

# Valuing and valorizing the knowledge and skills of people 80+



## Report on research in Austria

Claudia Gröschel-Gregoritsch and Charlotte Strümpel  
Austrian Red Cross  
Vienna/Austria

*Version of March 8 2015*



**Erasmus+**

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## Table of contents

|  |           |
|--|-----------|
| <b>1. Aims and objectives</b>  | <b>3</b>  |
| <b>2. Methodology</b>  | <b>4</b>  |
| 2.1 Design of research tools   | 4         |
| 2.2 Procedures   | 6         |
| <b>3. Results</b>  | <b>7</b>  |
| 3.1 Conceptual framework   | 7         |
| 3.2 Visibility of active citizenship at very high age                            | 8         |
| 3.3 Motivation of very old citizens  | 9         |
| 3.4 Impact of active citizenship on very old people                              | 10        |
| 3.5 Fields of activities and project examples                                    | 11        |
| 3.6 Potential barriers and supportive framework conditions                       | 12        |
| 3.7 Training for paid staff and volunteers                                       | 14        |
| <b>4. Conclusions and recommendations for the design of the training package</b> | <b>16</b> |
| <b>5. Bibliography</b>   | <b>18</b> |
| <b>6. Supporting material</b>  | <b>18</b> |
| Annex 1: Results of desk research  |           |
| Annex 2: Results of expert interviews  |           |
| Annex 3: Results of interviews with very old citizens                            |           |

## 1. Aims and objectives

The aims of the Active 80+ project are to promote learning and active citizenship of people 80+ with and without functional restrictions. Since very old people are often restricted in their mobility, professionals and volunteers working with them belong to their most important contact persons. Their support in detecting or re-developing hidden strengths of very old people they are involved with and their encouragement of older people to engage in meaningful activities can be crucial in providing access to learning and ensuring greater independence and enjoyment of later life. Active 80+ intends to develop and test a research-based training for care staff and volunteers, enabling them to function as coaches for people at very high age.

In order to establish a basis for the design of the training package, research aimed at collating knowledge on learning and active citizenship of very old people in studies, practical experiences and the state of discussion at political level. The following activities were planned to be performed for providing a comprehensive overview on topics of learning and active citizenship of very old people in Europe:

1. Desk research in the partner countries and at European level: Research reports, websites, brochures and leaflets and, at European level, compendia of projects within the Lifelong Learning Programme were investigated as regards the visibility of the topic in public discussions, the meaning of active citizenship at very high age, the state-of-the-art in research, projects with and by very old people as well as socio-political positions.
2. Five expert interviews per partner country and in other European countries (30 interviews in total): Researchers, practitioners and decision-makers were asked about the visibility of the topic in public discussions, the impacts of active citizenship on very old people, supportive framework conditions and barriers as well as training needs and offers for paid staff and volunteers.
3. Three interviews with very old active citizens per partner country (15 interviews in total): These interviews focused on topics such as their motivations, the impacts of active citizenships, supportive framework conditions, barriers, training needs of paid staff and volunteers and their further interest in the project.
4. A written survey among German care homes: In cooperation with one of the associated partners, the Heimverzeichnis gGmbH, 11.000 German care homes were invited to participate in a written survey on existing experiences, the impacts on the active citizens, potential supportive framework conditions, costs and benefits of these measures as well as their further interest in the project.

This report summarizes the results of the research methods 1, 2 and 3 for the mentioned topics under study in Austria.

## 2. Methodology

### 2.1 Design of research tools

Due to the tight time schedule, desk research was already performed before the kick-off meeting. The criteria for the selection of materials as well as the lead questions for their analysis were discussed and agreed upon among the partners by email. Based on the results of the desk research, the tools for the interviews and the written survey jointly discussed during the kick-off meeting and finalized afterwards.

The following lead questions were applied in the particular research tasks:

#### 1. Desk research

- Given the terms “active citizenship / volunteering / learning at very high age”: Which key words were used in the national online research?
- How many and what kind of results were retrieved for the different options?
- Do “learning” and “volunteering” comply with the results of your national desk research? Are there other meanings of active citizenship at very high age?
- What is the state-of-the-art in research concerning active citizenship at very high age?
- Which projects have been described?
- How is the topic discussed at political and associational level?

#### 2. Expert interviews

- Have you already collected experiences as regards the active citizenship of people 80+?
- Have you noticed in public discussions the topic of the active citizenship of people 80+?
- If yes: In which way and context?
- How could the active citizenship of people 80+ look like? Are there, according to your opinion, activity fields which are especially apt for them?
- Which barriers may hinder very old citizens to become active in their community?
- What can be done to remove or reduce these barriers?
- Will care institutions, day care centres or other service providers be interested to train their staff and volunteers in supporting the active citizenship of people 80+?
- If no: What can be done to promote their interest?
- What (other) good advice can you give us for the design of training measures for staff and volunteers of these organisations?
- Are you interested in receiving the ACT80+ newsletter?

- Are you interested to become a member of the ACT80+ platform which will meet twice in the course of the project and be involved in the development of training measures?

### 3. Interviews with seniors

- Can you please give us details about the work which you perform?
- Do you know other active citizens 80+?
- If yes: What kind of work do they perform?
- Why are you active in your community?
- What impact does your work have on you?
- Are there circumstances which make it difficult for you to perform your activities?
- And on the contrary: What supports your work? This can be lucky circumstances, but also concrete support offers provided by others.
- What good advice can you give us for the design of training measures for staff and volunteers of organisations which could support the work of active citizens 80+? We think, for example, of persons working in care facilities or day care centres.
- Are you interested in receiving the ACT80+ newsletter? (Email address known?)
- Are you interested to become a member of the ACT80+ platform which will meet twice in the course of the project and be involved in the development of support measures?

## 2.2 Procedures

The individual working steps were performed in each country in parallel according to a schedule which allowed for a completion of the research tasks in due time. In particular, the following outcomes were achieved in Austria:

- **Desk research**

The desk research was conducted mainly by internet and analysis of available reports.

The most relevant reports found were those commissioned by the Federal Ministry of Social Affairs such as an article in the first national report on volunteering in Austria (“Freiwilligenbericht”: More-Hollerweger/Rameder 2009), a survey on the issue of volunteering including the 70+ (“Bevölkerungsbefragung”: Feistritz 2013) and two reports focussed on people over the age of 80 (“Hochaltrigenstudien”: Hörl/Koland/Majce 2009, Ruppe 2014). Also, the “Guidelines and priorities 2020” for learning in later life developed by a project group and likewise commissioned by the Federal Ministry of Social Affairs contained several relevant chapters (Waxenegger/Uni Graz 2011).

Apart from this a pilot study on productivity and resources of ageing (Amann 2009), a report on a health promotion project in Vienna on how older people can be activated and be brought together (Reinprecht/Kienzl-Plochberger 2005) and a survey on the well-being of older people in Vienna from 2010/11 (IMAS-Umfrage: Das Lebensgefühl der Alten in Wien) were reviewed within the desk research.

Finally, scientific articles that were studied within the desk research were focussed on volunteering in high age as a potential of social work (e.g. Findenig/Uni Graz 2014), lifelong learning in meaningful contexts in very old age (e.g. Blantar/MedUni Graz 2014) or on the importance and impact of volunteering for older volunteers themselves (e.g. Meindl/FH Linz 2013).

- **Expert interviews**

Five interviews with experts were conducted, three of these were face-to-face interviews, one was a telephone interview and one a written interview by mail. Three interview partners were female, three male. Experts from several fields were interviewed: social-gerontology, management in long-term care, municipal senior's policy, volunteer coordination in NPOs.

- **Interviews with very old citizens**

Three interviews were carried out with women between the age of 76 and 92, all of them active citizens. Two interviews took place face-to-face in the interview partners' homes and one was a telephone interview.

The results of the desk research, the expert interviews and the interviews with very old citizens were documented in forms<sup>1</sup> and then analysed.

---

<sup>1</sup> See Annexes 1 - 3

## 3. Results

### 3.1 Conceptual framework

- **Desk research**

Theoretical framework - general impression:

Within the desk research mostly two types of older people are described: One group are the active seniors that contribute substantially to civil society, by volunteering or supporting and helping their children and grandchildren. They are seen as resources and partners in the intergenerational dialogue by bringing in traditional knowledge, their time - and money. The other group are frail and older old people that are seen as being mostly passive and in need of help and assistance as well as entertainment. Learning in this context is a means to keep them busy and to minimize further dependency.

The perception of the active phase of being old starts typically at the age of 50 or 55 and seems to fade out at 70 or 75, sometimes explicitly stopping at 79. In most of the studies reviewed, there is a low interest in what might happen afterwards, in the sense of active and meaningful contribution to society. The focus still lies on providing care for this age group.

Images of old people - and resulting intervention focusses:

Following images were identified within the reviewed literature:

- **Mechanistic image:** Here the idea is that deficits (e.g. in memory functions) have to be treated separately. In this case activation and prevention focus on activities to strengthen individual functions e.g. by participation in memory exercises.
- **Humanistic image:** The point of departure for this theory is that a person sets him or herself aims and thus engages in activities to meet these aims. The resulting measures to „activate“ older people include defining these aims, values and meanings.
- **Deficit–compensation-models:** These focus on functions and resources, with the aim to optimize someone's potential. Issues addressed here are the “survival of the fittest” and the optimal use of „human resources“.
- **Activity vs. disengagement approaches:** Both of these traditional concepts concentrate on what makes an old person happy regardless of meaningfulness or impact of his or her behaviour on the environment.
- **Competence model:** This model states that the mental and physical state of a person develops through a permanent struggle between external challenges and personal (re-)actions. This includes the concept of resilience as well as the idea of developing personal strength.

Most documents contain either an implicit or explicit judgement of which forms of ageing and older people's lifestyles are positive or negative. There seems to be a widespread consensus that „dependence“ is weakness and therefore poses a problem for those who are dependent and „independence“ is strong and thus a positive asset for the individual.

#### General approaches to older people:

Several general approaches in looking at older people can be found. However, it needs to be noted that these issues are described largely with respect to the age group between 55 and 80 and little is said about people beyond this age. Special target groups for activation are those in critical life situations (retirement, death of partner) and hard to reach groups like migrants (see: Christoph Reinprecht, Aktiv ins Alter 2005, S. 4ff).

The general approaches are:

- Activity approach: The focus here is only on the “healthy ageing” of the individual and not on „healthy communities/societies“.
- Holistic approach: Within this approach barriers on individual, social, cultural or systemic level have to be eliminated which entails the networking of all actors to allow for healthy ageing.
- Diversity approach: The point of departure here is that the individual cultural background has influence on possible measures and successful activities and thus access to services and offers and strategies have to be designed accordingly.
- Community approach: Here the point of reference is the local community, such as the neighbourhood. Older people are regarded as partners and co-producers of their own „living culture“. Social networking and co-operation on the local level are a key to health promotion.

#### New approach - Learning as a key to participation and autonomy:

A fairly new approach is one that defines learning as a key to participation and autonomy in old age. This means a shift from the efficiency ideas or the quest for fitness implied by the health promotion concept to meaningfulness. While the connection between learning and competences as well as participation in both directions is identified, social integration can be a starting to learning for less educated old people that are often used to learning in everyday contexts, but have a negative attitude towards formal learning. This allows a focus on socially disadvantaged groups. On the other hand, learning is a precondition to choose how one wants to create one's later life, including ways of participation. In order for this to work, quality improvement and developing adequate teaching methods is necessary. (Waxenegger, 2011).



## 3.2 Visibility of active citizenship at very high age

- **Desk research**

Within the desk research there were almost no findings on measures to enforce sincere social participation specifically for people over 80+. This age group seems to be almost invisible in the context of participation. Learning on the other hand is mentioned as part of staying healthy and independent also at a higher age (70-80+). Also, the continuity in being active over the life span and early prevention seem to be regarded as important in several documents. Policy papers like the “Bundesseniorenplan 2014” explicitly mention the “promotion of participation, lifelong learning and active ageing. There is also a chapter on inclusion of older people in education and lifelong learning. However, there is no explicit mention that this also applies to people over 80 years of age.

- **Expert interviews**

All in all, the experts put a strong focus on frailty and need of care and assistance with respect to people over 80. They are still mainly seen as a target group of the care sector. However, some mention was made on the theme of prevention and that there are role-models of active, sporty, creative older people to be found in publications. While older people are seen as the target groups for individual exercise programmes e.g., there is not much visibility of very old people as active participants in public life. And the expectation is low that they might contribute anything useful to societies. Some (small) studies were mentioned by experts that deal with the positive effects of voluntary work on the old people themselves. Still dominant in the context of volunteering of “older people”, are those people between 50 and 60 (“after-work-phase”) but not the people over 70/75 or 80.

“Behind the curtain”, i.e. in administrative contexts or in political reflections it is discussed sometimes as a growing issue/challenge – but not yet in the broad public

## 3.3 Motivation of very old citizens

- **Desk research**

As mentioned above there is little specific information in the analysed documents about volunteering of people above the age of 80. Most results on volunteering of older people refer to older people in general.

The motives to volunteer for older people are:

- Sense of meaning
- Mental and physical fitness
- To feel that one is needed by others

- Social contacts
- More self-confidence
- For people over 80 it seems to be more important to help others than to „have fun“

Reasons to refrain from volunteering are:

- Family obligations
- Health status
- Volunteering not adequate for my age group
- Have never been asked
- Have never thought about it

(Meindl, 2013, p.47f)

- **Interviews with very old citizens**

The participants that were interviewed mentioned several interesting motives for their engagement and why they wanted to be active:

- Engagement allows actually underused skills and interests to be transformed and put in a new, reasonable and meaningful context. One interview partner mentioned that jam cooking was her passion. Since she lived alone and there were not enough friends and family around to eat all the jam she would have liked to cook, she started bringing jam to a shelter for homeless people.
- It enables interview partners to be busy, to have obligations, targets, objectives, that “force” them to leave their home and interact with others. This helps against loneliness and gives them the feeling of belonging to a group or a “team”.
- Specifically, the aspect of exchanging experiences also with younger people and having an impact on people outside of the family was mentioned by interview partners.
- This way engaged older people are also less dependent on the love and attention of their own children or other family members.
- Some report that they have gotten a new purpose in life and could benefit other people. In this context compassion for even older, more handicapped and lonely people and the will to help them was named: “Why not do something for others? It all comes back somehow or other”
- An important point that was mentioned was that volunteering gives a structure to the interview partners days and weeks.
- Finally it is source of new inspiration and ideas and a great opportunity to see and experience beautiful as well as interesting things.

### 3.4 Impact of active citizenship on very old people

- **Interviews with very old citizens**

The answers on the impact on active citizenship on the interview partners mirror the motives mentioned above. They mentioned:

- Volunteering keeps you mentally and emotionally fit.
- You have something to put in your calendar.
- You are forced to plan and structure your time and make good use of it.
- You have something to think and speak about afterwards and have the opportunity to tell stories and laugh.
- You feel useful for example by keeping your promises to support others.
- It is easier to stand the silence in your home, when you have plans, contacts, and things to think about and look forward to.
- You find new friends and a new group you belong to. This includes encounters that are filled with meaning and not only everyday small talk.

### 3.5 Fields of activities and project examples

- **Desk research**

According to Feistritz (2012) 36% of the people over 70 in Austria are active and about 12 % of all volunteers are 70 years of age or more. Half of the volunteers in this age group engage in formal volunteering activities, the other in in-formal volunteering. The most popular activities in the formal sector are arts and cultural activities as well religious and community engagement. People between 65 and 79 are especially active within the social sector. Neighbourhood support and visiting services are the favoured activities within the informal sector. As is the case over all age groups, women are more active in the social field and men in the political and technical sphere.

Examples for very old people's volunteer activities are:

- A theater group by old and very old people called "Mitten im Leben" ("in the middle of life") (Katholisches Bildungswerk Kärnten 2015)
- Knitting teddy bears for children in Syria
- A basketball club of "old graduates" in Vienna
- Volunteering in a district museum in Vienna (Bezirksmuseum Ottakring)

- **Interviews with very old citizens**

Examples of projects and activities that were named by older people were:

- “Wissensbörse”: A platform to exchange knowledge and services, e.g. learning a language for piano lessons
- “Schreibwerkstatt”: A forum for creative writing
- „Kulturverein“: An association that organizes cultural events
- „Dokumentationsarchiv des Österreichischen Widerstands“: An archive where documents relating to the resistance to the Nazi-regime in Austria are filed and stored
- Visiting older people in need of help and care in their homes and in nursing homes

- **Expert interviews**

Projects that the experts were aware of and named were:

- The project “kultur&gut”, an initiative in Vienna dealing with the city’s cultural heritage.
- An inter-generational football competition that takes place regularly in Vienna.
- Volunteers engaged in the technical and historical museums and in the public library of Vienna.
- The opportunity for older women and migrants to cook together once a month.
- The neighbourhood centres of the “Wiener Hilfswerk” which offer a wide variety of opportunities for volunteering, also for older people.
- A buddy project, where older people can support their peers on a one-to-one basis.

### **3.6 Potential barriers and supportive framework conditions**

- **Desk research**

According to Reinprecht et al. (2005) following barriers were identified:

- 60 % people over 70 report health problems that can pose a barrier for engagement.
- Older people’s image of themselves can be an inhibiting factor. 60% of those over 70 say: “Volunteering is for younger people”.
- Legal and organisational barriers are named.
- The invisibility of people over 79 as volunteers as such seems to be a barrier, since „50+“ or „older people“ in an active sense means up to 79 maximum in almost all kinds of publications. Possibly, the upgrade of the „third age“ as an active one contributes to a downgrade of the „fourth age“ and enforces its passive nature.

The same publication (Reinprecht et al. 2005) highlighted the following supportive conditions:

- Home visits as door openers for volunteering or other activities
- Non-binding offers and meetings that are open for everyone and easy to attend
- Volunteering in organisations without an affiliation to a specific political party

- Contact by a key person who is well known in the community
- A good moment for encouraging someone to become active is a change in his or her personal situation such as children moving out or the loss of a spouse.
- Volunteering in an earlier stage in life is a very good predictor for engagement at a higher age.

- **Interviews with very old citizens**

The interviewed older people reported following barriers:

- When older people's experience and input is not valued positively and they were thus underestimated and not challenged enough
- Special vulnerabilities and traumas from the past
- Lack of money
- Fear of going out too late in the evening
- Weather conditions (clear ice e.g.)
- Getting tired more easily than young people
- Shame, in case there might be a problem of incontinence
- Physical problems, like difficulties/pain in walking, shortage of breath
- Depression
- Fear of being the oldest in a group and not fitting in
- Fear of being a nuisance to others because of being slower
- Technical barriers (IT)

The older interview partners also named a host of supporting framework conditions:

- Honestly communicated appreciation by others for something one has done well or is good in
- A good network where one is for example reminded by others to come to a meeting or participate in an activity. This includes being picked up or accompanied to the meeting or activity by a friend or neighbour.
- Good public transport or organised transport
- Support in dealing with computers and other technical equipment (texting, email, photos)
- A safe environment
- Information on volunteering opportunities: Specifically, a platform to bring people with similar interests together would be optimal.
- Defining obligations for oneself such as e.g. setting regular appointments with others or buying a season ticket for the theatre

- **Expert interviews**

Barriers from the perspective of the old person that were mentioned by the experts are:

- Shame to be exposed in the public while engaging in unusual behaviour (e.g. doing sports in the park)

- Lack of money
- Mobility problems (e.g. anxiety when riding a bike on the street)
- Technological barriers (e.g. being ashamed of not to be able to use technology properly)
- Stubbornness on the side of the old person themselves, such as not accepting new ideas, different opinions or new ways of doing something
- No experience with volunteering in the past

Barriers from the side of the organisation that experts mentioned are:

- Volunteer coordinators do not have enough time and resources to accompany people who have additional support needs.
- Large organisations can find enough volunteers so there is no “need” to focus on a target group that needs more support to volunteer.
- Fear that a very old volunteer is not reliable, e.g. through illness
- Stereotypes like the view of professionals that very old people are recipients of care and cannot be integrated as volunteers can be a barrier.
- Sometimes skills of older people are not up to date, e.g. current spelling skills or IT competences.
- Younger volunteers and coordinators are sometimes overprotective.

Experts mentioned following ways to support older volunteers:

- Encourage very old people that they can volunteer
- Publish good practice examples and highlight positive role models
- Offer training e.g. refresher courses for certain skills
- Involve senior organisations (“Seniorenbeiräte”) in public planning activities on local level e.g. design the traffic situation according to the needs of old people
- Organisations have to know what the benefit is for them to invest additional resources to recruit and accompany very old volunteers
- Create new or adapt existing volunteer profiles to the needs and skills of old people
- Awareness raising for coordinators and younger volunteers (e.g. addressing issues of being overprotective or self-conscious in dealing with very old colleagues)
- Reduce or remove physical barriers
- Information and contact persons
- Combine learning and social counselling : This should be a holistic offer with the objective to enable individual learning and engagement

### **3.7 ACT 80+ training for paid staff and volunteers**

- **Desk research**

Several conclusions for the design of ACT80+ measures in general have been elicited from the desk research. One aspect is to review legal and organisational conditions that might restrain the engagement of older people as volunteers and address these within the training.

A focus should be on identifying those barriers that can be overcome within an organisational context. Also, general measures are recommended to change the public (and personal) image of older people in order to overcome the division in younger active versus older passive beneficiaries of volunteering. This is also an issue that should be addressed explicitly within the ACT80+ training. Apart from this the connection between learning and participation should be addressed and a focus put on strengthening old older people's individual resources to raise self-esteem as well as offer training in "modern" skills (such as IT etc.). Also, measures to compensate restrictions by physical handicaps (transport, IT, ...) should be an issue.

Finally, general awareness raising for potential volunteer coordinators is important. This should include establishing support structures as part of organizational culture, defining specific tasks that are especially suited for the very old and information on these of activities that is formulated in a simple and inviting way.

- **Interviews with very old citizens**

From the point of view of the older people interviewed it is very important to give clear and accessible information on options for engagement and describe which activities are available and where they are. Furthermore, interview partners would like adequate support and the organisation of team-building and joint activities that bring people together in such a way as to allow less courageous or energetic participants to join in. Finally, their advice is to avoid paternalism and offering pseudo-meaningful activities that could be seen as humiliation or a waste of time by the targeted volunteers.

- **Expert interviews**

According to the interviewed experts, a part of the training should be on how to act "normally" towards very old people as peers and colleagues as well as reflecting one's own ageing process and ideas on ageing (e.g. What would I like to do? How would I like to be treated?). Also, very old people should be included in the training itself. Measures to be taken in the organisation itself would be needed and should be addressed within the training. Finally, experts remind us that an eye should be kept on the difference between "meaningful activity" and "social responsibility" throughout the development of the training.

## **4. Conclusions and recommendations for the design of the training package**

As a summary of the different points mentioned above and the inputs of the sources desk research, expert interviews and interviews with older people, following issues can be highlighted:

### **Focus on the target group of volunteers:**

One result of the interviews with experts is that they see the chance for employed staff to participate in the training courses as being very low. This is attributed to the costs and lack of interest of the organisations to allocate resources to this issue. This raises questions as to whether a training course focussing on staff members has the chance of being sustainable. Another input by experts is that a joint training for both volunteers and already extensively trained staff would not make sense due to their big differences in training background and qualification. The ensuing recommendation is to focus on the target group “volunteers” when designing the ACT80+ training package. However, these volunteers should have training and experience in visiting services and / or group activities with older people. A clear definition of the profile of participants (future coaches) is recommended to avoid too heterogeneous groups and to be able run the training in just one day as planned.

### **Give room for introspection and exchanging views:**

The training should include the reflection of participants’ own ageing process, their ideas of ageing and how they would like to be treated in old age.

### **Train attitudes:**

To avoid paternalism and developing pseudo-meaningful activities the participants should be sensitized on these issues. Preferably there should be a “mix of generations” in the development of the ACT80+ training course and the ensuing handbooks to reduce stereotypes.

### **Give input on possible fields of action:**

As the older people interviewed regard it as very important to receive information and examples and ideas for possible activities, the training should include some best practice examples and methods for the participants to look for similar (or other) specific examples in their (and their clients’) local environment. Sharing the methods on how to elicit offers in their local community are quite important for future coaches as it will not be possible to offer specific and regional information for all participants within the training. One focus should be put also on support in organizing joint activities by bringing older people with similar interests together.

### **Train communication “technique”:**

One issue should be how to deal “normally” with older people as peers and colleagues instead of as “clients”. Participants should also be encouraged to give space to their



“coachees” to develop plans for volunteering within an organisation, but also to develop other ideas.

**Make clear the aim of the coaching:**

The realization of every individual way of being “Active 80 +” in the sense of our project can be reached by performing “meaningful activities” and/or (re-)developing “social responsibility”. Sometimes these two aspects go together, but not necessarily. “Meaningful” is on the first hand a very private term – it can but need not to be shared with others. Recommendation to the participants: Stay open and at the same time be sensitive for existing (or slowly redeveloping) needs or wishes to communicate and get in contact, to be integrated. Not everybody wants to be part of an organisation and acting in a socially responsible way, engaging in activities with others and building friendships does not always need an organisational framework. Remind participants, that different “outcomes” are equally to be valued.

**Keep organizational aspects in mind:**

Also measures in the organisation itself would be needed – on age discrimination, diversity issues ... to prepare the organisation and the staff for the integration of very old people as colleagues. To the participants: Be realistic and honest and do not promise integration and open arms where there won't be any.

## 5. Bibliography

Amann, A. (2009) *Projekt Produktivität und Ressourcen des Alterns in Österreich – Pilotstudie*. St. Pölten: Zentas.

Blantar, V. (2014) *Sinnfindung bei hochbetagten Menschen*. Graz: MedUni Graz.

Feistritzer, G. (2012) *Freiwilligenarbeit in Österreich. Bundesweite Bevölkerungsbefragung*. Wien: BMASK.

Findenig, I. (2014) *Ehrenamtliches Engagement im Alter als Potential Sozialer Arbeit*. Graz: Universität Graz.

Hörl, J., Kolland, F., Majce, G. (eds.) (2009): *Hochaltrigkeit in Österreich. Eine Bestandsaufnahme*. Vienna: BMASK. Available from: [www.sopol.at/get\\_file.php?id=1356](http://www.sopol.at/get_file.php?id=1356) [Accessed: 15th March 2015].

Katholisches Bildungswerk (2015) Rumpelstilzchen. [Online] Available from: [http://www.kath-kirche-kaernten.at/dioezese/newsdetail/C3428/spinne\\_spinne\\_raedchen](http://www.kath-kirche-kaernten.at/dioezese/newsdetail/C3428/spinne_spinne_raedchen) [Accessed: 25.03.2015]

Meindl, J. (2013) *Mit freiwilligem Engagement aktiv im Alter*. Linz: FH Linz Available from: [http://webopac.fh-linz.at/dokumente/Masterarbeit\\_Meindl.pdf](http://webopac.fh-linz.at/dokumente/Masterarbeit_Meindl.pdf) [Accessed: 15<sup>th</sup> March 2015].

More-Hollerweger, E., Rameder, P. (2009): *Freiwilliges Engagement und Ältere Menschen*. In: More-Hollerweger, E., Heimgartner, A. In: *1. Bericht zum freiwilligen Engagement in Österreich*. (pp. 120-136). Wien: BMASK.

Reinprecht, C., Kienzl-Plochberger, K., Donat, L. (2005): *Aktiv ins Alter*. Forschungsbericht. Wien: Universität Wien.

Ruppe, G. (2014) *Österreichische interdisziplinäre Hochaltrigenstudie*. Wien: ÖPIA.

Waxenegger, A. (Hg.) (2011) *Lernen und Bildung im späten Lebensalter. Leitlinien und Prioritäten 2020*. Graz: Universität Graz.

## 6. Supporting material

Auf Gesunde Nachbarschaft (2015) *Treffen Gruppe 80+ in Pehendorf*. [Online] Available from: <http://www.gesunde-nachbarschaft.at/gute-beispiele/alle-initiativen/treffen-gruppe-80-pehendorf> [Accessed: 15<sup>th</sup> March 2015].

Erwachsenenbildung .at. Das Portal für Lehren und Lernen Erwachsener (2015) *Lebenslanges Lernen*. [Online] Available from: [http://erwachsenenbildung.at/themen/lebenslanges\\_lernen/oesterreichische\\_strategie/details.php](http://erwachsenenbildung.at/themen/lebenslanges_lernen/oesterreichische_strategie/details.php) [Accessed: 15<sup>th</sup> March 2015].

Geranimation (2015) *Zentrum für Geranimation*. [Online] Available from: <http://www.geranimation.at/> [Accessed: 15<sup>th</sup> March 2015].

Gesundheit.gv.at. Öffentliches Gesundheitsportal Österreichs (2015) *Aktive Freizeitgestaltung*. [Online] Available from: <https://www.gesundheit.gv.at/Portal.Node/ghp/public/content/aktive-freizeitgestaltung.html#headline11> [Accessed: 15<sup>th</sup> March 2015].

Oberzaucher, N., Stadler-Vida, M., Rappauer, A., Grundböck, A., Pabst, B. (2006) *Anleitung zum (Un-)Ruhestand. Ein Handbuch zur Planung und Umsetzung eines Gesundheitsförderungsprogramms für ältere Menschen*. Wien: Forschungsinstitut des Roten Kreuzes. Available from: [http://www.queraum.org/pdfs/Plan60\\_Toolkit.pdf](http://www.queraum.org/pdfs/Plan60_Toolkit.pdf) [Accessed: 15<sup>th</sup> March 2015].

OEKSA (2007) *Alt sein 2030 in Österreich. Dokumentation der Jahrestagung 2007*. Available from: [www.oeksa.at/files/publikationen/OEKSA\\_JK07\\_Dokumentation.pdf](http://www.oeksa.at/files/publikationen/OEKSA_JK07_Dokumentation.pdf) [Accessed: 15<sup>th</sup> March 2015].

ÖRK (2015) *Das Bewegungsprogramm des Österreichischen Roten Kreuzes*. [Online] Available from: <http://www.rotekruz.at/pflege-betreuung/kurse/koerperlich-und-geistig-fit-bleiben> [Accessed: 15<sup>th</sup> March 2015].

ÖRK (2015) *Eine Anleitung zu Unruhestand*. [Online] Available from: <http://www.rotekruz.at/wien/dienststellen/west/plan-60/> [Accessed: 15<sup>th</sup> March 2015].

Österreichischer Seniorenrat (2015) *Wir über uns*. [Online] Available from: <http://www.seniorenrat.at/organisation> [Accessed: 15<sup>th</sup> March 2015].

Reinprecht, C., Kienzl-Plochberger, K. *Aktiv ins Alter. Publikumsbericht. Ergebnisse und Perspektiven*. Wien: Verein Wiener Sozialdienste. Available from: [http://www.wienersozialdienste.at/fileadmin/user\\_upload/pdf/projekte/Publikumsbericht\\_0605\\_download.pdf](http://www.wienersozialdienste.at/fileadmin/user_upload/pdf/projekte/Publikumsbericht_0605_download.pdf) [Accessed: 15<sup>th</sup> March 2015].

Volkshochschule Alsergrund (2015) *Third Age Coach*. [Online] Available from: <http://www.thirdagecoach.at/folder/Folder-Herbst2014.pdf> [Accessed: 15<sup>th</sup> March 2015]