



***CIA Project***

IO2 - Practical guide  
for **interlocutors**  
of Intergenerational  
Civic Agents



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

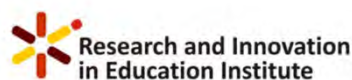
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## Introduction

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

This guide aims to provide the interlocutors with the necessary practical tools to adequately manage the activity of the Councils, put into practice the skills learned and generate the appropriate interrelations between CIAs and youth workers, employment agents, NGOs, local and regional authorities and other target groups. Interlocutor's mission is to build a bridge between the Intergenerational Civic Councils and other structures such as youth workers, employment agents, youth NGOs, municipalities, regional bodies, and other entities that are related to the objectives of the project.

On the other hand, this Guide also aims to:

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

## 1. Youth - major relationship

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

Because of this significant development and the increase in life expectancy, social relations between young and old people are affected by a huge generation gap. This makes communication between the two groups difficult, affecting, in many cases, understanding between them.

Generally, we think that intergenerational cooperation benefits mostly and exclusively young people, however, we hardly notice that it is beneficial for both sides, since relations between people from different generations favour active ageing and are an important factor for the motivation and participation of older people in society. Intergenerational activities promote active listening, understanding and empathy of both groups, social inclusion, especially of older people, and are intended to close the intergenerational gap and promote mutual learning between generations.

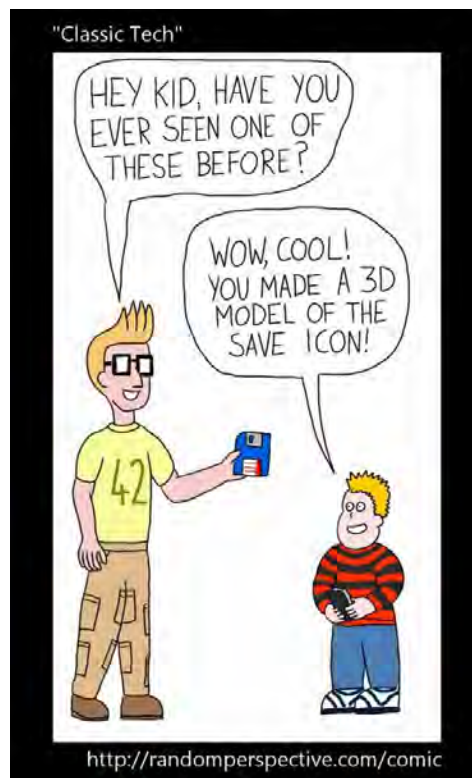


Image 1 Source: [Memesbams](#)

Learning is a human faculty that we continually develop. Learning as a process is not only formal when we attend formal educational institutions,

but also when we assimilate it through everyday activities. Thus, we learn throughout life, at any stage of the life cycle, even at old age.

Learning benefits not only through the acquisition of theoretical and practical knowledge, but also through cognitive, emotional, physiological and functional improvement, in short, the impact on quality of life. An older person who learns, is a citizen concerned about him and committed to others, which promotes social change from life experience, thinking about their own generation and those to come. In conclusion, intergenerational communication makes it possible to promote experiences of relationship and cooperation between people of different ages, aimed at promoting the transmission and exchange of knowledge, skills and values, and that in addition to enabling personal and group enrichment, can actively contribute to cohesion and development in the community.

Intergenerational cooperation involves children, young people and the elderly, improving their knowledge of each other and learning leisure, social and solidarity values. Other positive impacts that older people receive from being part of an intergenerational programme are an improved ability to cope with illness, the development of skills in the use of new technologies and a greater integration into community life.

Through these intergenerational relationships the important potential of older people, their strength and their drive to maintain dignity, is made visible. There are many benefits to be gained from these relationships, e.g. increased solidarity and exchange between the different generations. In particular, for older people the benefits include:

- ❖ Improvement of self-esteem and mood, thanks to the maintenance of social relations with other generations.
- ❖ Greater vitality. Increased activity and energy to continue enjoying daily life.
- ❖ Decrease in the feeling of loneliness as social relations and activity increase.
- ❖ Integration. Older people feel that they belong, that they are integrated, and that they live together in society.
- ❖ Maintenance of learning. Learning continues. Knowledge is increased thanks to the exchange that takes place between generations.



Furthermore, active ageing and solidarity between people of different generations is promoted. In short, each generation has something to contribute to the other.

## 2. How to build a bridge between the CIA and other structures

The Intergenerational Civic Councils are formed by young people and seniors to share knowledge, experiences and interpersonal skills to improve their key competencies related to intergenerational dialogue, to improve their employability, promote the social integration of young people from disadvantaged groups and participate in programs and actions that allow present the results obtained to local authorities, municipalities or regional organizations, including civil organizations, and subsequently implement their proposals.

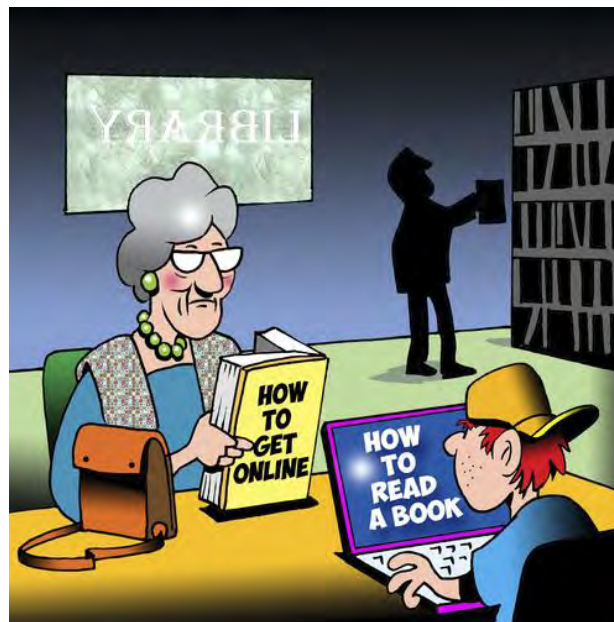


Image 2 Source: [Pinterest](#)

The task of the interlocutors is to establish a link between the Councils, in particular with the products or results of the councils, and other structures such as local authorities, municipalities, regional entities, NGOs and other non-profit civil entities.

Therefore, each interlocutor will create a network of local stakeholders with the help of each partner's project officer and together they will constitute a collective force to implement those measures or actions of interest resulting from the agreements carried out by the councils.

Young people will strengthen their link with the group of older adults, creating a link between generations for a common good in which young people can present their proposals and ideas to local authorities,

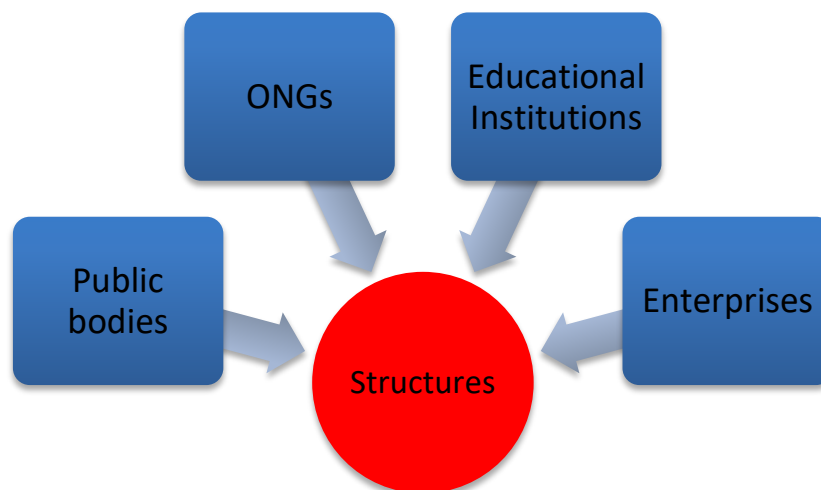


municipalities, regional entities, NGOs and other non-profit civil entities in order to implement actions for the improvement of employability, vocational training, the social and labour integration with the support of the older people's collective.

## 2.1. What structures?

These initiatives undoubtedly have the participation of other social agents, however, it is essential that these are not the protagonists.

It is important to make an approximation to which actors are the ones that can intervene more frequently in these initiatives and what is the role they can play. Among the actors that may be involved in CIA projects are:



- ❖ **Public bodies:** They can collaborate on initiatives at different levels. From an economic perspective, transfer of spaces, advice on the implementation of initiatives, etc. Local Public Administrations are much more accessible and suitable for projects that have an impact on the local environment. Relations can also be established with the Youth areas of the regional administrations.
- ❖ **Educational institutions:** For these initiatives to be carried out, an education on different topics such as entrepreneurship is necessary because if not it is very difficult for any initiative of this type to be developed by young people.
- ❖ **NGOs:** There are non-profit organizations that are well aware of the reality of the youth world, its needs, its concerns, and its main problems. Thus, its value will be in supporting the initiatives



promoted and networking on common areas. The youth association movement is of great importance in many European countries.

- ❖ **Enterprises:** Sometimes the scale of the projects of the CIAs determines in part the degree to which the private sector is involved.

## 2.2. Techniques to build a bridge

The actions presented by the CIA to these structures must have certain characteristics:

- ❖ Credibility of the initiative
- ❖ Adaptation of the proposal to each structure (public body, NGO, etc.
- ❖ Communication actions of the activities of the CIA

It will be necessary to design a dissemination and communication plan in which the activities to be carried out are described. It will also be necessary to make a corporate identity manual for the CIA.

An interlocutor (senior) will be responsible for drafting the dissemination plan and managing all the planned activities.

### Dissemination activities:

- ❖ CIA website
- ❖ Presence in social networks (Facebook, twitter, instagram, ...)
- ❖ Press releases
- ❖ Newsletters in which the proposals by the CIA are described
- ❖ Organization of meetings with local stakeholders
- ❖ Preparation of reports and presentations of the proposals
- ❖ Press conferences

The collaborative platform will be a communication channel between CIAs and interest groups (youth workers, employment agents and volunteers from youth NGOs, youth centres, employment agencies, or municipal social services, especially public institutions) with the aim that the CIA are taken

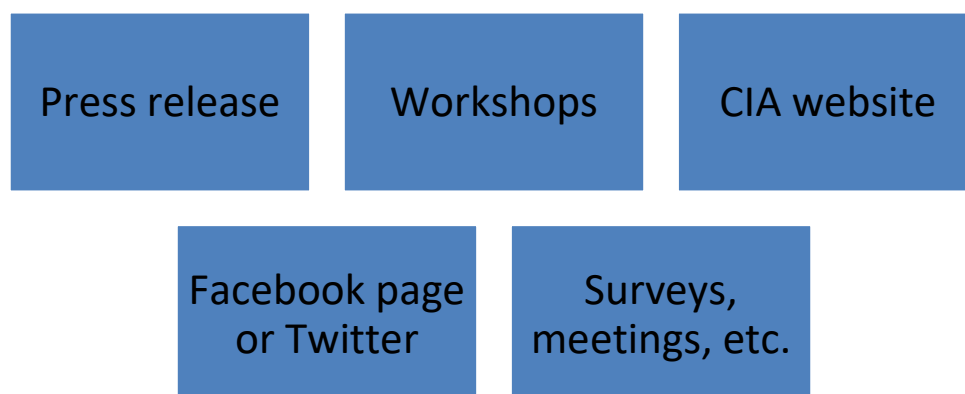
into account in the implementation of civic actions / programs in which young people, in cooperation with the elderly, can contribute their proposals.

## 2.3. Evaluation and monitorization

All dissemination actions aimed at establishing relationships with the structures described above will have the objective of proposing the involvement of these organizations in the project proposals developed and approved in each CIA.

The actions carried out by the interlocutors to achieve these collaborations must be evaluated and monitored to measure their degree of success and know their impact.

Regarding the results of the Dissemination Plan, qualitative and quantitative indicators will be established to evaluate it. Each action will have its own:



- ❖ Press release: how much news has been published, in what type of medium, what length, if the message we wanted has been expressed...
- ❖ Workshops: how many people attended, how many requests for information have been made, through which channel they have been informed
- ❖ CIA website: how many unique visits we have, how long are they on our page, how do they get to it



- ❖ Facebook page or Twitter: the number of mentions, RTs, followers, etc.
- ❖ Surveys, meetings, etc. can be very helpful

Thanks to these indicators, it will be verified if the objectives have been met or if it is necessary to reorient the strategy.

We can also carry out a follow-up through the participation of these structures in the collaborative platform of the CIA project: how many organizations have registered, how many times they enter the platform, what type of relationship is established with the CIA...

The number of contacts made, the meetings organized and finally the proposals that have received support from the structures contacted, will be indicators that will serve to evaluate the actions of the CIA interlocutors.

This evaluation of results will serve to know if objectives are being met or if, if not, some of the actions carried out to achieve them should be improved or changed.

## 3. The improvement of employability through partnership and relation with stakeholders

### 3.1. Relationship between Intergenerational Civic Councils and stakeholders

This chapter provides interlocutors a series of tools to facilitate the execution of their tasks once the different Councils have been involved. It is important for the exchange of good practices in the management of associations, the relationship with the elderly as a source of knowledge and experience, the improvement of employability through partnership and direct relationship with stakeholders linked to the management of youth employment or the involvement of young people in civic decision-making through the associative way.

Intergenerational Civic Councils with an extensive structure and a complex network of relations, the number of stakeholder groups may be significant. To help manage these relationships, stakeholders can be classified according to several criteria:

Internal and external stakeholders:

- ❖ **Internal stakeholders** are all people directly related to Intergenerational Civic Councils, i.e. employees, shareholders, management.
- ❖ **External stakeholders** are all those groups that operate in the Intergenerational Civic Councils' environment, e.g. customers, suppliers, competition, media, NGOs, etc.

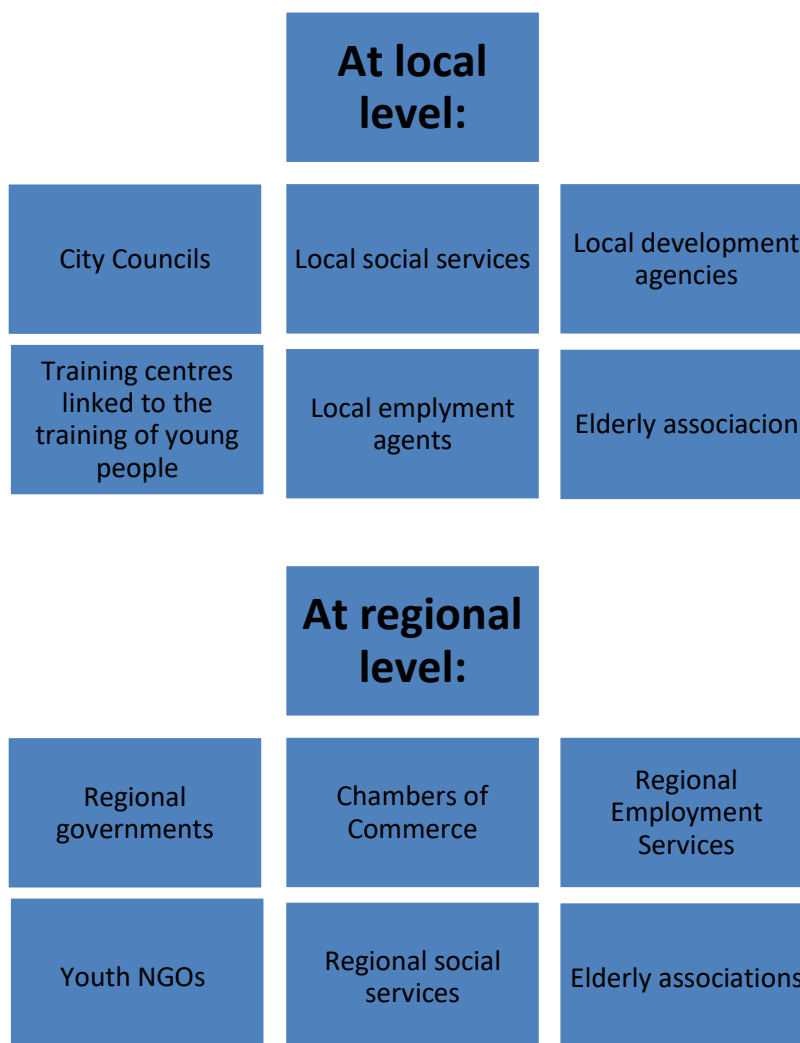
Positive and negative stakeholders:

- ❖ **Positive stakeholders** can be the target groups, the client or the financing institution.
- ❖ **Negative stakeholders** can be identified as the competition, institutions adversely affecting the implementation of the Intergenerational Civic Councils.

Primary and secondary stakeholders:

- ❖ **Primary stakeholders** are those on whom the functioning of the company directly depends, remaining in close relations with Intergenerational Civic Councils: employees, customers, suppliers, investors, etc.
- ❖ **Secondary stakeholders** remaining somewhat "on the sidelines", their relationship with the Intergenerational Civic Councils is not crucial, nor is it necessary for the Intergenerational Civic Councils' survival.

The stakeholders can also be divided at local, regional and national level:





### 3.2. Management of youth employment

As a result to the implementation of dialogue programs with young people and involving them in the Intergenerational Civic Councils' activities, Intergenerational Civic Councils can:

- ❖ Make better business decisions
- ❖ More efficient risk management
- ❖ Possibility of developing long-term development plans
- ❖ Take into account the Intergenerational Civic Councils' values and the needs of the environment
- ❖ Stimulate innovation and changes in the Intergenerational Civic Councils
- ❖ Ongoing verification Intergenerational Civic Councils' activities

The first stage of stakeholder relationship management in Intergenerational Civic Councils will be to prepare a detailed map and database of key stakeholders. Then appropriate communication channels can be adjusted for each group:

- ❖ Employees
- ❖ Regular meetings
- ❖ Intergenerational Civic Councils' newsletter
- ❖ Internet
- ❖ Opinion polls
- ❖ Customers

- ❖ Customer satisfaction surveys
- ❖ Local communities
- ❖ Cooperation with non-governmental organizations
- ❖ Partnership programs
- ❖ Communication with the media (social media)
- ❖ Cooperation with central and local authorities
- ❖ Involvement in the activities of Intergenerational Civic Councils
- ❖ Cooperation with schools and educational institutions

We must have in mind that the facilitators will work and administer the Councils and achieve measures / actions / projects / proposals. The interlocutors will establish a link between the Councils, in particular with the outputs or results of the councils, and the other structures such as local authorities, municipalities, regional entities, NGOs and other non-profit civil entities.

Therefore, each interlocutor will create a network of local stakeholders with the help of each partner's project officer and together they will constitute a collective force to implement those measures or actions of interest resulting from the agreements carried out by the councils.

The workshop to be implemented during the projects life to both young people and youth workers, employment agents and volunteers from youth NGOs, experts in employability and other stakeholders of interest has the aim of establishing procedures and lines of improvement for the implementation of Intergenerational Civic Councils and the management of youth employees.

### **3.3. Improvement of employability**

The "Collaborative platform" will have a special role for the promotion of Intergenerational Civic Councils and training of facilitators and partners. Intergenerational Civic Councils, improve the employability thanks to the establishment of collaborative links with youth workers, employment agents, youth NGOs, experts in employability, authorities and public institutions as well as other stakeholders of interest with the aim of establishing procedures and lines of improvement for the implementation



of Intergenerational Civic Councils, improving the employability of young people, their social and labour integration and the recognition of actions and programmes arising from the CIAs within the framework of the development of employment and integration policies by public bodies.

The group of older people, who are part of the different Intergenerational Civic Councils and who provide support, knowledge and advice to the established Councils will be an active part in the improvement of employment.

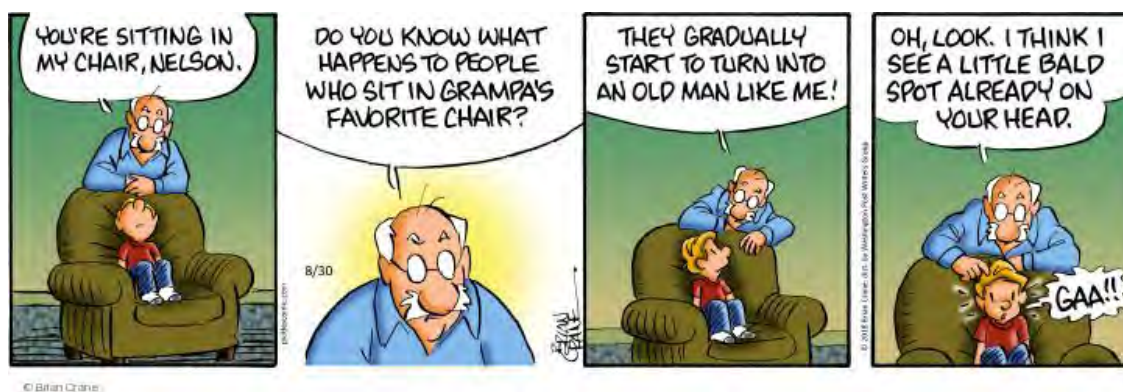


Ilustración 3 Source: [Cartonist groups](#)

Some actions to be taken for the improvement of employability are:

- ❖ Second chance training and programs
- ❖ Language training
- ❖ Counselling and additional didactic support to encourage young people to continue or resume education
- ❖ Assistance for young people from risk groups in acquiring appropriate qualifications
- ❖ Work-based learning
- ❖ Apprenticeships
- ❖ Digital skills training
- ❖ Entrepreneurship
- ❖ How to start a business

## 4. Employability actions through active cooperation between young and adults

Employability can be perceived as what defines whether a professional is fit or not for a vacancy. This may consist of a set of fundamental capacities of an individual in the labour market. Characteristics such as teamwork, interpersonal skills, socialization, among others are increasingly valued by those who recruit. As factors that influence employability, it stands out skill and vocation, financial situation, physical and mental well-being, competence and technique, and interpersonal skills.

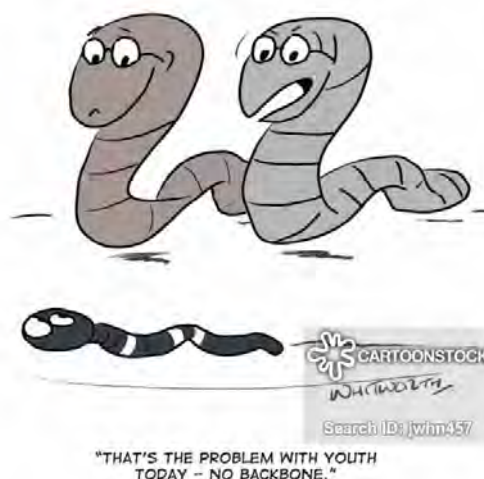


Ilustración 4 Source: [Cartoonstock](#)

The following topics are great examples of employability actions in Portugal.

### 4.1. Employment and Support Program for the Qualification of Persons with Disabilities and Incapacities

It is a project to support employment and qualification in the field of professional rehabilitation that integrates several modalities of support for individuals with disabilities and incapacities who have difficulties in access, maintenance and progression in employment. It is promoted by public entities and private or legal persons, with or without profit. The program includes, among others, the following measures and modalities: qualification support, support for integration, maintenance and



reintegration in the labour market and supported employment. It also has financing as complementary support.

## **4.2. Professional Insertion Office**

The GIP –Office of Professional Insertion– is the organization that provides support to unemployed young people and adults for the definition or development of their path of insertion or reintegration into the labour market, in close cooperation with employment centres. The GIP is promoted by public or private non-profit entities such as private social solidarity institutions, trade union and business associations, local authorities, among others, with the objective of developing an entrepreneurial attitude of approach to the labour market, strengthening support for the unemployed and other groups in disadvantage in the definition or development of their path of insertion or reintegration into the labour market and also complementing the activity of the public employment service, in a logic of proximity, ensuring the development of contractualized actions with employment services. Develops as main activities: capture and dissemination of job offers and support to placement; support for online enrolment of jobseekers; dissemination of measures to support employment, vocational training and entrepreneurship and support for the referral of candidates and, finally, actions to support the active search for employment and development of entrepreneurial attitude.

## **4.3. U. Porto Job Fair**

The job fair promoted by the University of Porto, the largest at the national level, known as FINDE. U, has had an evolution, changing its name and image, being now called FIND YOUR CAREER.

Nowadays, it is increasingly crucial to communicate online and effectively, allowing FIND YOUR CAREER to establish a direct bridge between companies and U. Porto's talent students. From engineering, to arts, through technology, law or languages, there are several areas in which we are proud to train competent and internationally recognized professionals.

The purpose of this online event is to promote a unique networking experience, and to make all the necessary resources available to students and graduates looking for market integration opportunities and exploring different career opportunities, and for companies that want to recruit immediately or strengthen their talent bank. The event is open to the participation of organizations and companies from various sectors and students and graduates from U. Porto.



The virtual fair is an opportunity to know and explore the job market and careers and to get to know the companies and professional profiles and skills that companies value most or need most in the immediate or future, through the presentations of the companies (Speed Dating Spot); to extend their network of contacts; contact with representatives of the companies that most interest you, through chat; apply for job offers and internships and submit spontaneous applications; have an online recruitment experience; participate in webinars related to skills development, personal marketing and career exploration; and clarify doubts about CV, interviews and career management.

Participation is free for both visitors/candidates and companies/exhibitors.

## 5. How to participate in a CIA

### 5.1. Steps to follow in a CIA

In order for a council meeting to be highly effective, it is important that each of the participants become actively involved in it and make certain commitments that will make it work smoothly.

In order to achieve this, it is recommended to follow these steps:

#### 1. Prepare for the meeting

One way of making the meeting run smoothly is to consult the topics that will be discussed at the meeting. Knowing what points will be worked on in the council, we will be able to better prepare our possible interventions. Participants can even bring prepared information if they want to contribute an extra to the meeting.

#### 2. Punctuality

To make the most of the meeting, the key to productivity will be timeliness. In order to avoid delays and the need to stop dealing with certain points for lack of time, it is necessary to arrive at the scheduled time of the meetings of the Council, thus respecting the agenda itself and that of the other attendees.

#### 3. Turn off cell phones

To avoid unnecessary interruptions in the conduct of the meeting, it is better to turn off the mobile phones or leave them in silence or airplane mode, since an untimely call or notification during the meeting can mean the loss of concentration of the group. In addition, there is always the temptation to check the phone, which is a loss of attention and can be annoying for fellow council members.

#### 4. Participation

The key to council meetings is the active participation of each one of its members. Participants should be encouraged to participate in the discussions by conveying their input, views and ideas. They should not be afraid to participate, since it is a safe space where there is no error; all contributions will be heard and welcomed. Keeping an open mind is very important for ideas to flow in such meetings.

When communicating with the rest of the participants, it is important to have a clear, concrete and orderly discourse (which is not opposed to giving

space to the naturalness of improvisation) and that the tone of voice is high so that everyone else can hear us. In addition, empathy should be sought and the participation of the other participants encouraged, which helps to maintain eye contact with all of them. That is, do not always look at the same people or directly speak without looking at the person.

The language used must be clear and simple for everyone to understand. In addition, it is very useful to use it properly, clearly distinguishing the presentation of concrete facts from the opinions or emotions that can be expressed during the meeting.

Finally, once we have broken free, it is important not to monopolize the meeting time and be aware that the other attendees will want to have their time to participate. Ideally, interventions should not exceed 10 minutes. In addition, it is important that interventions focus on the topics on the agenda and not dwell on other issues that may take time away from the objectives of the meeting.

## 5. Active Listening

During the meeting it is important to maintain focus on the person you are speaking and make an effort to understand and receive your message. It's important to keep an eye on the person you're talking about and incorporate signs that you're paying attention to, such as nodding or holding an interested stance. Of course, you should avoid addressing other issues while talking to one of the participants, such as parallel conversations or losing the thread of the speech.



Image 5 Source. [Bulbapp.com](http://Bulbapp.com)

It is also very important not to interrupt the speaker, respecting his speaking time. Another way to show the attention we give is to ask questions to the person who is talking about the topic you are talking about or to make a brief summary of your intervention among all, when you have finished making your presentation.

## 6. Maintain a positive atmosphere

The atmosphere of the meeting is built between everyone and it is certain that some of the views expressed during the council will clash with each other. It is important not to focus on divergences but on what can be drawn from each point of view to enrich the objective. Smile, kindness and empathy are tools that must be present at all times.

## 7. Participate in the conclusions

Drawing good conclusions together is very important if the Council meeting is to be as productive as possible. To do this, each participant should be encouraged to contribute how he or she feels the meeting has gone, if he or she considers that some point has been left pending or there has been something that has directly affected him or her and wants to share.

The following video shows steps to organize an effective meeting (you can activate the subtitles in your own language):



Video 1 Source: [Youtube](#)

[This link](#) takes you to a small interactive game about the steps to follow or not to follow in a meeting.

## 5.2. Dynamization techniques for a CIA

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

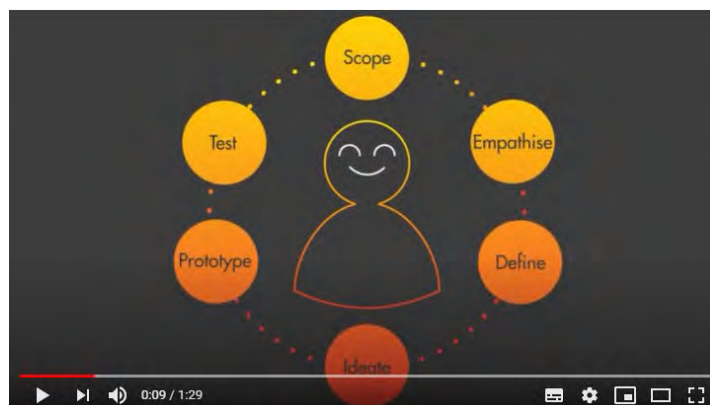
For this purpose, various dynamization techniques can be used, always from the following basic premises:

- ❖ Before using a particular technique, it is necessary that its operation has been explained in such a way that all participants understand it.
- ❖ A friendly atmosphere and a relaxed atmosphere must be maintained at all times.
- ❖ We must actively participate and encourage other colleagues to participate, consolidating the feeling of a united group.
- ❖ Interactions do not have to be forced under any circumstances.
- ❖ All necessary clarifications on the operation of each technique can be requested until they are completely clear to all.

### 5.2.1. Creative thinking

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

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



Video 2 Source: [Youtube](#)

The first thing to do is to clearly identify the objective on which creative thinking is to begin to be realized. Once it is identified, each of you will be able to start thinking about your own concerns about the issue in question and how it affects you in your real life, to achieve a group involvement in the goal to be achieved.

The atmosphere has to be as open and relaxed as possible, making room for laughter, humor and fun. No one should be afraid to express their





thoughts, as under no circumstance will they be judged. There will be complete freedom for everyone to express their ideas with the assurance that they cannot be wrong in any way.

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

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

The pace will be fast, and there will be room for everyone's interventions, jumping from one to the other and connecting between them so that each perspective adds up.

Finally, conclusions will be drawn among all participants, considering all the creative ideas that have been put forward during the creative thinking exercise of the meeting.

### **5.2.2. Brainstorming**

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

To carry out a good brainstorming, the atmosphere must be very relaxed, comfortable and relaxed. Even small warm-up games can be performed before starting to break the ice. Everyone should feel free in the space, being able to get up and walk, move, change places if you want to be as comfortable as possible.

Before we begin, we need to set out the objective on which the ideas that each participant will present will be dealt with.

In addition, there will be a place where the ideas that come out are written, be it a blackboard, a poster or a computer device so that they are visible to everyone.

With a set time limit, each participant can present their ideas as they occur.

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

ensorship in order for ideas to flow unhindered. Even ideas that may seem extravagant at first, but surely bring something of value, must be allowed.

The ideal thing to maintain a fast and motivating rhythm is that each idea is formulated with short phrases, even if expressed without reason.

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

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



Brainstorming Techniques: How to Innovate in Groups

Video 3 Source: [Youtube](#)

### 5.2.3. Role play

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

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

With this type of tool, the creativity of the participants is increased and a greater ease within the group is achieved.

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

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

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

Once the performance begins, the dynamic must not be interrupted to allow it to flow freely among the actors. The position defended during the performance must always be done from the role that has been assigned, although at all times it will be necessary to make use of improvisation and play.

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

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

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



Video 4 Source: [Youtube](#)

#### 5.2.4. Nominal groups

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

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

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

To begin with this technique, the task will be defined by a clear and direct question that will be written out for all to see. The necessary questions can be asked and appropriate clarifications requested until all participants understand perfectly the meaning of the question.

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

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

Once explained and seen by all, scores will be assigned to each of the ideas, prioritizing those that have obtained more votes in the counting of the same.

With the ideas chosen on the table, the group can start working on developing them.

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



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

Video 5 Source: [Youtube](#)

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## Annex 1

### How to activate Youtube subtitles in your language

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

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

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

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

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

How to turn on subtitles on YouTube in the mobile app

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

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

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