

MODULE 6

Respect and Social Inclusion



Community & Healthcare

Transportation

Housing

Social Participation

Outdoor Spaces & Buildings

Respect and Social Inclusion

European Seniors Friendly Communities Guideline

MODULE: RESPECT AND SOCIAL INCLUSION

THEORETICAL INTRODUCTION

Respect and social inclusion are pillars of age-friendly communities, ensuring seniors are valued as active contributors rather than passive recipients of care. At its core, this module addresses the systemic and cultural barriers that marginalise older adults, emphasising dignity, equity, and participation.

Respect for seniors begins with recognising their lifelong contributions and inherent right to autonomy. Ageism, prejudice or discrimination based on age permeates many societal structures, from healthcare systems that dismiss seniors' concerns to urban designs that exclude their mobility needs. Combating ageism requires reframing aging as a natural, valuable life stage and challenging stereotypes that portray seniors as burdens.

Social inclusion involves creating environments where seniors can engage fully in community life. This includes access to social spaces, opportunities for meaningful participation, and representation in decision-making. Intergenerational solidarity is critical here; bridging generational divides fosters mutual understanding and dismantles biases. Programmes that connect seniors with younger generations, such as mentorship initiatives, not only combat loneliness but also preserve cultural knowledge and strengthen community bonds. This participatory approach aligns with the World Health Organisation's (WHO) age-friendly cities framework, which highlights inclusion as a cornerstone of sustainable communities.



STATUS QUO

Key Challenges

1. Social Isolation & Loneliness:

- **Ireland:** Seniors report limited awareness of local activities. Successful programs like ALONE's digital courses exist, but many remain unaware due to poor outreach. Insurance and liability concerns stifle grassroots volunteering efforts (e.g., informal transport support).
- **Italy:** While parishes, senior gyms, and the University of the Third Age provide social hubs, rural seniors face isolation due to inadequate transport. Resistance to new routines and activities further limits engagement.
- **Spain:** Many seniors feel excluded from municipal planning. Intergenerational programs are rare, and cultural activities (e.g., bullfighting) often fail to resonate with diverse senior populations.

2. Digital Exclusion:

- Over-reliance on digital communication (e.g., Spain's online ticketing, Ireland's medical appointment systems) alienates seniors unfamiliar with technology. Many depend on family for basic tasks like banking, eroding their independence.

3. Post-COVID Hesitation:

- Pandemic-related fears persist, with some seniors avoiding crowded spaces like community centers. Hybrid (online/in-person) engagement models are underdeveloped.

4. Ageism in Service Provision:

- Seniors in Ireland report being dismissed in medical settings (e.g., labeled "bed blockers"). In Spain, ageist remarks like "At your age, what for?" undermine their agency.

Successful Initiatives:

Ireland:

- **Dementia Café in Kells:** A structured social hub for seniors with dementia and caregivers, offering peer support and activities.
- **Foróige's Big Brother/Sister Program:** Fosters intergenerational bonds through mentorship between seniors and youth.
- **ALONE's Digital Skills Courses:** Equips seniors with technology literacy to access services and stay connected.

Italy

- **University of the Third Age:** Promotes lifelong learning and socialisation through courses and workshops.
- **Social Taxis:** Subsidised transport programs help seniors access healthcare and social events.
- **Parish-Based Activities:** Local churches serve as hubs for senior-led social and cultural events.



STATUS QUO

Spain:

- *Advocacy for Inclusive Cultural Events: Grassroots efforts to expand senior-focused activities beyond traditional norms (e.g., art workshops, tech classes).*
- *Intergenerational Housing Pilots: Shared living models pairing seniors with caregivers or students to reduce isolation.*
- *Community Health Workshops: Local clinics provide in-person guidance for seniors struggling with digital healthcare systems.*



LEARNING OUTCOMES

Description of the main learning objectives and results to be achieved in terms of knowledge, skills and attitudes by:

Educators

- *Educators will learn to design flexible, inclusive learning formats*
- *Educators will identify and address ageist assumptions in teaching practices*

Stakeholders and local actors

- *Stakeholders will learn to implement policies to reduce seniors' barriers*
- *Stakeholders will create opportunities for seniors to contribute expertise*

Seniors

- *Seniors will confidently share their skills, stories, and experiences in intergenerational settings.*
- *Seniors will adapt to new social and technological norms*



EDUCATIONAL TOOLS

Activity 1: Bridging Generations: Storytelling and Skill-Sharing Workshop

Target: *for seniors*

Duration

2.5 hour (flexible for multiple sessions).

Materials*

- Large paper/post-it notes, markers, and printed discussion guides.
- Optional: Tablets or smartphones for digital storytelling.
- A "generational swap" activity kit (e.g., historical photos, tech gadgets, craft supplies).

Description
(2000 characters):

Description:

This interactive workshop fosters intergenerational dialogue and mutual learning. Participants are divided into mixed-age groups and rotate through three stations:

1. **Storytelling Station:** Seniors share personal stories about historical events, cultural traditions, or life challenges, while youth document these narratives through writing, art, or short videos.
2. **Skill Swap Station:** Seniors teach hands-on skills (e.g., knitting, gardening, traditional cooking), while youth demonstrate digital tools (e.g., using apps, social media safety).
3. **Design Station:** Groups collaborate to brainstorm solutions to a local challenge (e.g., improving public transport accessibility or creating a senior-youth community event).

Outcome:

- Groups present their stories, skills, and ideas. The workshop culminates in a "Respect Pact"—a collective agreement on actionable steps to combat ageism (e.g., organising monthly intergenerational meetups if possible).

Tips for trainers

- *Use prompts from the focus groups (e.g., How can we make technology more senior-friendly?).*
- *Encourage youth to interview seniors about their experiences with ageism.*
- *Adapt stations to reflect local culture (e.g., traditional recipes in Italy, historical landmarks in Ireland).*

**if needed add here tables, pictures or other materials to be used for the activity*

Activity 2: Navigating New Norms

Target: *for seniors*

Duration

2 hrs

Materials*

- Large timeline posters (e.g., "Social Norms in the 1960s vs. Today").
- Discussion cards with prompts.
- Sticky notes and pens.

Description
(2000
characters):

Objective: *Help seniors understand evolving social norms (e.g., technology, communication styles) and build confidence to adapt while retaining their identity.*

Structure

1. Icebreaker: "Then and Now"

- Seniors share one social norm from their youth that has changed (See: **Content of Discussion Cards and pick may be two to three statements**).

2. Group Discussion: 'What's Changed?'

- Use timeline posters to explore shifts in technology, family roles, and community interactions.
- Discuss:
 - What changes do you find exciting? Challenging?
 - How can we honour traditions while embracing new norms?

3. Skill-Building Stations:

- **Station 1: Digital Communication**
 - Practice sending voice messages or emojis on a tablet.
 - **Station 2: Assertiveness Training**
 - Role-play politely advocating for needs (e.g., 'Could you slow down? I need more time').
 - **Station 3: Community Connections**
 - Brainstorm ways to stay engaged (e.g., joining hobby clubs, mentoring youth).
- a. Create a 'My Adaptation Plan':**
- Seniors write down one norm they want to explore (e.g., online shopping) and steps to try it.

Outcome: *Seniors leave with practical strategies to navigate change and a peer-supported plan to stay socially connected.*

**Tips for
trainers**

Trainers must search for practical solutions like joining local clubs and have up to date information about the opportunities in the local area.



**if needed add here tables, pictures or other materials to be used for the activity*

Content of Discussion Cards (8 Examples):

1. *How has communication changed between your generation and younger generations?*
2. *What traditions or values from your youth do you think should be preserved?*
3. *How can seniors stay connected in a world that relies so much on technology?*
4. *What new social norms (e.g., gender roles, work-life balance) do you find surprising or challenging?*
5. *How can we respectfully ask for help when faced with changes we don't understand?*
6. *What's one thing younger people could learn from seniors about community and relationships?*
7. *How can seniors advocate for their needs in spaces that feel unwelcoming (e.g., digital-only services)?*
8. *What role should seniors play in shaping future social norms?*



Activity 1: Breaking Barriers: Empathy & Action Workshop

Target: *for stakeholders and local actors*

Duration

2.5 hours

Materials*

- Ageism scenario cards (based on focus group findings).
- Large poster paper, markers, and sticky notes.
- Reflection journals or worksheets.

Description
(2000 characters):

This workshop combines role-play, reflection, and collaborative problem-solving to address social exclusion and ageism. It is divided into three phases:

1. Phase 1: Walk in Their Shoes (Role-Play)

- Participants split into small groups and draw scenario cards reflecting real challenges from the focus groups (see the Scenario Cards Statements in supplementary materials).
- Groups act out the scenarios, with participants rotating roles (senior, service provider, bystander).

2. Phase 2: Reflection & Discussion

- After each role-play, groups discuss:
 - How did it feel to be excluded or dismissed?
 - What systemic barriers caused this situation?
- Quotes from the focus groups can be used (e.g., At your age, what for?) to deepen the conversation.

After role-play, discuss:

- *How did the senior likely feel?*
- *What systemic biases are at play?*
- *What policies or actions could prevent this?*

3. Phase 3: Co-Creating Inclusive Solutions

- *Groups brainstorm actionable steps to address the barriers they identified. Examples:*
 - *Designing a **Respect Checklist** for healthcare providers.*
 - *Creating a **Digital Buddy System** pairing youth with seniors.*
 - *Planning a **Community Welcome Day** to reduce resistance to new activities.*



	<ul style="list-style-type: none"> • <i>Groups can present their solutions and vote on the most feasible ideas to implement locally.</i> <p>Outcome: <i>A shared Respect & Inclusion Action Plan with prioritised solutions (e.g., training programs for service providers, intergenerational tech workshops).</i></p>
<p>Tips for trainers</p>	<ul style="list-style-type: none"> • <i>Invite seniors to co-facilitate discussions, ensuring their voices lead the conversation.</i> • <i>Use props to make role-play immersive (e.g., a mock digital-only ticket machine for Spain’s scenario).</i> • <i>Share examples of successful initiatives (e.g., Ireland’s Dementia Café) to inspire solutions.</i>
<p><i>*if needed add here tables, pictures or other materials to be used for the activity</i></p> <p>Scenario Cards Statements:</p> <ol style="list-style-type: none"> <i>1.A senior is hesitant to join a community event because they feel too old and worry others will judge them.</i> <i>2.A healthcare provider dismisses a senior’s chronic pain, saying, It’s just part of aging.</i> <i>3.A senior struggles to use a digital appointment-booking system and is told, “Everyone uses this now”.</i> <i>4.A senior feels excluded from family gatherings because younger relatives only discuss social media or technology.</i> <i>5.A senior is denied a volunteer role at a local school because staff assume they won’t relate to kids.</i> <i>6.A senior avoids public transport because bus drivers rush them when they take extra time to board.</i> <i>7.A senior is excluded from decision-making about a community garden project, despite being an avid gardener.</i> <i>8.A senior is mocked for wearing outdated clothing at a social event, making them reluctant to attend future gatherings.</i> 	

Activity 2: Organisational Audit

Target: *for stakeholders and local actors*

Duration

2 hours

Materials*

1. **Audit Checklist Template** (*digital and print versions*).
2. **SWOT Analysis Worksheet** with guided prompts.
3. **Design Canvas** for solution prototyping.

Description
(2000 characters):

1. **Presentation (15 mins)**
Overview of WHO's "Respect & Social Inclusion" criteria and their relevance to workplace culture, productivity, and community trust.

2. Deep-Dive Audit Phase (1 hours)

Step 1: Self-Assessment with Checklist

- Distribute the Respect & Inclusion Audit Checklist (see below in supplementary materials).

Note: age inclusion handbook can also be consulted:
https://www.helpage.org/wp-content/uploads/2024/09/Age-Inclusion-Handbook-Section3_HelpAge-International.pdf

- Participants score their workplace (Yes/No) and note examples.

Step 2: Group Discussion & SWOT Analysis

- Divide participants into small groups. Each group selects 1–2 criteria to analyse using a SWOT worksheet (Strengths, Weaknesses, Opportunities, Threats).

3. Collaborative Solution Design (0.5 hours)

- Groups prioritise 1–2 gaps and brainstorm solutions using the WHO Principles Canvas:
 - Involvement: How will older adults co-design the solution?
 - Affordability: What resources are needed?
 - Impact: How does this align with organisational goals?

Tips for trainers

- *Encourage groups to mix professionals from different sectors for diverse perspectives.*
- *Use a timer to keep discussions focused.*

WHO Criterion	Audit Questions
Consultation	<i>Are older employees/clients consulted during policy or service design?</i>
Yes/No	Example:
Tailored Services	<i>Do services accommodate older adults' needs (e.g., flexible hours, large-print)?</i>
Yes/No	Example:
Courtesy & Helpfulness	<i>Are staff trained to interact respectfully with older clients/colleagues?</i>
Yes/No	Example:
Positive Media Representation	<i>Are older people depicted in communications without stereotypes?</i>
Yes/No	Example:
Intergenerational Activities	<i>Do workplace events include all ages (e.g., family-friendly timing/activities)?</i>
Yes/No	Example:
Equitable Access	<i>Are there programs to support low-income older clients/employees?</i>
Yes/No	Example:

Activity 1: Story Circles: Learning from Real-Life Inclusion Challenges

Target: *for educators*

Duration

1.5 hours

Materials*

1. *Whiteboard/flip chart, markers.*
2. *WHO Respect & Social Inclusion Checklist (see in supplementary section).*
3. *Reflection prompts handout (see in supplementary section).*

Description
(2000 characters):

This activity encourages educators to reflect on their own experiences working with senior learners, identify barriers, and brainstorm solutions using WHO principles.

1. Introduction (15 mins):

- Share the WHO criteria for respect and inclusion (e.g., consultation, accessibility, recognition of contributions).
- Explain the goal: 'Use your real-world experiences to create actionable strategies for including seniors.'

2. Story Sharing & Analysis (45 mins):

- Step 1: In small groups, encourage educators to share examples of:
 - A time they successfully engaged a senior learner.
 - A challenge they faced in making seniors feel included.

Note: educators can use the reflection prompts in small-group discussions (see in supplementary materials)

- Step 2: Groups map these stories to the WHO checklist:
 - Example: A story about a senior struggling with digital tools
→ Linked to "Tailored Services" (flexible learning formats).
- Step 3: Identify recurring themes (e.g., ageism, tech barriers).

3. Solution Brainstorm (30 mins):

- Groups pick 1–2 challenges and design solutions using WHO criteria.
- Example: For "seniors feeling undervalued," propose a "Skills Showcase" where learners present past work experience.



**Tips for
trainers**

- Use guiding questions (e.g., "What barriers did seniors face in your story?").

**if needed add here tables, pictures or other materials to be used for the activity
WHO Checklist Poster*

Respect and social inclusion (Extracted from WHO's Checklist

- Older people are regularly consulted by public, voluntary and commercial services on how to serve them better.
- Services and products to suit varying needs and preferences are provided by public and commercial services.
- Service staff are courteous and helpful.
- Older people are visible in the media, and are depicted positively and without stereotyping.
- Community-wide settings, activities and events attract all generations by accommodating age-specific needs and preferences.
- Older people are specifically included in community activities for "families".
- Schools provide opportunities to learn about ageing and older people, and involve older people in school activities.
- Older people who are less well-off have good access to public, voluntary and private service

<https://iris.who.int/server/api/core/bitstreams/98e0f250-5203-48e7-9710-76adedc1f98b/content>

Reflection Prompts for Educators: *Aligned with the challenges of accessibility, programme effectiveness and workplace integration for older adults, these prompts encourage critical thinking and action-oriented solutions.*

1. Accessibility Barriers

• Financial and Systemic Hurdles

- How does our programme's cost structure exclude older adults with limited income? What low-cost or subsidised alternatives could we offer?
- What non-financial barriers, such as transport or digital access, might older learners face, and how can we mitigate them?

• Equity vs Equality

- Are we assuming a one-size-fits-all approach to accessibility? How might tailored support, such as scholarships or device loans, improve inclusion?

2. Programme Design and Effectiveness

• Flexibility and Relevance

- Does our programme offer flexible learning formats, such as self-paced modules or evening classes? If not, how can we adapt to older adults' lifestyles?
- Are our curricula designed with input from older learners? How can we better involve them in co-creating content?

• Recognition of Prior Experience

- Do we acknowledge older adults' existing skills in assessments or certifications? If not, how might this devalue their contributions?
- How could a skills portfolio or prior learning recognition system empower older learners?

3. Workplace Integration and Career Growth

• On-the-Job Skill Development

- Does our programme partner with employers to ensure older workers can apply new skills in their roles? If not, what partnerships could we build?
- How might age bias in workplaces undermine the impact of our training? What advocacy or mentorship could we provide?

• Tangible Outcomes

- Are our programmes linked to clear pathways for career advancement, such as promotions or new roles? If not, how can we bridge this gap?
- Do we track outcomes like job placements or wage increases for older graduates? How can data improve accountability?

4. Systemic and Cultural Shifts

• Challenging Ageist Assumptions

- Where might unconscious bias, such as assuming older workers cannot learn technology, influence our programme design? How can we address this?
- How can we highlight success stories of older learners to shift perceptions of ageing in the workforce?

Policy Advocacy

- What systemic changes, such as government subsidies or employer incentives, are needed to make programmes truly age-inclusive?

5. Personal and Organisational Accountability

• Reflecting on Impact

- What is one change our organisation could make immediately to better serve older adults? What is stopping us?
- How do our own assumptions about ageing influence programme decisions? What biases need unlearning?

• WHO Principles in Action

- How does our programme align with WHO's criteria for respect, social inclusion and equitable access? Where are we falling short?

Group Discussion Starters

- Share an example where a programme failed to meet older adults' needs. What could have been done differently?
- How can we balance scalability with personalisation to serve older learners effectively?



Activity 2: Intergenerational Partnerships: Co-Designing with Seniors

Target: *for educators*

Duration

1.5 hours

Materials*

1. *Sticky notes, poster paper, markers.*
2. *WHO checklist (focus on consultation, social inclusion, recognition of contributions).*

Description
(2000 characters):

This activity focuses on actively involving seniors in vocational education through partnerships, intergenerational learning, and co-design. Educators will develop actionable strategies to integrate seniors' expertise and preferences into courses.

Workshop Structure

1. Case Study Warm-Up (20 mins)

- Example: A college partnered with retired engineers to co-teach a renewable energy course, blending theory with real-world experience.
- Discussion:
 - How does this align with WHO's "recognition of contributions" and "intergenerational equity"?
 - What benefits might this bring to young learners and seniors?

2. Designing Intergenerational Strategies (1 hour)

Step 1: Survey Design (20 mins)

- Groups draft a short survey to gather seniors' preferences (e.g., preferred roles, skills to share, accessibility needs).
 - Example Questions:
 - What skills or experiences would you like to share with learners?
 - What barriers might prevent you from participating (e.g., timing, transport)?
 - WHO Alignment: Consultation, tailored services.






Step 2: Partnership Planning (25 mins)

- Groups design an intergenerational partnership model (see the link in supplementary material):
 - **Model 1:** 'Skills Swap' – Seniors teach traditional techniques (e.g., carpentry), while young adults share digital skills.
 - **Model 2:** 'Guest Expert' – Seniors contribute to course modules (e.g., hospitality students learn from retired chefs).

WHO Alignment: Social inclusion, flexible learning.

Step 3: Feedback with Rose-Thorn-Bud (15 mins)

- Groups present models. Peers provide feedback:
 -  **Rose:** Strength of the idea.
 -  **Thorn:** Potential challenge.
 -  **Bud:** Opportunity for improvement.

- **Use Local Data:** Highlight demographics (e.g., "40% of our community is over 60 – how can we tap into their expertise?").
- **Highlight Quick Wins:** Suggest starting with a single workshop or guest lecture to test ideas.

**if needed add here tables, pictures or other materials to be used for the activity*

*Intergenerational Program Planning Toolkit
Source: Generations United*

<https://www.gu.org/app/uploads/2018/05/Intergenerational-Report-IntergenerationalCenter-ConnectingGenerations.pdf>



TRAINING RESOURCES

<p>Ciudad y territorio justo - Accesibilidad universal</p>	<p>"Universal accessibility is a fundamental pillar of a more just and cohesive society. Through it, our territory, towns, and cities, can build a new layer, an integrative skin for all people, one that goes beyond the physical environment.</p>	<p>https://observatorio2030.com/sites/default/files/2025-01/Documenta%201.2%20-%20Ciudad%20y%20Territorio%20justo%20-%20Accesibilidad%20universal%20%28Informe%20GT1.2%29%20%5BAccesible%5D_1.pdf</p>
<p>Itinerarios: Actividades para la seguridad vial de Mayores</p>	<p>The General Directorate of Traffic develops actions to protect the most vulnerable road users, those who, due to various circumstances, their physical characteristics, or the means of transportation used, are more likely to be involved in or be victims of a traffic accident, including the elderly.</p>	<p>https://drive.google.com/file/d/13bMaqAF_fifCXYZbMYOXQspShNLjfRA4/view</p>
<p>Abitudini di mobilità degli over 65. Il ruolo del TPL</p>	<p>Study from the HAPPY project on how older adults use public transport (TPL) in Varese, Milan, and Padua. Analyzes habits, barriers, and post-COVID scenarios to enhance age-friendly mobility.</p>	<p>https://www.uninsubria.it/sites/default/files/Documenti_Ricerca/Progetto%20HAPPY%2026-10-2021_%20Crotti%20Akhavan%20Bonvento%281%29.pdf</p>



TRAINING RESOURCES

<p>Il trasporto sociale in Toscana</p>	<p>Presents a survey of social transport in Tuscany, highlighting volunteer-driven local practices ensuring mobility for seniors and vulnerable people lacking autonomy or family support</p>	<p>https://www.cesvot.it/storage/7025/Il%20trasporto%20sociale%20in%20Toscana%20-%20Report%20completo.pdf</p>
<p>Building Better Lives – Cycling Without Age</p>	<p>We invite you to start up a chapter of Cycling Without Age, a worldwide movement that aims to provide joy and vitality to all through the magic of bicycle rides. Through the simple act of sharing a bike ride, it weaves a sense of community and gathers unique and invaluable stories, unlocked only by the wind and wheels.</p>	<p>https://cyclingwithoutage.org/</p>
<p>"GOAL: Growing Older, staying mobile: The transport needs of an ageing society"</p>	<p>The GOAL project aimed at comprising current knowledge and identifying research gaps in order to develop an action plan to fulfill the transport needs of an ageing society. This action plan is being developed through the interaction with different stakeholders, state-of-the-art reviews, identification of possible and relevant societal developments and alternatives to transport. To achieve these objectives, GOAL has organised different workshops where the main findings from state-of-the-art reviews were presented to key stakeholders and interactive sessions were played to get their feedback.</p>	<p>https://cordis.europa.eu/project/id/284924</p>

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ALONE (n.d.), Technology Training for Older People, <https://hidigital.ie/>
Foróige (n.d.), Big Brother Big Sister Youth Mentoring Programme, <https://www.foroige.ie/our-work/mentoring/big-brother-big-sister/>

Generations United (2018), Intergenerational Program Planning Toolkit, <https://www.gu.org/app/uploads/2018/05/Intergenerational-Report-IntergenerationalCenter-ConnectingGenerations.pdf>

UNITRE – Università della Terza Età (n.d.), Official Website of the Italian University of the Third Age, <https://www.unitre.net/>



Assessments Section





MODULE: RESPECT AND SOCIAL INCLUSION

Educators

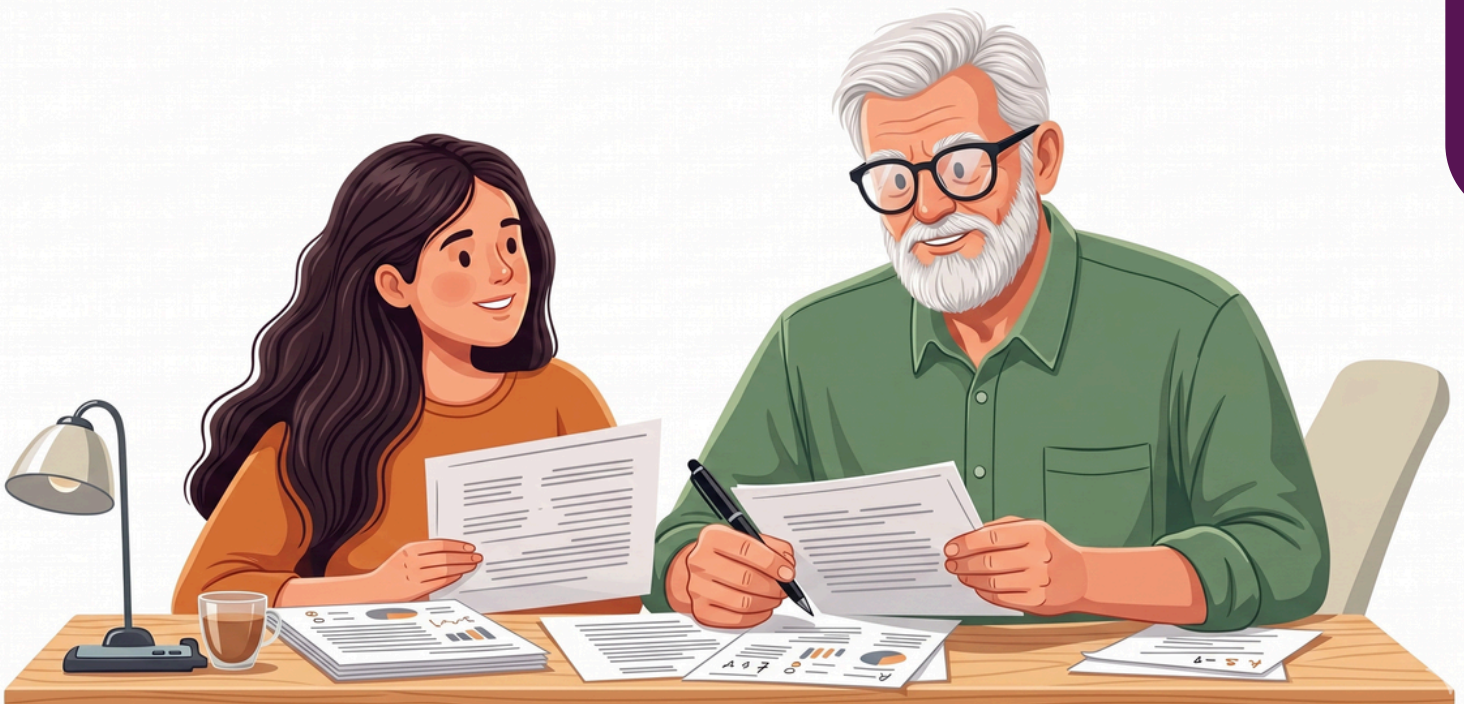
Theme: Ageism, Learning Formats, and Co-Design

1. Which of the following statements is an example of ageism in education?
 - A. Involving seniors in content creation
 - B. Designing self-paced learning options
 - C. Assuming older adults can't adapt to new technologies
 - D. Asking seniors about their learning preferences

2. True or False: Seniors should always adapt to new learning systems without support.
Yes
No

3. Which WHO principle supports co-designing courses with older learners?
 - A. Consultation
 - B. Profitability
 - C. Standardisation
 - D. Age hierarchy

4. Do you feel confident recognising and addressing ageist assumptions in your teaching practice?
– Yes / No





MODULE: RESPECT AND SOCIAL INCLUSION

STAKEHOLDERS AND LOCAL ACTORS

Theme: Barriers and Policy Change

5. Which of the following statements reflects digital exclusion?
- A. Seniors being invited to help design apps
 - B. Seniors struggling to use online-only services
 - C. Community centers offering print-based schedules
 - D. Providing audio-based public transport alerts
6. True or False: All seniors have access to internet and smartphones.
- Yes
- No
7. Which of these is a good inclusive policy measure?
- A. Digital-only forms
 - B. Intergenerational storytelling workshops
 - C. Automated menus with no human support
 - D. Community events only during working hours
8. Would you be willing to co-create a Respect & Inclusion Action Plan in your organization?
- Yes / No





MODULE: RESPECT AND SOCIAL INCLUSION

SENIORS

Theme: Empowerment and Belonging

9. Do you feel that society often underestimates the contributions of older people?
– Yes / No
10. Which of these actions can help promote intergenerational solidarity?
A. Creating “seniors-only” spaces
B. Pairing youth and seniors for shared learning
C. Replacing senior mentors with digital avatars
D. Avoiding mixed-age programming
11. True or False: Seniors should avoid expressing their opinions in public discussions.
– Yes / No
12. After participating in a workshop, do you feel more confident sharing your life stories or skills with others?
– Yes / No
13. Would you consider taking part in a digital literacy or intergenerational storytelling project?
– Yes / No

