



UNIVERSITY OF
LIVERPOOL



FINAL REPORT

RENKEI Interdisciplinary Workshop

Living with an Ageing Society

The University of Liverpool

28 June - 5 July 2016



RENKEI

LIFE CHANGING
World Shaping

Opening Preface

University of Liverpool, Vice Chancellor, Professor Janet Beer

The University of Liverpool was honoured to host the return workshop on Living with an Ageing Society. In particular we welcomed early career researchers from all our RENKEI partners. We also appreciated the contributions of our colleagues from the University of Osaka, Professors Yasuyuki Gondo, Masayuki Nakamichi and Saori Yasamoto. We hope that you enjoyed your stay in Liverpool and that you and your distinguished university gained useful contacts, collaborations and further involvement with our vibrant research community. We also welcomed colleagues from our partners in Industry who collaborated with the workshop, Reeve Court Retirement Village and the North-West e-Health Cluster and Local Enterprise Partnership.

As participants discovered in the first workshop in Osaka last year, there was much potential for researchers from the UK and from Japan to learn from each other. This was both in terms of the research that each institution involved in RENKEI is engaged with on the theme of Living with an Ageing Society, and in addition, culturally exploring the aims of RENKEI which 'sees its purpose as forging links between industry and higher education towards nurturing the research leaders and other human resources that will shape the society of the future'. The main responsibility to deliver these aims was with the participants themselves – we support you and wish you all the best in these endeavours! We hope that you found the workshop an excellent opportunity to explore collaborations and that you'll keep in touch with each other in the future.

The University of Liverpool is an International research leader on Ageing. We have a Research and Clinical interface across all three Faculties and, in our Institute for Ageing and Chronic Disease, over thirteen research groupings. Alongside this research excellence we are acutely aware of the health inequalities within the City and the inequalities of ageing in general in the UK and across the world. Though our work is internationally famous it is also embedded in our local community and is actively engaged with the Local Enterprise Partnership in order to ensure that the best of our research benefits the local population and local enterprise. Liverpool City Council, the NHS, the Clinical Commissioning Groups and the Universities have helped to form a partnership where the vision is 'That Liverpool in 2020 is a city region where health and wellbeing are at the heart of our purpose, culture, planning and action'. It's highly appropriate, therefore, that the RENKEI Liverpool - Osaka Ageing Population Workshop engaged with the city region and its first public University, founded for 'advancement of learning and ennoblement of life.'

Professor Janet Beer

Aims and Objectives of the Workshop

The overall aims of RENKEI are a collaboration between the British Council, six Japanese Universities, Kyoto, Kyushu, Nagoya, Osaka, Ritsumeikan, Tohoku and the six UK partners, the Universities of Bristol, Leeds, Liverpool, Southampton and University College London. The RENKEI partnership aims are as follows:

- Develop future research leaders with the skills to lead collaborations between different disciplines and cultures including industry and government
- Facilitate the active collaborations between participants to achieve tangible outcomes
- Develop a sustainable network of researchers across Japan and the UK

Each of the RENKEI projects had a separate theme and the collaboration between Osaka and Liverpool on the Ageing Society fixed on aims and objectives for the Liverpool workshop that would complement the overall RENKEI aims. Participants would therefore have opportunities to:

- Investigate the current challenges of an ageing society in the UK and some of the latest concepts being developed and implemented to meet those challenges
- Develop professional, personal and transferable skills through team projects focussed on research and business approaches to engaging with the challenges of an ageing society
- Create contacts, networks and further opportunities for personal and professional and business development
- Help further shape the outputs of the Osaka workshop

The objectives of the Liverpool workshop were to:

- Have a cross-disciplinary approach including social science, psychology, engineering, biomedical and other subject areas that can contribute and combine to providing solutions to the challenges of an ageing society
- Provoke discussion in order to create new questions and approaches to research on the ageing society
- Raise the awareness of all participants with regard to their personal and professional career opportunities
- Create an enterprising outlook within participants
- Create awareness of cross-cultural and cross-disciplinary issues and build connections across disciplines and cultures.
- Raise the awareness of participants with regard to the research opportunities that an ageing society presents

Create the following outputs:

- o Reports on projects that propose solutions to the problems of an ageing society
- o Presentations of those reports to an invited audience
- o The development of RENKEI alumni networks that will help to facilitate further, future capacity building opportunities for the personnel and the institutions involved
- o Provide opportunities for all participants to create personal and professional networks with a range of stakeholders involved in the workshop, both internal and external
- o Provide opportunities for RENKEI member universities to develop contacts, publicity and to communicate their research to the public

All of these ambitious aims and objectives were met to varying extents during the course. Overall the participants found the Liverpool experience stimulating, enjoyable and career enhancing.

Transition from Osaka Workshop to Liverpool

There were a number of issues to wrestle with after the first workshop in Osaka: would all the participants be able to make it to the second workshop? Would we need to create new teams and produce new projects or could we stick with the same make-up of teams and ideas that had been explored in Osaka?

In Osaka there had been some difficulties regarding the two different styles of academic argument that the two cultures practised and a brief description of each was offered to the participants. It was also clear that the expectations of the workshop differed with some colleagues more comfortable with formal academic lectures and the answering of individual questions. This resulted in participants being very well briefed with a widespread knowledge of ageing issues but allowed less time for the teams to fully explore the ideas that they were forming.

The presentations at the end of the Osaka workshop were delivered to a high standard in consideration of the highly international make-up of the participants. However, there was clearly more to explore in terms of the dynamics of the teams and their ability to transcend cultural, disciplinary and language barriers. Discussions between colleagues in Osaka allowed the aims and objectives of the Liverpool workshop to be shared and targeted toward those challenges. Indeed, it was agreed in Osaka that a greater emphasis on professional development would stretch and better equip the participants for their careers and their projects.

Regular contact with the participants was maintained through an email newsletter sent out every two months informing them of the development of the schedule and to consult them about the new aims and objectives. Participants also talked to each other using social media to continue the development of their projects.

Some participants from the first workshop were unable to attend the second workshop. Three extra participants were recruited and their input into the Liverpool workshop was seamless and they were quickly assimilated into the cohort. This meant that new teams and new projects could be formed and Osaka projects enhanced with new input and ideas or changed altogether. A 'World Café' style ideas and team formation session was put into schedule for the first day and five themes and five teams emerged. Some were new and some the same as Osaka but all of the teams had new ideas to add and develop. As the final presentations showed, this session worked well and was greatly assisted by the spontaneous way that participants got along with each other. This was evident from the first evening after arrival.

A further addition agreed in Osaka was to create a debate exploring comparative aspects of ageing across Eastern and Western cultures. This involved participants discussing their different cultural perceptions and practices relating to ageing and helped all participants to further understand each other's perspectives. The cohort consisted of many different nationalities so many different attitudes to ageing and youth were explored and helpfully summarised.

What concerns there were from Osaka were addressed by the greater emphasis on the professional development of the participants.

PROGRAMME

TUESDAY 28TH JUNE 2016 – ARRIVAL		
DATE	CONTENT	LOCATION
4.00 - 6.00 PM	CHECK-IN - ARRIVAL & REGISTRATION https://www.liverpool.ac.uk/conferences-and-events/accommodation/vine-court/bookaroom/	VINE COURT Residences, 35 Myrtle Street, Liverpool
7.00 - 9.00 PM	Informal Welcome Buffet	VINE COURT 1ST FLOOR
WEDNESDAY 29TH JUNE 2016 – DAY ONE		
TIME	Suggested Content	LOCATION
9.00 - 10.30	Welcome 9.00 Introduction (Academic Director Prof. Malcolm Jackson) – Overview 9.20 Facilitators Introduction – Richard and Kate. Welcome to new workshop members Principles of the RENKEI workshop- Expectations – what do we want to achieve? - Workshop outputs - Facilitators and team chairs - Social networking - Presentation finale 9.50 What we did last year – Osaka teams formulate their work and their thoughts since the October 15 workshop 10.00-10.30 – Groups introduce their work – 2 minutes each with time for feedback/questions.	CPD SUITE
10.30 - 11.00	BREAK	
11.00 – 12.30	Provocation - Lectures Discussion of 2 of the 4 main themes – 20 minute lectures followed by 25 minutes for questions and discussion Prof Yasuyuki Gondo, OSAKA University – Long term trend of centenarian functional levels in Japan and country difference in centenarian function Dr Masayuki Nakamichi, OSAKA University - Grandmother Hypothesis and generativity based on observation of Japanese monkey cohort.	
12.30 – 1.30	LUNCH	
1.30 - 2.30	Intervention - Professional Development Networking – Richard and Kate. Ageing Population themed networking activities to get everyone to meet everyone else.	
2.30 - 3.00	BREAK - continue networking	
3.00 - 5.00	Collaborations - Project work: Facilitated ideas session –Richard and Kate – World cafe style Participants create list of themes then debate them down to 4 or five main themes (20 minutes) Participants use post-it notes to create as many ideas each theme as possible (10 minutes) Rotate to another table every 10 minutes. After one rotation each table groups the ideas and orders them onto flip chart paper (20 minutes) Finally, each participant selects their favourite idea (10 minutes)	

5.00 - 7.00	Free time	
7.00 - DINNER	Welcome dinner- http://www.60hopestreet.com/	60 Hope Street, Hope Street
THURSDAY 30TH JUNE 2016 – DAY TWO		
TIME	CONTENT	LOCATION
9.20-11.15	Provocation – Visit to historic Williamson Tunnels guided tour - http://www.williamsontunnels.co.uk	Williamson Tunnels
11.30 – 1.00	Provocation - Lectures Discussion of second of the 4 main themes – 20 minute lecture followed by 25 minutes for questions and discussion: Saori Yasumoto, OSAKA University - Lecture on care givers opinion about longevity Susan Pickard - Blaming old age: representations of intergenerational unfairness in austerity discourses in the UK	CPD Suite
1.00 – 2.00	Lunch - Victorian Afternoon Tea at VGM café http://vgm.liverpool.ac.uk/about-us/cafe/	VGM
2.00 – 2.05	Intervention: Teamwork activities – briefing	CPD suite
2.05-3.30	Intervention: Teamwork activities – Richard and facilitators Each team will rotate through each of the 4 or 5 exercises with each team starting at a different exercise. Each exercise taking place in a different room and one exercise taking place outdoors (if weather permits). Skills development includes planning, leadership, teamwork, communication skills, time-management, resource allocation and problem solving.	CPD Suite and outside
3.00-3.30	Tea and coffee on the run	
3.45-5.30	Provocation – Ethical Issues – Kate Introduction to Intercultural research ethics – group work	
5.30	Close	
Arrive for 6.30	Film Night at Fredericks: The Straight Story (David Lynch)	Fredericks, Hope Street
FRIDAY 1ST JULY 2016 – DAY THREE		
TIME	CONTENT	LOCATION
9.00-10.30	9.00 – 9.15 Short Intro. Collaborations - Group work, Project work, project review	CPD SUITE
10.30-11.00	BREAK	
10.30	UK Organisational Group to join workshop and observe/network until lunch	
11.00 – 12.30	Interventions: Achieving Impact: project management - back-casting. Richard 15 minute presentation then teams present their back-cast impact statements as mini presentations	
12.30 – 1.30	LUNCH with RENKEI UK Operational Group	
1.30-3.00	Collaborations - Project work 2.30 Chairs meeting - team reps feedback to the tutors on the status of their projects	
3.00-3.30	BREAK	

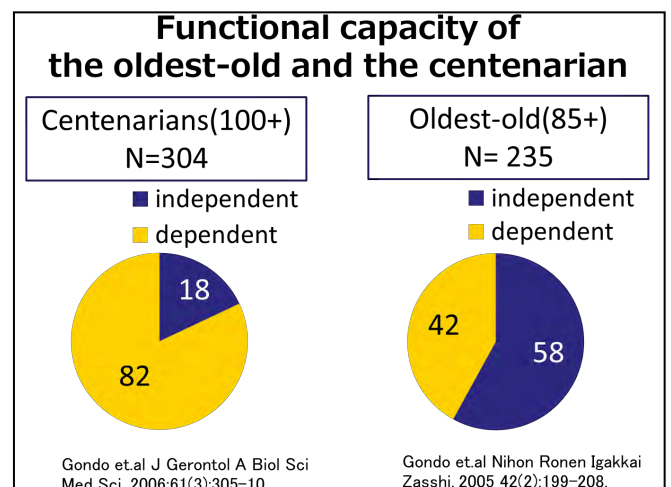
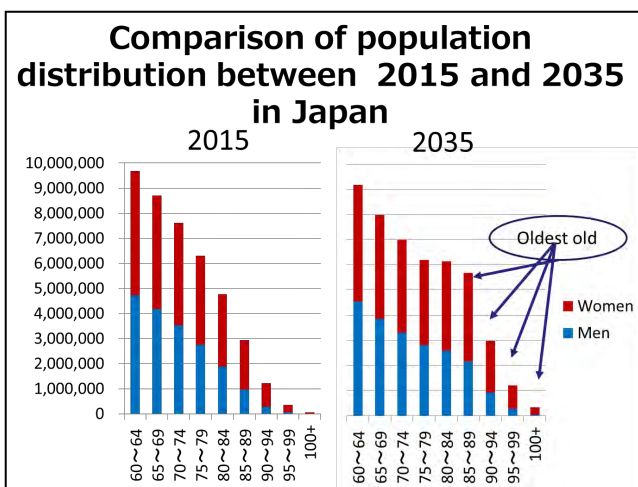
3.30-5.30	<p>Provocations – Debate: Exploring comparative aspects of ageing across Eastern and Western cultures. Richard, Kate, Yasayuki and Saori.</p> <p>3.30 – 3.45 Short introduction - Hofstede's Five Cultural Dimensions – the Frankfurt Incident and RENKEI initiative.</p> <p>3.40 – 5.30 Activities: Teams consider a range of cultural issue questions affecting research on ageing (in team rooms) then feedback their thoughts to the main plenary.</p>	
EVENING ACTIVITIES	5.30 Guided walking tour of the cathedral and heritage area https://news.liverpool.ac.uk/2011/08/16/arthur-gives-first-riba-tour/	
SATURDAY 2ND JULY 2016 – DAY FOUR		
TIME	CONTENT	LOCATION
9.00	<p>Leave university – meeting point Vine Court Reception (VINE COURT Residences, 35 Myrtle Street, Liverpool)</p> <p>Travel to Reeve Court Village Retirement Village, St Helens - http://www.extracare.org.uk/locations/reeve-court-village</p>	
9.30-10.00	Provocations - OFF-SITE VISIT welcome talk from Steve Warburton	Reeve Court Village, St Helens
10.00 – 10.15	Tour of the village	
10.15 – 12.30	Provocations - Groups to participate in a range of activities: Bowls, ceramics, dominoes.	
12.30 – 1.30	LUNCH AT REEVE COURT VILLAGE RESTAURANT AND BISTRO	
1.30-2.00	Leave Reeve Court travel to The World of Glass	
2.00-4.30	<p>Provocations - OFF-SITE VISIT</p> <p>Self-tour of The World of Glass (museum) http://www.worldofglass.com/. 3.00 – Glass blowing demonstration and film</p>	The World of Glass, St Helens
4.30 - 5.45	Travel back to Vine Court Via Anfield and Goodison Park	
6.00-8.00	<p>Self-service dinner at Vine Court</p> <p>Room available upstairs for team reflection and Chairs meeting - where team reps feedback to the tutors on the status of their projects</p>	Vine Court 1st floor
SUNDAY 3RD JULY 2016 – DAY FIVE		
TIME	CONTENT	LOCATION
8.30 – 10.00	Participants Research Showcase – Viva preparation for final year PhD Students (Juliet).	Vine Court 1st floor
10.00 – 12.00	Collaborations - Team preparations for final day	Vine Court 1st floor
12.00 - 5.00	<p>OFF-SITE VISITS - OPTION OF FREETIME/GROUP EXPLORATIONS! Alternatives from the following:</p> <p>Magical Mystery Tour bus; Beatles Story; Albert Dock Ferry (River Cruise and Beatles experience); (bus and ferry); (bus, ferry, cathedrals); Museums and Galleries and Sightseeing bus (city explorer); Sudley House – high tea – Penny Lane, Sefton Park</p>	
EVENING	FREE TIME	

MONDAY 4TH JULY 2016 – DAY SIX		
TIME	Content	LOCATION
9.00-10.30	Brief Introduction to final day. RH/KB Intervention: Presentation Skills: INTRO – Interest – Need – Title – Range - Objective to develop first minutes of presentations and give structure. Collaborations - Team presentation preparations	CPD
10.30-11.00	BREAK	
11.00 – 12.30	Collaborations - Team presentation preparations - includes Chairs meeting at 11.30	
12.30 – 1.30	LUNCH	
1.30-2.30	Collaborations – Team Presentation preparation - Team hand-outs due 2.30	
2.30 -2.45	Participants transfer to the William Duncan Building	
2.45 - 3.30	Break and final preparations.	
3.00-5.00	<p>Finale: Team presentations – 20 minutes each – maximum 15 minute presentation – 5 minutes for questions</p> <p>Judges drawn from contributors in the week: Andrew Rose, Graham Smith, Malcolm Jackson, Rosemary Kay and Anthony Hollander.</p> <p>The judges will evaluate the presentations using five primary criteria, each of equal weight:</p> <p>Identification of Research, Social or Environmental Problem affecting the Ageing Society</p> <p>Originality and Uniqueness of the Proposed Innovation, Business or Research Project</p> <p>Economic/Social/Environmental Impact Potential</p> <p>Business Model/Financial Sustainability</p> <p>Presentation Quality</p> <p>Suggested Prizes for: Best presentation/slides - Best ideas/innovations – best research – best teamwork – best finance/planning – best Interdisciplinary project - Best overall.</p>	William Duncan Building
5.00 – 5.30	Participants tour of the William Duncan Building (while judges deliberate).	William Duncan Building
5.30 – 6.00	Prize Giving	William Duncan Building
6.00-9.00	FAREWELL PARTY Buffet and drinks	First floor break out area
TUESDAY 5TH JULY – DEPARTURE		
9.30 AM	CHECK OUT OF ACCOMMODATION	VINE COURT
9.30-12.00	FACILITATORS AVAILABLE	VINE COURT (SOCIAL SPACE)

Long term trend of centenarian functional levels in Japan and country difference in centenarian function

Yasuyuki Gondo, Osaka University

- One of the most striking features of modern society is the steady increase in life expectancy, accompanied by the rapid growth of the oldest old population, defined as those 85 years or older. Although extension of life expectancy is considered to be one of the major achievements of civilization in developed countries, the current demographic change has raised a new concern of how best to live a very long life, because the oldest old are vulnerable to age-related disabilities and functional limitation, and are at a high risk not to accomplish successful aging.
- Maintaining health and functional ability may not be the only way to ensure successful aging, at least in a psychological aspect. Recent studies have offered new evidence suggesting that there is a paradoxical relationship between physical health and psychological well-being in centenarians and the oldest-old. Understanding factors behind this paradoxical relationship would be important to all developed countries who are expected to have larger oldest old populations in near future.

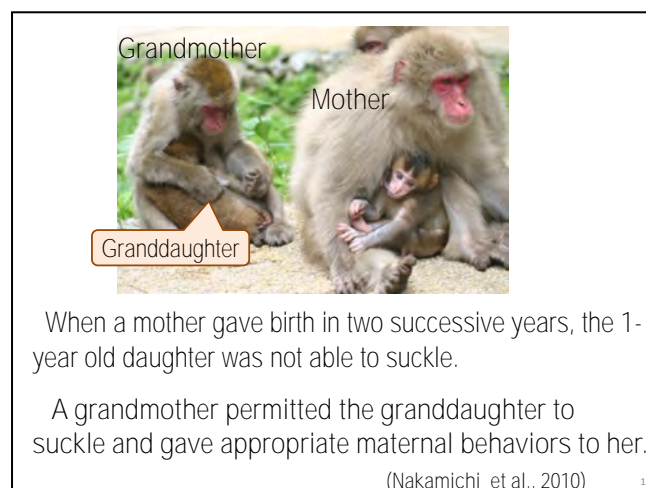
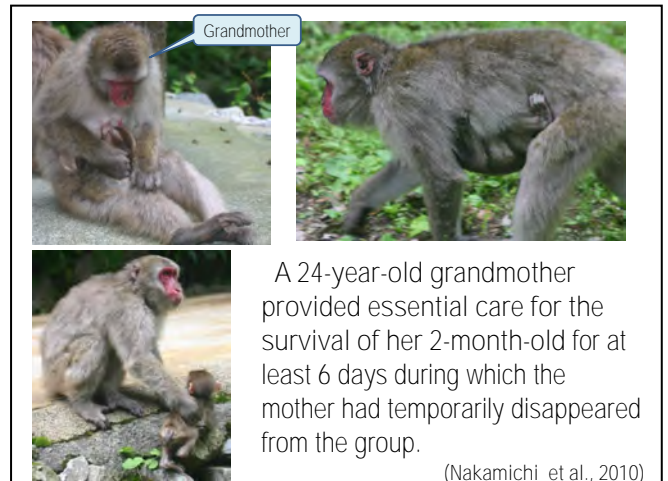
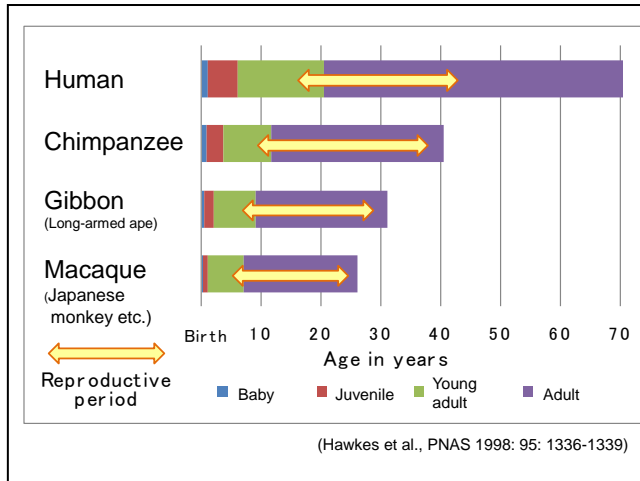


Ageing and Grandmother Hypothesis in Japanese Monkeys

Masayuki NAKAMICHI (Graduate School of Human Sciences, Osaka University)

Unlike most non-human mammal species, human females experience an exceptionally long post-reproductive period. To provide an evolutionary reason for the survival of post-reproductive human females, the Grandmother Hypothesis was proposed: Post-reproductive women encourage their daughters' reproductive success by helping to take care of their offspring. Following this hypothesis, we expect that women, who have mothers to assist them to raise children, tend to give birth more frequently than those without their mothers. In addition, infants who have grandmothers are more likely to survive than those without grandmothers. In fact, some studies support Grandmother Hypothesis for humans.

While male Japanese monkeys leave their natal group upon maturity, female monkeys remain with their natal group throughout their lives; therefore, they live not only with their daughters but also with their grandchildren. Some female Japanese monkeys survive for a few or more years after losing post-reproductive abilities. Demographic analyses indicate that the presence of grandmothers could promote both the birth and the survival of grandchildren among Japanese monkeys. Moreover, observations on post-reproductive grandmother Japanese monkeys proposed the fact that they provide appropriate support for the survival of their infant grandchildren instead of mothers (i.e., their adult daughters). These findings from Japanese monkeys support the Grandmother Hypothesis.



Giving and Receiving Care in Longevity Society: Children of Centenarians in Japan

Saori Yasumoto (Office of International Exchange, Osaka University)

In Japan, where the life expectancy is very high, taking care of one's old parents is considered as an important role. Yet, how personal experience influences on ideas regarding longevity is less understood. Within an ongoing large centenarian study in Japan, I conducted face-to-face interviews with 34 adult children, who take care of their centenarian parents, to understand: (1) How do children of centenarians construct the meaning of ageing through the interaction with their parents? (2) How do children of centenarians approach the process of ageing? Qualitative data analysis indicated that the centenarians' children tend to say that they do not want to live longer because they see ageing is the process of losing things. For example, children of centenarians perceive that people lose control over one's life, purpose to live, social status and dignity as they age. However, it does not mean children of centenarians are pessimistic about their own ageing process; instead, they take an initiative to design their own ageing process. The findings allude to the importance of providing options of elderly care so that society can meet the needs of diverse backgrounds in a super ageing society.

大阪大学
OSAKA UNIVERSITY

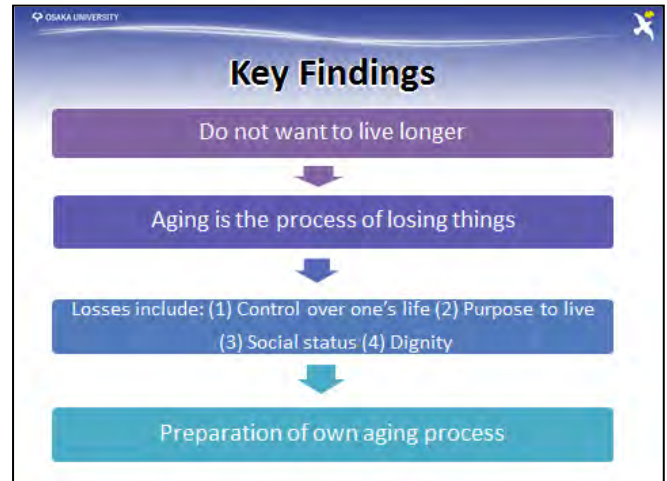
RENKEI 2016 @ University of Liverpool
22世紀に輝く大阪大学

Giving and Receiving Care in Longevity Society: Children of Centenarians in Japan

Saori Yasumoto
Osaka University

Research Questions:

- (1) How do children of centenarians construct the meaning of ageing through the interaction with their parents?
- (2) How do children of centenarians approach the process of ageing?



Blaming old age: representations on intergenerational unfairness in austerity discourses in the UK

Susan Pickard (Sociology, Social Policy and Criminology, University of Liverpool)

Generational warfare discourses are prominent in the UK media linked with austerity politics.

- this is but the latest form taken by the 'burden of old age' discourse which has a long history and continuity over time
- this discourse emerges from the 'age system' which is a structure that intersects with other regulative and stratifying systems to introduce and maintain structural inequalities
- we consider ways of re-imagining the age system to construct more positive age relations and meanings of old age in particular, drawing inspiration from Japan

Two broad ways of representing old age in UK

- (i) neediness
- (ii) greed and privilege

Both are subsumed within 'burden of old age' framework



The 'burden of old age' historical context

- 'Neediness' of old age goes back to the Poor Laws
- However, pension schemes were established in order to encourage 'thrift' through life course
- From 1940s establishment of welfare state: fear that the old would overwhelm it as well as obstruct 'social progress'
- In UK 1960s and 1970s 'bed blocking' prominent
- From 1980s idea of 'selfish greedy geezer'
- Risk society context: ageing a personal and societal risk
- Neoliberalisation of old age also proceeding apace
- Since 2008 a new variant holds old responsible for plight of the young following Great Recession
- Brexit: leave vote mainly by old voters



Some observations regarding Japan's age system

- Japan although 'hyper-aged' society is not approaching this as a negative event
- Japan's political class has been engaged for past 45 years in constructing this as a positive event and putting in place the structures to underpin this
- Ikigai contrasts with 'third' and 'fourth' ages
- 'Intergenerational warfare' discourses not as pronounced in media



RENKEI Ethics Workshop

Kate M Bennett (Dept of Psychological Sciences, University of Liverpool)

Learning Outcomes: understand ethical issues in a broad context; understand ethical issues related to research and practice; understand research integrity; be familiar with different ethical research codes; able to critically discuss ethical challenges in research.

Topics Covered:

1. Philosophical Ethics - Moral principles give rise to ethics but morality should not be confused with conservatism
What ethical system do we adopt?
Consequentialism - the outcome dictates if an act was moral; not happiness for people *per se* e.g. cold conclusion that something is best even if it does not make people happy
Deontology - the act itself must be good or bad the outcome is inconsequential (see Figure 1)
2. What Codes form the basis of ethics in UK and Japan? Nuremberg code (1947); Declaration of Helsinki 1964 (6 sets of revisions); Ethical rules for human testing.
They are a mixture of consequentialist and deontological ethics
3. Rest's 4 Component Model (1982) (see Figure 2)
4. Comparison of UK and Japanese research codes (see Figure 3)
5. Research Integrity: Plagiarism; Collusion; Fabrication.

Singapore Statement on Research Integrity: Principles: *Honesty; Accountability; Professional courtesy and fairness; Good stewardship* <http://www.singaporestatement.org>

Figure 1

Philosophical Ethics

- While trekking in the Andes you come across a guerrilla leader who has captured 5 local villagers. The guerrilla says if you will shoot one hostage he will let the other 4 go free. If you refuse to shoot, he will kill all 5. In the thought experiment the guerrilla leader is telling the truth and you have only two choices: to shoot, or to refuse.
- Refuse = deontological ethics, it is always wrong to kill an innocent person.
- Shoot = Consequentialist, you save more by doing the wrong thing



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Figure 2

Four Components

- Ethical sensitivity: Interpreting the situation, and identifying the presence of an ethical issue.
- Ethical reasoning: Formulating the morally ideal course of action by identifying the relevant ethical issues and using these principles to consider appropriate actions.
- Ethical motivation: Deciding what one actually wishes and intends to do.
- Ethical implementation: Executing and implementing what one intends to do.



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11

Figure 3

Japan

- Research with social and academic values
- Scientific validity
- Ensuring of integrity and transparency of research
- Assessment of the burdens on research subjects and predicted risks and benefits
- Prior explanation and voluntary informed consent
- Protection of personal information, etc.
- Review by an independent and fair ethical review committee;
- Consideration for vulnerable subjects

UK

- Research should be worthwhile; provide value that outweighs any risk or harm.
- Research designed, reviewed, undertaken to ensure standards of integrity are met, quality and transparency are assured.
- Participants should take part voluntarily, free from any coercion or undue influence
- Participant preferences regarding anonymity and personal data should be respected
- Independence of research
- Research staff and participants should be given information about the purpose, methods, uses & risks of the research



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12

Team Work Activities

(Day 2—Thursday 30th June 2016)

Sheep and Shepherd

Learning outcomes.... This exercise encouraged teams to recognise the need to plan all aspects of a task, and the importance of co-ordination, effective communication and trust.

Summary of task

One member of the team was nominated shepherd. Communicating only by means of a whistle, the shepherd had to guide a flock of sheep (the rest of the team) into a pen. The sheep were mute and blindfolded. There was a limited amount of planning time, after which the team remained in silence.



Electric Maze

Learning outcomes include... Co-ordination, reliance on others as a strength rather than a weakness, resource allocation, effective communication.

Summary of task

The team had to find the one safe route across a 10 x 6 grid and get all its members across it. All but a few of the squares were 'electrified' and could not be safely stepped on. The participants were not allowed to make notes or mark the grid, and had to pass through the grid one at a time. Anyone who stepped on an 'electrified' square was sent back to the start of the grid.



Perfect Square

Learning outcomes include... Planning and control, communication, resource allocation, problem solving, modelling and practise.

Summary of task

The team had to create the largest possible perfect square from a length of rope, with all team members blindfold.

Human Knot

Starting in a circle, participants connected hands with two other people in the group to form the human knot. As a team they had to then try to unravel the 'human knot' by untangling themselves into another circle without breaking the chain of hands.

Moonwalk

Learning outcomes.... This exercise focused on teambuilding and communication skills, in particular:

- verbal/non-verbal communication
- trust/co-operation/support
- co-ordination/leadership
- problem solving
- planning and time management

Summary of task

The team was a crew of astronauts on the moon. They had been sheltering from an electrical storm which had left a layer of radioactive dust on the ground between them and their spaceship, which was 20 metres away. They were running short of oxygen and must return to the ship as quickly as possible without treading on the contaminated ground.

They had a set of transportation equipment [two hula hoops and a plank] on which they could safely stand. Each team member had an oxygen supply [a tennis ball] which they kept in place [under their chin]. As a safety precaution, the team members were tied together [by elastic, by the ankles].

Off Site Visits

Day 1—Wednesday 29th June

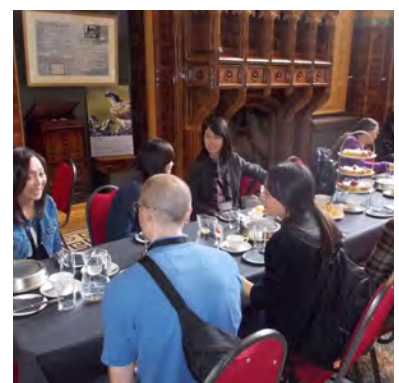
60 Hope Street, Hope Street—Formal dinner with Vice Chancellor, Janet Beer



Day 2— Thursday 30th June
Williamson Tunnels

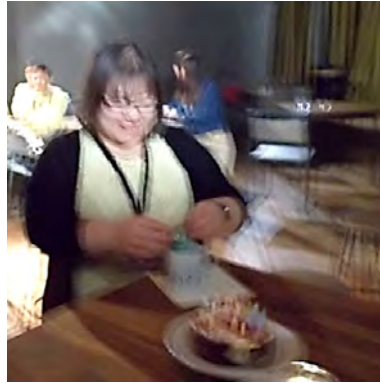


Victoria Gallery & Museum (VGM) - Afternoon Tea



Off Site Visits

Day 2— Thursday 30th June
Fredericks, Hope Street —Film night



Day 4—Saturday 2nd July
Reeves Court Retirement Village

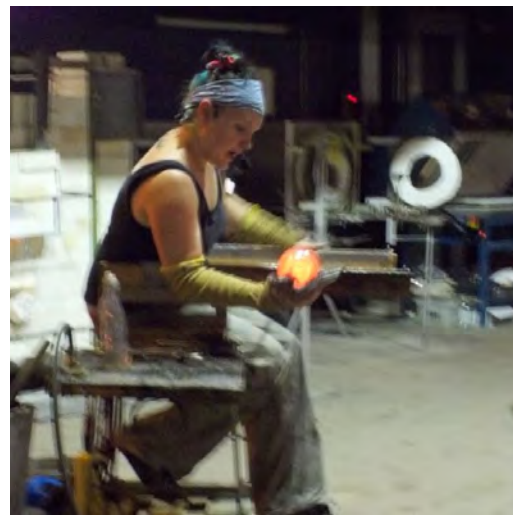


Off Site Visits

Day 4—Saturday 2nd July
Reeves Court Retirement Village



World of Glass



Off Site Visits

Day 4—Saturday 2nd July

Dream—On the return journey back to Liverpool, participants had an opportunity to visit Dream built on the site of the old Sutton Manor Colliery coal mine which featured in Channel 4's television programme 'The Big Art Project'.



Participants also got to see, albeit from the coach, the home of Liverpool's two famous football teams:

Anfield Football Ground
home of Liverpool Football Club



Goodison Park
home of Everton Football Club



Group Presentations

Group Members: Hiroko YAMASHINA, Tatiana Sanches, Di Li, Alireza Abouhossein

Title: Smart Toilet

Summary of our presentation:

Societies are aging. Independence is a key factor to ensure the elderly are happy and have quality of life. Our group felt that independent living can be promoted in future cities by increasing the number of public toilets. We drew up a four year plan to increase the number of so-called 'smart toilets' across the future city. Our plan suggested these spaces can be a source of income within four years of construction, will help the elderly have a comfortable transition from sit-to-stand and to the pot, and remain hygienic through the use of advanced technology.

Group Members: Giovanni Sala, Yuko Kurushima, Yukiko Tateyama, Zombor Koszegi

Title: Extended working life

The presentation was about old people getting back to work. The idea was that old people benefit from working in terms of overall wellbeing.

Group Members: Dulce K. Rodriguez, Jing Li, Takeshi Nakagawa, Sae Shindo

Title: Death Education

Our presentation was about preparing people for end of life. You can view this here: <https://www.powtoon.com/c/bz2rdW0mNbm/1/m>

Group Presentations

Group Members: Juliet, Laura, Marian, Alison

Title: Intergenerational Relationships through Food

Objective:

To explore the relationship between traditional and contemporary food practices as a medium for promoting intergenerational transfer of knowledge to foster community.

Impact:

Two pronged approach: Literature review publication, experimental research study.

Create:

Review that discusses the effects of intergenerational transfer of knowledge.

A model to evaluate whether promoting intergeneration communication about food practices has on shokuiku.

Outcome measures:

Sustained engagement, mental and emotional well-being, social connectedness, food literacy – buzz words.

Communicate:

Local governments, food producers, health and education providers, citizens.

Young people benefit from knowledge transfer.

Older people benefit from transferring knowledge and a sense of purpose by being involved in such a scheme.

Group Members: Eri Kiyoshige, Sanmei Chen, Rie Ogaswara, Michael Stevens

Title: Activate Su-pa GG: Promoting Social Participation via Learning and Helping for Improved Health Outcomes

We proposed an industry, government and academic partnership to leverage the upcoming interest in the Tokyo Olympics to develop a program to prevent age-related declines in quality of life and increased medical costs by promoting learning and social participation. Specifically, elderly would act as foreign language-specific travel information guides in public spaces. Participants will receive basic greetings level training in a specific language and be paired with a Pepper robot to use for more advanced questions onsite.

List of Participants



Name: Alison Burrows

University: University of Bristol

Current position and year of study: Post-doctoral researcher

Discipline: Inclusive Design



Name: Dulce K. Rodriguez

University: University of Bristol

Current position and year of study: 2nd year PhD

Discipline: Education



Name: Zsombor Koszegi

University: University of Bristol

Current position and year of study: Postdoctoral Research Assistant

Discipline: Neuroscience



Name: Laura Soulsby

University: University of Liverpool

Current position and year of study: Lecturer

Discipline: Psychology



Name: Juliet McClymont

University: University of Liverpool

Current position and year of study: Final Year PhD student

Discipline: Evolutionary Morphology and Biomechanics

List of Participants



Name: Giovanni Sala

University: University of Liverpool

Current position and year of study: 2nd year PhD



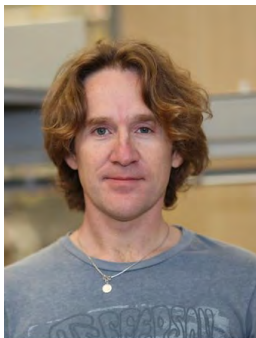
Name: Di Li

University: University of Liverpool

Current position and year of study:

4th year PhD student (due to graduate soon) and honorary research associate (open end research staff)

Discipline: PhD in Engineering / Architecture



Name: Michael Stevens

University: University of Liverpool

Current position and year of study: 1st year Postdoc

Discipline: PhD in Computer Science with a specialty in computational biology and machine learning



Name: Tatiana Sanches

University: University of Southampton

Current position and year of study: 2nd year PhD student



Name: Alireza Abouhossein

University: University of Leeds

Current position and year of study: Post-Doctoral Fellow

Discipline: Design, Robotics & Optimisation

List of Participants



Name: :Yukiko Tateyama

University: Kyoto University

Current position and year of study: 2nd Year PhD Student



Name: Sanmei Chen

University: Kyushu University

Current position and year of study: Research Assistant

Discipline: Exercise Epidemiology



Name: Sae Shindo

University: Nagoya University

Current position and year of study: 2nd Year Masters Student

Discipline: Nursing



Name: Yuko Kurushima

University: Osaka University

Current position and year of study: Postdoctoral Fellow

Discipline: Dental



Name: Eri Kiyoshige

University: Osaka University

Current position and year of study: 2nd year Master's student

Discipline: Medicine

List of Participants



Name: Marina Kozono

University: Osaka University

Current position and year of study: 3rd year PhD student



Name: Jing Li

University: Osaka University

Current position and year of study: 1st year master student

Discipline: Bachelor's degree of Japanese literature from Sichuan University



Name: Rie Ogasawara

University: Osaka University

Current position and year of study: 3rd Year PhD Student

Discipline: Master in Human Sciences (Japan)



Name: Hiroko YAMASHINA

University: Nagoya University

Current position and year of study: Assistant Professor

Discipline: Ph.D. in Medicine (Global Health, Socio-medical Epidemiology)

Participant Evaluation

The Liverpool workshop sought to make changes based on the feedback of participants from the Osaka workshop and to a large extent these changes worked well. However, interestingly, while the feedback from the Liverpool workshop was overall very positive, the views of some participants suggested that the balance between formal lectures and teamwork activity was difficult to get exactly right for all participants:

It was a good workshop, but I would have liked more lectures and activities. While the Osaka workshop seemed too full on at the time, when I compare the two now I feel the Osaka one had the right amount of learning and social activities and the Liverpool one felt somewhat lacking in that respect. Facilitation for interdisciplinary collaborations was well managed.

Perhaps the learning objectives for the workshop were connected in relation to the outputs. When one participant asked of the 'general impressions of the workshop' they wrote, '*Interesting but couldn't understand expected outcomes from organisers.*' It is possible therefore that having moderate but different changes to the objectives made things less clear. In general however, when asked 'which part of the workshop they found most useful' the participants found the teamworking, group work and collaborative activities the most rewarding:

I did like that we had more time to work in teams. I believe that to construct links between participants is important to build friendship and trust.

I benefited the most from the group work, because the team drew on each other's expertise and that made it a true learning experience. At the end of each group work session, I felt excited by the project and motivated to pursue the collaboration in the long-term.

How to share ideas and progress discussion. It's [a] precious experience and knowledge to learn. I can't experience in Japan.

I did like that we had more time to work in teams. I believe that to construct links between participants is important to build friendship and trust.

This was then reflected in the skills that they felt they had developed where seven of the eleven respondents mentioned teamwork and collaboration skills. In going on to develop those skills they commented: *As [a] researcher I learned how to work with other researchers that have different cultural backgrounds than mine.* Another commented: *I hope we can conduct international collaboration research focused on differences between countries for ageing using the ideas and skills from this workshop in the future.*

Roughly half of the respondents responded very positively when asked if the 'workshop had changed their mind-set'. This was reflected both in terms of the process of the workshop itself and in terms of the subject matter:

[Y]es. I am so impress[ed] about how much I learned about how to collaborate with researchers who have different cultural background. I thought this was obvious but it is not, it requires practice and patience.

Some interesting issues arise from the question: 'In order to realise your team's ideas, what do you think you will need?' Some responses seemed concerned with the workshop itself rather than future research collaboration: '*We need [a] facilitator in each group!*' Other voices echoed the overall recognition that collaborative, International research activity is far from easy. Team members needed:

A clear goal and good communication.

Need to be patient and cooperative. English speaking skills and good communication skills are fundamental but also I found that strong research mind and passion for the given topic "Ageing" are more important to convince others of my expertise, its importance and ideas.

Another participant wanted '*Time, which is not a small thing given that we are all very busy with our own research.*' While another needed: '*Patience and carefulness to listen.*'

When asked 'How are you going to share your experience and the outcome of the workshop to wider audiences?' the respondents spoke generally about opportunities to disseminate their experience:

This experience will be beneficial to deepen my academic research. Also I would like to share what we learned in this workshop to the colleagues through the seminar.

I will share my experience in my lab and encourage younger students not to miss this kind of opportunities.

To my university I submitted reports. It's difficult to share because there is no opportunity to do so but I will share with colleagues

Using social network system is effective....

This is something I am currently working on, I had couple of innovative ideas that I am testing now.

No idea so far, but I posted what I have done through this workshop on SNS and shared the information unofficially.

Suggestions on how to 'improve this event in the future' brought up some frustrations for a few participants. One participant in particular had issues with the organisation:

- 1. There was too much time in the program without organised events where we were left to our own devices. More structured activities would be more desirable.*
- 2. The amount of food provided was often not enough for the number of people, and the quality was sometimes poor (e.g. rotten bananas.)*
- 3. The organisers from Liverpool were dismissive of new ideas that were counter [to] their own views and wouldn't allow participants to express themselves freely and that had impact on the confidence of the group members. This clearly shouldn't happen in an interdisciplinary workshop which ought to allow participants to share their experiences and help to build their confidence with new knowledge rather than the opposite.*

The organisers had incorporated the Osaka feedback into the Liverpool programme and created free time alongside greater flexibility and more self-direction with regard to team outputs. However, sometimes this appeared as a lack of direction on the part of the organisers. Respondents mentioned the need for more facilitation: *'Facilitators or [a] professional will be needed [for] each group.'* Clearly the balance between participant autonomy and facilitator direction was difficult to balance:

I'm afraid that some of sessions were not well-considered and prepared. But most of the sessions were very interesting. Exploring culture at least for one day should be scheduled. Expected goals and outcomes should have been "CLEARLY" stated by the organizers at the beginning not by participants.

[K]eeping designing activities that involve teamwork between participants. To clarify as much as possible about what is expected from participants, from their teamwork.

The purpose of our project is very vague, so I think it is better to focus on narrow targets to have a group discussion

The aims and objectives of the workshop were shared with all of the participants that had been in Osaka in the several months leading up to the Liverpool workshop. There were differing levels of expectations depending on the academic status of the participants concerned. One had a useful suggestion with regard to facilitating more direct academic outputs and suggesting sessions on research writing and funding:

Future events should have a clearly defined output and the workshop should support the participants in achieving this goal. Since this workshop was meant to build on the work done in Osaka, the scope could have been more ambitious (e.g. to produce an outline for a paper, grant application, funding bid for a startup, etc.) and the workshop could have had practical lectures about how to achieve this. To be honest, I have seen more done in less time and with similar interdisciplinary groups.

This respondent also went on to question the 'Dragon's Den' style presentation at the end of the workshop:

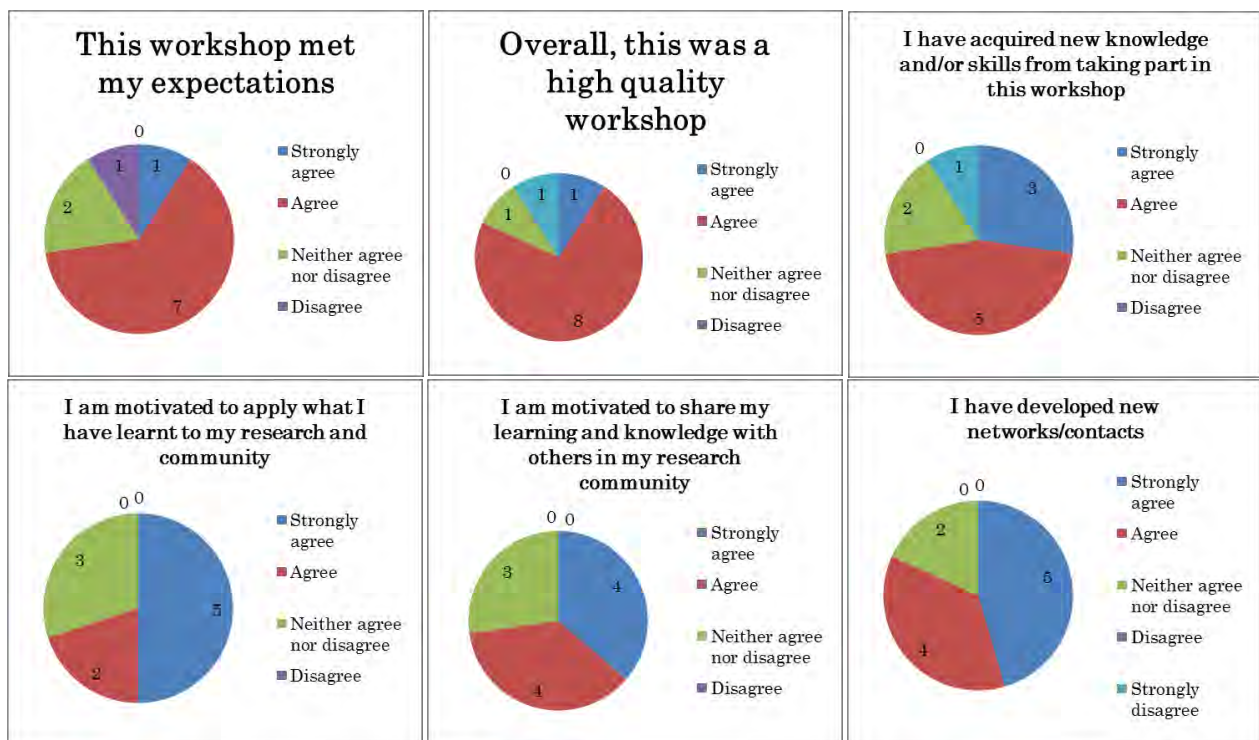
Regarding the group work competition, either don't have a competition or don't give every team a prize - giving each team a prize was patronising and underrated the merit of the actual winning team.

The use of the open platform [Padlet](#) for participants before the workshop and the information in the participants pack regarding local amenities and attractions seems to have not come up to expectations for this participant:

Free time is appreciated but not easy to manage if you are in an unfamiliar city and/or foreign country, so there should be more detailed and practical information about options (e.g. recommended restaurants, bars, attractions, and how to get there). I really think it would be useful to set up a social media platform (e.g. Facebook page) that people could join if they wanted to, to stay in touch, share interesting articles, make plans for social and other activities during as well as after the workshops.

The diverse, International and multi-disciplinary make-up of the cohort produced an interesting, dynamic and unique experience for participants and facilitators combined. In order that more complete evaluation is achieved the organisers recommend that RENKEI ensures that feedback forms are filled in immediately at the end of each workshop or RENKEI event rather than use an online tool some distance in time from the event itself. This would ensure that all the participants engaged with feedback rather than the half that have submitted for the Living with an Ageing Society workshop. The issue with such incomplete feedback is that it is difficult to know if the diverse experiences recorded are reflected across all participants or whether those that have very definite opinions either positive or negative are the ones that are motivated to respond.

Having said that, Living with an Ageing Society in both Osaka and Liverpool has been, overall, a highly successful venture for the participants' perspectives. The pie charts are overwhelmingly positive and indicate that the experience has, if not changed lives, then at least broadened their outlook and increased their personal and professional confidence:



As would be expected of critically minded researchers the detailed feedback will provide useful information for future RENKEI workshop organisers both in terms of setting and then meeting the expectations of the participants. To the detailed eye there is evidence in the evaluation statements of the cultural discontinuity between Japanese based participants and those based in the UK. However, the facilitators anecdotally noted how all participants had 'moved' and stretched themselves over the course of the two workshops. This resulted in a greater understanding and appreciation of the different cultural and organisation approaches to research, the ageing society in general and the future roles of researchers in a globalised economy. Their own personal goals and expectations have been broadened by the experience and they have had opportunities to learn deeply about themselves and their place in the world as professional researchers.

Future RENKEI collaborations will be interested in how the right balance can be achieved between the different cultural and interdisciplinary expectations. If RENKEI activities are effectively marketed by the partners so that a greater number apply then a set of participants could be selected that perhaps could be made to fit more comfortably with the overall aims of the subject and the facilitators. Even so, the evaluation of the Living with an Ageing Society workshop suggests that the uniqueness and inherent experience of mixing Japanese and UK based researchers naturally brings a much valued and memorable experience to all participants.

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