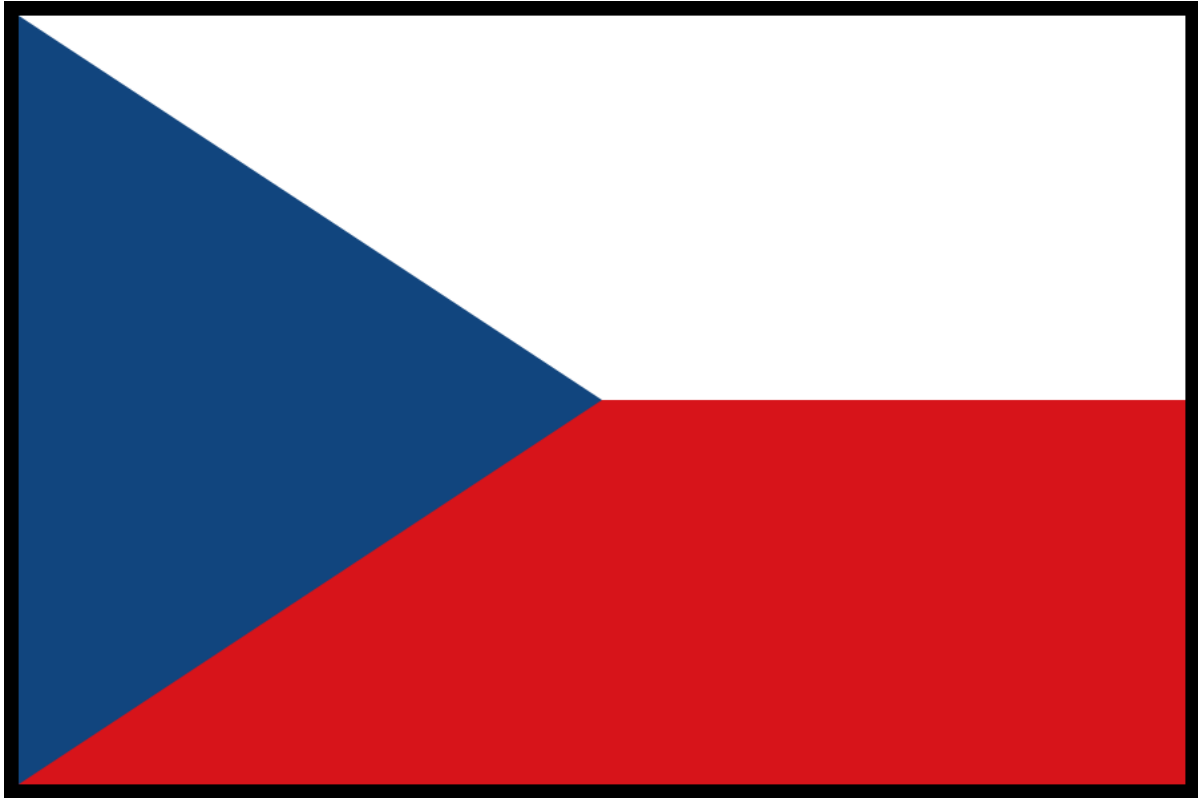
**Vērtēšanas skala**

**No 0 līdz 10 punktiem => nav piemērots**

**No 11 līdz 30 punktiem => nepieciešams sīkāk izvērtēt No 31 līdz 50 punktiem  
=> piemērots**

Annex 3

Latvian 8 AgeLetters (AgeZiņas) separate pdf



## FINAL REPORT ON THE INITIAL AND FULL-FLEDGED EXPERIMENTATION IN CZECH REPUBLIC

Prepared by IPZ

Part 1: General introduction: main objectives and quantitative analysis (min 600 and max 2000 words plus charts/tables)

The implementation of the Age Factor experimentation in the Czech Republic followed the structure and principles of the training that was agreed by the Age Factor consortium during the project implementation. Nevertheless the training had to be adjusted slightly concerning our target groups needs and several activities were added, such as personal workshops, individual approach and assistance etc. The training consisted of two parts:

- Light experimentation (May 2018- October 2018), 11 participants from the groups of 50+ and 1 company
- Heavy experimentation (December 2018 – June 2019), 30 participants from the groups of 50+ and 10 companies, 3 ambassadors (3 movies)

### Light Experimentation

The light experimentation was located in Moravia-Silesia region, where our organisation

(Institute for Women) is situated, more specifically, the main training activities were organised in Ostrava, however the participants came also from other cities close to Ostrava).

During this phase, there were involved 11 participants from the group of 50+ job seekers. The activities started in May 2018 by the dissemination activities and enrolment of the participants. The group of participants filled in Motivation tests that were finally printed out and distributed in paper version, as we found out that the participants have different level of the ICT skills and for some of them it was difficult to proceed with online version. As there were still some tools to be produced and the training documents developed within the Age Factor project had to be translated, the light experimentation training was completed by October 2019. For the purposes of the dissemination and recruitment of the participants we used mainly personal contacts from our network and database of our clients, but, of course, also social media, Facebook invitation, website announcement. The tool that worked the most was personal emailing using the contacts from our database from previous seminars and training programs.

At the beginning of the Age Factor project we conducted the Needs Analysis (O1) that was very important and helpful because we collected data and information that helped us to adjust the training to our target groups' needs. Thanks to it, we also realized, that we cannot only use the "online" approach, but face to face activities need to play the most important role in order to open the door to "online world".

As we realized that the people involved in the light experimentation phase have very poor knowledge and low skills concerning the IT technologies and tools we decided to organize personal meetings and workshops first. When they got more familiar with the terminology, tools, we also created a Facebook group in order to share materials, experience. Moreover, we are also persuaded, that although the project is focused on IT tools and social media, the personal contact and direct experimentation and testing the tools in practice with the support of trainer is the most efficient. At this stage, we have not use the Age Letters, but there were used the materials and guidelines created by Age Factor project and translated into the Czech language. We also used the videos produced by our trainers that are available on the Age Factor Compass. Moreover, our trainers follow the strategy of practical use and experimentation, so they always directly tried to support the participants to practice the new gained skills directly at the workshop in order to get direct feedback on what they learnt, this approach works very well as positive motivation for further improvements and self-development.

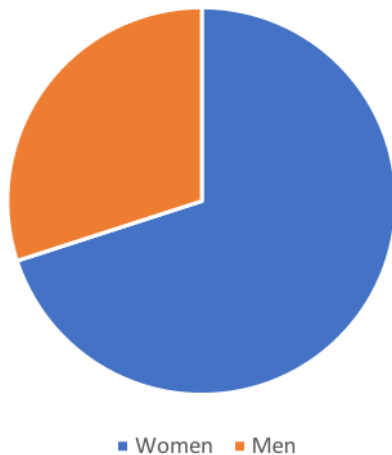


## Heavy Experimentation

The heavy experimentation was also located in Moravia-Silesia region, where our organisation (Institute for Women) is situated, more specifically, the main training activities were organised in Ostrava, however the participants came also from other cities close to Ostrava). The face-to-face activities were mainly held at Viva Ostrava. Seeing the experience from the light experimentation we decided to start with face-to-face meetings and workshops, these workshops were attended by 25 participants and 5 people started with personal individual meeting, as they could not participate at the group meetings. Altogether we got 30 participants and 10 companies.

Although the Age Factor training was open to wide public and we tried to have gender balanced group, the majority of the participants were women. Already during the Needs Analysis development (O1) we found out, that the topic of social media and their use as a tool for self-development, job seeking etc. Is much more convenient for women.

Participants of the Heavy Experimentation



There were also created 3 movies with 3 ambassadors with different background in order to show that everybody can be the user of Age Factor project and get familiar with ICT and social media that might be used as a tool for self-development and professional life.

### Mrs. Romana Reznickova

HR and “happiness” manager at Pars Komponenty, representative of 50+ actively

using social media <https://youtu.be/MiuKtFNwjRc>

**Mrs. Jana Kavková**

Project Manager at Educana company, representative of 50+ actively using social media <https://youtu.be/-AUC0YXvs4I>

**Mrs. Martina Mazancova**

Owner of Pars Komponenty, representative of employer supporting 50+ employment and development <https://youtu.be/ZHTjHPcLETk>

As we learnt from the light experimentation that the personal approach is the most efficient, we used again our current network in order to enrol the participants of the Age Factor training. As our trainers are very actively involved in the area of PR, marketing and social media, the dissemination and enrolment of the participants through these channels was the right choice. They regularly provide consultation and workshops to the companies, so the Age Factor Pathway was very welcomed and a new experience.

The heavy experimentation focused on 50+ started in December 2018 by dissemination activities and enrolment of the participants. During the following 2 months, the Age Factor Pathway was still adjusting seeing the inputs from the light experimentation and the content of face-to-face workshops was created. During this period there were also translated and adapted the Age Letters to our conditions and needs.

The content of our training pathway followed the structure of the Age Factor and following topics were discussed:

Digital communication
Facebook- video guide, how to create company profile on FB
How to create and manage a profile of your organisation, employer, company on Instagram
Tips and tricks for social media
Digital emotional intelligence
Facebook - how to get likes and large impact through special apps
Live videos

How to make livable and attractive videos
Digital identity
Youtube canal - how to create YouTube canal and create a right content
How to create and develop your profile and identity on the internet
Digital literacy
How to chat and communicate on -line how waht to pay attention on
What kind of programmes we can use for communication
Digital rights
How to know, who is following you on FB and who is observing your profile
Digital security
Safety on the internet
How to face haters
A description of how to protect your identity from hecras
Protection of personal rights
Protection of personal data
low - protection of personal data
chynges in protection of personal rights
Protection of personal data
Using technologies to facilitate our lives
Livestreme voting
Digital techznologies and aging
How the internet helps with finances and how it facilitates things conencted to this

The most demanded and discussed topics were chosen and created as a content of 3 practical face-to face workshops:

- 1) How to sell yourself on social networks? Which one to use and for what? (22<sup>nd</sup> February 2019)
- 2) LinkedIn as a tool for getting a job (1<sup>st</sup> March 2019)
- 3) Social content and branding (8<sup>th</sup> March 2019)

Further information and invitation is accessible here:

<http://www.perspectiverelations.cz/p/workshopy-socialnich-siti-pro-50-zdarma>

Concerning the companies, much more individual approach was chosen, the first meeting with the representatives of the company was focused on the needs identification, the suitable topics were chosen and then following meetings planned. In general the topics identified within Age Factor project were followed. The most crucial topics were presented and discussed at the personal meetings, other topics, less urgent or relevant were at the disposal through on-line Age Factor platform. In general, the following topics were discussed:

- Flexibility in management of work ability of workforce
- Commitment to diversity and understanding others
- Managing age – diverse workforce
- Communication and motivation
- Digital tools and online recruiting

The representatives of the companies got the access to the Age Factor platform, where the created documents are available, but they also had a chance to consult via on-line channels with our trainers.

## Part 2: Approaches, tools and resources (min 1000 and max 4000 words)

In general, the Age Factor pathway implemented in the Czech republic followed the methodology agreed by the whole project consortium, as described above, few adjustment were need seeing the level of the ICT skills of our participants. The methodology was completed by the face to face workshops and meetings, also individual approach was needed, as some of the participants needed more assistance to understand deeply and faster the topic discussed. During the experimentation there were implemented the following actions:

- development of the Compass content
- translation of the Guidelines and other materials created within the Age Factor Partnership
- dissemination and PR activities in order to present the Age Factor training programme
- enrolment of the participants
- collecting and completing the motivation tests
- face to face meetings and workshops
- individual meetings with the participants
- work on Age Letters
- access to the documents available on the Age Factor Platform
- development of the on-line pills (see above)
- sharing the “Success story” that came from the Age Factor project <https://agefactor.eu/en/news/266-age-factor-success-story->

*Age Factor Successful story – Czech Republic*

*Ma name is Jana Kavkova and I am 60 years old. I have been always interested in development of my skills, improving my knowledge as I am aware on how fast the current world is running and changing and for our generation it is much more difficult to understand and cope with new digital technologies and social media.*

*And I am very happy to participate on the Age Factor project and training led by Renata Ptacnikova. The whole training was conducted on a professional level, all participants were given a general overview and insight into social media, what today's young people use quite commonly. But it is not quite normal for us, people around the age of fifty.*

*During the Age Factor training pathway, we realized how useful channel it can be. I already had a Facebook profile and I can say, I am somehow able to use IT tools, but on basic level and usually for my family and friends purposes. I have never tried to use it as a mean improve my skills, search for training or job, clients etc. Each participant registered on Instagram and tried to enter "the right information" for his profile. It is not a simple task, to describe your product, or to describe it in an interesting and interesting way. Personally, I am sure, our generation has difficulties with this "boasting" and we usually underestimate ourselves.....well, I think, this should be a second Age Factor project topic 😊*

*But thanks to this training, we understand that all social media can be used not only as a very practical tool for individual and working communication, but also useful for education (e.g. I can look for training, courses), and can also present my work or business and what's most amazing - looking for new jobs, customers, clients, targeting, etc. outside of the classic advertising channels.*

*We have learned all of this at seminars and I am very glad that we could try it out right away - on our devices. I would be for sure interested to take part on further activities organized by Institute for women and the Age Factor partnership.*

in-czech-republic

## Observation of behaviour by trainer

Trainer's name Renata Ptáčníková

Activities carried out and reasons why they were chosen

- training activities, workshops 50+, on-line consulting, newsletter and other online "homework"
- evaluations and dialogues about training before/after with targeted group in order to see and evaluate the improvement and see the direct progress and transformation

---

Tools/activities used, not used or modifications or innovations

- Workshops were held in a very modern way of teaching, with impact on more "doing" and learning by doing.
- The workshop group of each seminar has own "spirit"
- Sharing was used as an important tool
- The mentoring for each attendee was also very helpful because there was significant differences

Achieved results

- unafraid target groups :D
- cooperative and helpful learning environment
- social media skills target achieved
- Fully improved and understood 3 basic social media channels: LinkedIn, Facebook, Instagram
- Target group understand to CONTENT of social media post as a "king"
- Target group was train also for applying for a job or sharing competencies and talents on social media

Problems or issues that have arisen

- differences of technical and media skills on phones and apps
- different levels of ICT skills
- Some illness when we want to give them complex education

\_\_Mood of the participants (group or individual)

- very sharing,
- helpful
- lovely (the 50+ that deny social media as a devil didn't come :D)

\_Awareness area (raised awareness on which skills)

- they start to think as a millennial spirits

Other notes

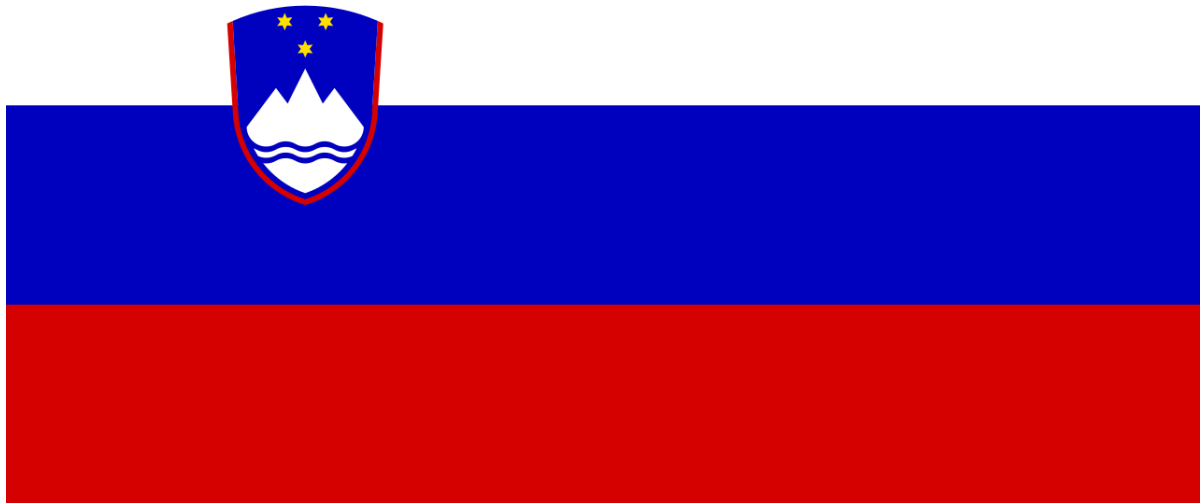
- thank u for opportunity to learn how to teach more simply

Part 3: Main conclusions, replicability and transferability of the activities (min 800 and max 2000 words)

Seeing the experience from the experimentation we have organised face to face workshops in order to check the level of the skills and knowledge concerning the IT tools and social media. Also during the heavy experimentation there were quite big differences and personal and individual approach was needed. As the people who participated at the Age Factor training pathway were not so used to use on line tools (beside email or Facebook), they found difficult to work with the Compass, the registration was demotivating and the asked for different ways to communicate with the trainers. Moreover, for some of them it was complicated to fill in the motivation test online, so we printed them out and then tried to copy their answers from the paper version on the platform. It would be then very difficult for this target group to proceed the training only through on-line sources, we found out that personal and individual approach is still very important even when speaking about ICT skills and social media.

Concerning the content of the training, the current situation of social media changes a lot and it became much more difficult for people in generally to filter the information and offers available on the social media, the trainees mentioned that the information that appear on the social media platforms are very negative, over dimensioned and they found difficult to orient and search for the “real” and “right” information and resources useful for them. More attention to this topic should be also focused during the Age Factor training.

In general, the participants agreed that the Age Factor training brought them new motivation to learn how social media works and how we can use them for professional life, to not stagnate only on “personal sharing of pictures”, etc. The have improved their technical skills, but they specially appreciated the orientation of the trainings on the “content” – what to create and how to share it and gain the success from it.



## FINAL REPORT ON THE INITIAL AND FULL-FLEDGED EXPERIMENTATION IN SLOVENIA

Prepared by PRIZMA foundation

### Part 1: General introduction: main objectives and quantitative analysis

#### **Persons 50+**

Altogether, 50 participants took place in the experimentation:

- 11 participants in the “light” version (10. October 2018 – 4. December 2018);
- 39 participants in in “heavy” version
  - 13 participants (5. December 2018 – 5. February 2019);
  - 13 participants (13. February 2019 – 9. April 2019);
  - 13 participants (17. April 2019 – 11. June 2019).

The topics were mostly the ones agreed by the partners during first couple of months of the project, because of the feedback that we received from the participants, after the light experimentation we added a topic related to role of social networks and job search. Because we encountered issues with our internal testing of the COMPASS platform (confirmation mail wasn't always received) and Mailchimp messages are often sent to spam folders of the recipients, we uploaded all materials to our Moodle Classroom and unlocked individual chapters week by week. We also had to adapt some parts of the programme, because many



of the tools or platforms discussed aren't available in Slovenian language (i.e. LinkedIn, Screentime app, Canva...), so to use the suggested programme would mean that we would need a large enough pool of 50+ persons that are comfortable in usage of digital tools AND proficient in English (or perhaps German) language. Because our region is relatively small in population it would probably be too big an obstacle to find enough participants. In order to have an uniformed programme for the whole group (during light version, 4-5 participants have stated that they feel that their knowledge of English is good enough to use the mentioned tools on their own), we decided to combine the topics we (the participants) can use with other topics that are useful to them in our opinion (i.e. usage of social media for job seeking, personal website, digital "business card"...). For some exercises, we also found that there are practical/technical obstacles such as printing out personal Canvas that is large enough (not many people have suitable printers, to do it in a shop can be a significant cost for an unemployed person), not everyone can install an antivirus at home (if they are on a family computer, that could already have been taken care of and two antivirus at once can cause problems; the computer can belong to a family member that isn't comfortable to allow them to uninstall a working antivirus programme and install a new one...).

### **Companies**

Altogether, 13 companies took part in the programme. We realised that it wasn't practical to structure trainings in timely defined groups as we did with 50+ persons. Throughout whole duration of the programme we were in contact with companies and agreed dates with them as it was suitable to them. Work with companies was mostly discussion based, where we presented them with prepared materials (also available in Moodle classroom) which pre-defined range of topics for discussion. Representatives from the companies were then able to select 1-2 topics that was most related to their issue regarding ageing workforce and some common suggestions / action plans were developed. Due to mid/long- term of solutions, the success/results of the action (i.e. mentoring scheme where older employees gradually step out of regular working process in order to spend more time on introducing new young colleagues to work as mentors can't yet be evaluated as the results are shown over a longer period of time.

## **Part 2: Approaches, tools and resources**

### **Persons 50+**

Each of experimentation phases, mentioned on Part 1 took part mostly in the Moodle classroom where participants were registered. The online part of the experimentation was complemented with 3 group meetings (at start, after 3-4 weeks, at the end). Participants were also able to contact us via phone, e-mail or have an occasional (very rare) 1-1 meeting in

order to help with a specific issue. On some meetings (mostly mid-term) we invited representatives from companies or learning institutions to join us in discussion or present a specific topic or a project. The programme consisted of 8 general topics:

9. Digital Identity (digital identity, personal brand);
10. Digital Tools (screen time, influence of digital technologies on family life);
11. Digital Security and Privacy (security, privacy, safe browsing, anonymous browsing);
12. Digital Emotional Intelligence (emotional intelligence, empathy);
13. Digital Communication (online communication, online sharing of documents);
14. Digital Literacy (digital literacy, web certificates);
15. Digital Rights (digital rights, intellectual property);
16. Social Networks and Employment (Facebook, LinkedIn, personal web page).

Because we were familiar with the skill level of participants (they were participants of other job searching or digital training programmes which we regularly implement), we didn't carry out the entry level test, the conditions for the participation were the suitable level of skills they demonstrated in the previous training programmes and their level of interest, which they expressed, because the participation in the AGEFACTOR experimentation phase is completely voluntary. Regarding evaluation of the programme, we used a standard questionnaire that we usually have for our training programmes and gives us feedback regarding their satisfaction with the course itself, materials, trainers, usefulness etc. Overall satisfaction levels were very high as nearly all categories were marked with 4 or 5 (on a scale from 1 – very poor to 5 – very good), except for the question regarding practical usability, which some participants rated with 3. That is consistent with our observation and discussion with the participants, which were more used to learning about “hard” skills, i.e. Word, e-mail, Excel, writing CV..., while some of the topics discussed some general concepts related to digital technology (privacy, rights...).

## **Companies**

As stated in Part 1, we didn't work with companies in phases (1 light + 3 heavy versions of experimentation) as it proved too big a challenge to balance all schedules of representatives from companies. Therefore, we identified potential companies to be involved in the experimentation and contacted them on individual basis and determined course of action from then on. Usually the process was to have an introductory meeting, where we presented the project, process and objectives. If the companies were interested in participating, we organised a short “training” where we provided them with developed materials (per e-mail, also available in Moodle Classroom) for them to get a deeper insight about range of topics

covered. Then the companies had a chance to select 1-2 topics where we together created a basic action plan for them with instructions how to carry it out in future. As the area of intervention is such that the results can be seen over a longer period of time, we can't determine the success of the experimentation. The topics that were covered were:

- Demographic Changes,
- Age Segregation and Age Discrimination,
- Age Management in Companies,
- Strategic Planning,
- Working Capacity,
- Work Ability House Model,
- Age Profiling,
- Working Environment and Implementing Measures,
- Analysing the Potential of the Individual,
- The Role of Changing Labour Market and the Changing Nature of Work,
- Planning Career Development of Persons.

Based on our discussions, the representatives from the companies found the topics presented interesting and usable, because demographic changes in many ways already affect them when they try to get new employees or are facing shortage on some skills and aren't sure how they will be able to replace their workers that will retire in future.

In this part describe the methodology and procedures of execution and implementation of the actions, the specific tools used, and any operating problems encountered.

Please make examples or describe specific tools and methods used (for example initial test, AGEletter, ambassadors, job clubs etc ) and their impact on the involved participants.

Describe which evaluation tools you used, and the overall emergence/improvement of digital competences and use for professional use .

Describe if relevant, significant changes that you may have noticed as a result of the actions.

### Part 3: Main conclusions, replicability and transferability of the activities

In general, our conclusion is that the tested programme was useful for both sets of participants – persons 50+ who are currently unemployed and representatives of companies that are trying to identify ways to cope with demographic changes and skills shortage in future.

From participants, we have heard many stories about how their digital competencies has improved based on something they learned or a task they had to perform as a result of their participation in the programme.

From our (trainers) point of view it would be difficult to have just the training programme materials uploaded on any web platform (perhaps the solution would be, to provide even more text-based instructions, or instructional video materials on how to use specific tools). Broadly speaking, we can divide 50+ in two groups related to their digital skills: those two are very comfortable in using new technologies are able to find the instructions alone anywhere on the web (YouTube videos, e-books, articles, forums, online tips...) while those with lesser skills aren't competent enough to be able to use the materials from platform completely on their own. It would also have to be ensured that the materials are constantly updated as tools, platforms... are continuously changing and something that is today's best practice could be completely obsolete in one year.



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