



INTELLECTUAL OUTPUT I.O. 1

Activity 3

Development of Methodological Guide for Training Persons Elder Consumers on Collaborative Consumption

ACTIVITY LEADING ORGANISATION

InfoCons Romania

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Intellectual output presentation

Intellectual output presentation O1-A3 'Development of methodological guide for training persons elder consumers on collaborative consumption' is part of the project ERASMUS+ COL-SUMERS.

The contents is be the result of the integration of O1-A2. Co-Creation Working Session with End-User.

Co-created methodological guide was developed with the direct participation of End Users from each country with the main objectives of determining:

- **Key contents**
- **Methodologies**
- **Tolls (including ICT tools)**

needed for creating and improving of critical competencies.

Evaluation and determination of main aspects related to collaborative consumption by country. part i: impacts, barriers and drivers

The first part of evaluation and determination of main aspects related to collaborative consumption contains impacts, barriers and drivers related to adoption of collaborative consumption (CC) by elder consumers in each country partners.

Methodological quid focused the priority areas in CC by country.

Evaluation and determination of main aspects related to Collaborative Consumption were included in the Training Program, according to:

- Impact in daily life and consumption routines of Elder Persons by country;
- Impact in environmental, social and economic terms by country;
- Barriers and drivers for their implementation by Elder Consumers by country.

Step	Evaluation and determination of main aspects related to collaborative consumption. Part I: Impacts, barriers and drivers
0	<p data-bbox="256 365 403 394">Generalities</p> <p data-bbox="256 416 1283 860">In recent years, the phenomenon of collaborative consumption CC has occurred in 'online' exchanges such as car sharing (Geissinger, Laurell, Öberg, & Sandström, 2019) or tourism markets (Moreno-Izquierdo, Ramón-Rodríguez, Such-Devesa, & Perles-Ribes, 2019). This concept arises in a triangle of actors, but usually occurs among individuals (Benoit, Baker, Bolton, Gruber, & Kandampully, 2017). Information and communication technology (ICT) allow the expansion of this socio-economic model by easing the creation and sustenance of online peer communities. The collective connectivity, spread by online social network platforms, lets consumers to share access to products and services among each other (Tussyadiah & Pesonen, 2018). Barnes and Mattsson explains this phenomenon as collaborative consumption, where people <i>"sharing of real-world assets and resources, typically through websites with peer-to-peer marketplaces where unused space, goods, skills, money, or services can be exchanged"</i> (Barnes & Mattsson, 2017).</p> <p data-bbox="256 864 1283 929">According to the above, each transaction of collaborative consumption involves three parts (EU, 2018):</p> <ol data-bbox="256 934 1283 1064" style="list-style-type: none"> a. the consumer who pays the service, b. the receiving provider, and c. the platform that helps them find one another, who takes a commission on payment. <p data-bbox="256 1068 1283 1133">The knowledges of consumers (elderly and experts) related to collaborative consumption were investigating during working Session 1.</p> <p data-bbox="256 1137 1283 1202">Session 1 of Working Sessions were organized on each country with the next foreseen methodology:</p> <ul data-bbox="256 1207 1283 1550" style="list-style-type: none"> • Partners introduced to the participants the main aspects related with Collaborative Consumption; • Partners, Elder Consumers, Professionals and Experts discussed about the application of Collaborative Consumption and drivers and barriers they find for its implementation in this specific collective; • Partners, Elder Consumers, Professionals and Experts discussed about the key factors for getting a successful transference of knowledge and tools • Partners, Elder Consumers, Professionals and Experts discussed on a schematic specification for Training Materials, Designed Experiential Training Activities and e-Training Platform <p data-bbox="256 1554 1283 1583">General assessment of the level of the digital skills of the elder participants refers to:</p> <ul data-bbox="256 1588 1283 1688" style="list-style-type: none"> o Level of digital skills use; (Q. examples: do you use computer? do you have a smartphone?) o Level of use of CC and level of awareness of CC <p data-bbox="256 1693 1283 1825">Excepting Spanish consumers, the level of the digital skills of the elder participants wasn't particularly high. Participants of Session 1 had more or less high level of digital skills. A couple of them declared that they can use a smartphone, but do not know how to properly work a laptop, they know just the basics.</p> <p data-bbox="256 1830 1283 1895">Nevertheless, all of them stated interest and enthusiasm to obtain an advanced level of digital.</p>
1	Impact in daily life and consumption routines of Elder Persons

	<ul style="list-style-type: none"> • The collaborative consumption practices can have a very positive impact on elderly people living alone. They can serve as a means of socialization. • The collaborative consumption practices can help to spread values of solidarity among young people.
2	<p>Impact in environmental, social and economic terms</p> <ul style="list-style-type: none"> ○ a positive impact, especially from a social perspective ○ brings into the labour market people who have not previously worked by offering unemployed, part-time or retired part-time workers; Alternative income and employment opportunities; Reducing unemployment (EU, 2018) ○ contribution more than 1% to the GDP of each country ○ According to OCU Organization of Consumers and Users The experts identified a total of 13 indicators and agreed that overall the 4 most appropriate measures of economic impact are: <ul style="list-style-type: none"> ▪ Increased consumer purchasing power ▪ Monetization of idle capacity ▪ Impact on local economy ▪ Money earned per user ○ CC is a way to use goods/services in low cost and contributes to the reduction of the over-production of products (Tussyadiah & Pesonen, 2018) with a direct environmental impact
3	<p>Barriers and drivers for their implementation by Elder Consumers</p> <p>Barriers: lack of IT skills, lack of information about possibilities to participate in CC, lack of knowledge, lack of CC possibilities that would benefit elderly persons; lack of trust towards IT tools; lack of trust towards service provider; lack of cost saving; concerns regarding the quality of goods and services results of CC</p> <p>Drivers: time-efficient and flexible, cost efficient, sense of belonging, sense of community, cooperation and communication with others, eagerness about new digital skills, opportunities to reduce consumption of raw materials and protect the environment</p>

Evaluation and determination of main aspects related to collaborative consumption by country. part ii: implementation by elder consumers

Evaluation and determination of main Collaborative Consumption Platforms to be included in the Training Program, according to:

- Relationship with consumption priorities of Elder Consumers
- Barriers and supports needed for their implementation by Elder Consumers
- Availability, Cost

Step	Evaluation and determination of main aspects related to collaborative consumption. Part II: Implementation by Elder Consumers
0	Generalities

	<p>Major changes occurred in recent years at the level of perception of consumers about the benefits of using digital technologies supporting the transition from a society based on individual consumption to a society based on collaborative consumption.</p> <p>New digital technologies make it easier and more accessible to access, store and transmit information, allowing them to be used by consumers with no native digital skills. If properly understood by elderly people, the contribution of digital information can be transformed into new economic and social values, creating huge opportunities for the development of new products and services.</p>
1	<p>Relationship with consumption priorities of Elder Consumers</p> <p>In order to establish the priorities of the elderly consumer we need to know related to collaborative consumption:</p> <ul style="list-style-type: none"> ○ the concept of consumer behaviour ○ the consumer perception, ○ the degree of information of consumer, ○ the attitude of consumer, ○ the motivation and behaviour of consumer <p>The current state of art suggests the following consumption priorities of Elder Consumers:</p> <ul style="list-style-type: none"> ○ consumer behaviour, which is influenced primarily by economic barriers, but also by the desire to socialize; consumer behaviour is one of prudence toward the unknown and a reservation to multiple barriers, but also of interest to the adoption of new digital tools ○ perception of the sharing economy is different depending on various factors, the most important being level of education, and the influence of the family environment and the economic status of consumers; ○ the degree of information plays a decisive role in the behaviour of the elderly; the most credible source of information is their family; ○ attitude and motivation are generally positive, and it can be observing a desire to acquire new digital skills for the use of collaborative platforms.
2	<p>Barriers and supports needed for their implementation by Elder Consumers</p> <p><i>Barriers – support</i></p> <ul style="list-style-type: none"> ○ lack of IT skills and lack of trust towards IT tools – popularization of free courses for acquiring IT basic skills, ○ lack of information about possibilities to participate in CC of elderly persons – dissemination of data related to various possibilities to participate in CC, ○ lack of trust towards service provider and concerns regarding the quality of goods and services results of CC – information about the possibility to consult the degree of satisfaction of consumers regarding the goods and services acquired; ○ lack of cost saving – elderly learning the basics in acquiring (e.g. about modalities to compare prices in different context).
3	<p>Availability, Cost</p> <p>It is opportune to build a public and free database containing primary information about services and goods available through collaborative consumption</p>

Key competences related to the adoption of collaborative consumption

Key competences related to the adoption of Collaborative Consumption by Elder Consumers and critical points in which they should improve after the training

Step	Key competences related to the adoption of Collaborative Consumption
0	<p>Key competences</p> <p>The key competences are presented in order of appreciation of importance. They are theorized as a combination of knowledge, skills and attitudes and the description of each key competence states the knowledge, skills and attitudes relevant for it .</p> <p>Key Competences, in in order of appreciation of importance related to the adoption of Collaborative Consumption are the following:</p> <ul style="list-style-type: none"> ❖ Digital competence; ❖ Basic competences in sharing economy; ❖ Learning to learn; ❖ Social and community competences; ❖ Sense of creativity and free enterprise; ❖ Cultural responsiveness
1	<p>Critical points</p> <p>Critical points (Janssen et al., 2019) that should improve after the training are the following:</p> <ul style="list-style-type: none"> ○ Knowledge - it is mandatory for consumers to known after training the basic principles of operation and use of collaborative consumption platforms; ○ Skills – it is mandatory for consumers to improve their digital and financial skills; ○ Attitude and motivation - the attitude and motivation of the consumers are ○ extremely important factors in convincing them to use a good or service.

Key factors for training approach

Key factors for getting successful knowledge transference to Elder Consumers in terms of training approach.

Step	Key factors for getting successful knowledge transference to Elder Consumers in terms of training approach
0	<p>Key factors - generalities</p> <p>Consumers training methods are in various forms and dimensions, and the diversity keeps growing bigger with each particulates of training. This means that every organisation can choose the best training methods for their needs, in our cases for COL SUMER project needs.</p>
1	<p>Key factors for training approach</p>

- Time Constraints
- Learning Group Size
- Particularized learning (social learning and online learning)
- Choosing the right workplace training methods for elderly
- Engaging people through interactive methods and eLearning
- Participating in real activities
- Create an Effective Reward System for Elderly
- Include a Digital Adoption Platform in Your Organizational Training Plan

Evaluation and determination of specifications and approach of the training materials and designed experiential training activities

Evaluation and determination of specifications and approach of the Training Materials and Designed Experiential Training Activities

Step	Evaluation and determination of specifications and approach of the Training Materials and Designed Experiential Training Activities
0	<p>Specifications of the Training Materials</p> <ul style="list-style-type: none"> ❖ Defines any characteristics of the learner should have prior to admission on the course including special needs and requirements; ❖ Lists all modules covered by training; ❖ Stipulates the time allocated to each module covered by training; ❖ Tells the learners about the aim's achievement; ❖ Lists all method(s) of training, tools and materials used in delivering the training; ❖ Records learners' evolution compared to the training strategy; ❖ Records learners' successes on evaluation tasks; ❖ Defines what features of the training course will be assessed by learners;
1	<p>Methods of the Training Materials</p> <ul style="list-style-type: none">  The case method (based on videos and exercises) - a discussion of real-life situations that consumers have challenged;  Collaborative learning - learners work together in small groups on a designed activity
2	Designed Experiential Training Activities

	<p>Experiential learning is a <i>powerful method to report individual progress</i>, which is usually a much-neglected method to teaching and developing people of all ages. Experiential learning is flexible for specific style and predilections.</p> <p><i>Introductory activities</i></p> <ul style="list-style-type: none"> ■ Description: the introductory activities is about understood and planning before fast work and co-operation and include simple tasks that require fast work and co-operation between team members. ■ Key learning outcomes: Sharing ideas; Pay attention; Cooperation; Discerning before action <p><i>Intermediate activities</i></p> <ul style="list-style-type: none"> ■ Description: the intermediate activities include tasks significantly more difficult to complete; learners must think about the inferences of their choices and schedules as well as working to an appropriate plan of activities. ■ Key learning outcomes: Individual and team problem solving; Scheduling and Forecasting; Illustrative and Curious; Understanding and Background objectives <p><i>Advanced activities (e.g. Online Simulation-Based Training versus demonstration in-class activity)</i></p> <ul style="list-style-type: none"> ■ Description: the advanced activities are designed to give new skills students; the advanced activities include a task where the control group runs a classical transaction business and other group runs a collaborative transaction business; comparing the results learners will understand more about sharing economy vs traditional economy. ■ Key learning outcomes: Communication between teams; Basics of leadership; Originality and innovation; Exploiting on diversity
3	Revision of the course contents
	A revision of the contents of the course will be performed according to the issues discussed in the co-creation and co-validation working sessions with the participation of the stakeholders on it.

Evaluation and determination of technical specifications and approach of the e-training platform

Evaluation and determination of technical specifications and approach of the e-Training Platform in terms of accessibility, usability and functionalities to be included.

The evaluation will be done including a country-based analysis, in order to reflect as better as possible, the national needs and specificities.

Step	Evaluation and determination of technical specifications and approach of the e-Training Platform in terms of accessibility, usability and functionalities
0	These specifications should be used during quality assurance testing, to confirm that system structures and functionality have been projected to support users, based on their desires and predilections
1	Technical specifications and approach of the e-Training Platform in terms of accessibility are:

	<ul style="list-style-type: none"> ○ a specification to describe general learner characteristics by defining a set of requirements for accessibility; the use of learner information must respect the data protection rules; ○ a specification for accessibility preferences that can be grouped into various sections.
2	<p>Technical specifications and approach of the e-Training Platform in terms of usability</p> <p>Usability necessities should support the following aspects:</p> <ul style="list-style-type: none"> ○ efficiency of use; ○ the interface of e-Training platform must be easy to learn and navigate; ○ the interface of e-Training platform must be easy to use.
3	<p>Technical specifications and approach of the e-Training Platform in terms of functionalities</p> <ul style="list-style-type: none"> ○ Assessment items for learning; ○ Assessment items for teaching; ○ Digital references; ○ Course notes.
4	<p>Revision of the technical specifications and approach of the e-Training Platform</p> <p>A revision of the technical specifications and approach of the e-Training Platform will be performed according to the issues discussed in the co-creation and co-validation working sessions with the participation of the stakeholders on it.</p>

Conclusions

This Methodological Guide was developed, with the direct participation of End Users, for determining key contents, methodologies and tools needed for creating and improving the competences of Elder Persons (EPs) and their Communities (CMs) for enhancing Active Ageing (AA) through the implementation of Non-For-Profit Sharing Economy (NFPSE)¹

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¹ <https://colabor-active.eu/portfolio/output01/#>



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[Annex1_State of Art of Collaborative Consumption](#)

[Annex2. Guide to develop skills for older adults to use collaborative platforms](#)