Perspectives on Empowerment, Social Cohesion and Democracy

An International Anthology

Social Cohesion, Empowerment,

Cecilia Henning

Social democracy is important for achieving a healthy society, which in turn

perspectives on empowerment, social cohesion and democracy

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Cecilia Henning & Karin Renblad (eds.)
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Introduction

The following chapter focuses on the Future Workshop method developed by Robert Jungk and his colleague Norbert Müllert with the aim of creating a dynamic and pedagogical method for supporting people in development and change work (Jungk & Müllert, 1996). This chapter briefly describes the Future Workshop method, its origin and building blocks and how to work with the method.

The chapter then continues with a series of project reports in which we have used Future Workshop as a method to promote participation in development and change work affecting senior citizens and eldercare staff. Finally we connect the Future Workshop method with the concepts of empowerment and social pedagogy. We present two kinds of results in this chapter. First, evaluations from the participants, second, our own reflections on the outcome of Future Workshop as a method for development and change with seniors as key participants. Our role as leaders of Future Workshops could best be described as facilitators. In this chapter we change our role into that of researchers as we in the final section reflect on the outcome by comparing different projects.

Future Workshop

A Method for Development and Change

Future Workshops are described as a democratic and pedagogical method to encourage people to meet in a creative and constructive way with the aim of working together on common problems and concerns. The method has also a clear ideological core. Verner Denvall and Tapio Salonen (2000) describe the method as follows:

"A future workshop is founded on a well-reasoned basic view on how a meeting shall be managed, how processes become democratic and have a clear ambition to support participants so that they have an opportunity to formulate ideas and act together” (p. 19).
The founder of the method is the German public debate participant and futurologist Robert Jungk (1913-1994). Being of Jewish descent and living in Germany, he was forced into several years of exile. Jungk's major interest was in social issues, and after the end of the Second World War he took an active part in various ways in the reconstruction of Germany. Lack of participation was, according to Jungk, a major problem. To promote debate and commitment, he wrote several books and was a frequent lecturer. As a lecturer and pedagogue, he was anxious to start a discussion with his audience instead of having the usual one-way communication. According to Jungk, people shall have an opportunity to affect their situation, and it must also be permitted to be visionary. It is also important that people get support in the work they engage in. Besides his interest in social issues, Jungk was interested in studying how people worked and organised in groups. His commitment to social issues, his thoughts and ideas about group work and his way of lecturing later grew into the Future Workshop method (Jungk & Mültert, 1996; Denvall & Salonen, 2000).

Together with his colleague Norbert Mültert in the 1960s he developed the Future Workshops method built on basic democratic issues and a clear pedagogical structure. The method offers opportunities for citizens to be active and participate in political processes and social change in an imaginative and stimulating way. As mentioned above, Jungk insisted that those who were affected by change should also work out ideas and take part in implementation of the ideas. According to Jungk, the method has a few clearly identifiable building blocks; these are social imagination, counterforce and generative planning. The first building block, social imagination, refers to the importance of people getting together and under democratic forms being allowed to be visionary and dream about the future. He invented the concept "socionaut", by which he meant that people together create their future by sending signals to each other. The second building block, counterforce, refers to the fact that we humans have both the strength and the capability to create opportunities. If these opportunities are organised, they can be a counterforce to various social changes that humans face. With his last building block, generative planning, Jungk wants to introduce a "user perspective". He thinks that when people face change in any way, they should not only have the opportunity to jointly discuss, identify problems and form ideas about the future, but also have real influence (Jungk & Mullert, 1996; Denvall & Salonen, 2000).

From many years’ experience of working with Future Workshops, Denvall and Salonen (2000) describe six dimensions which, they argue, form an ideological basis for development and change work. The six dimensions are also included in the Future Workshop method. The dimensions are as follows:
The view of the individual is about stimulating and supporting people to take responsibility. Future Workshop has an ideological foundation which takes into account people's ability to think, create and take responsibility for both their own lives and their surroundings. Limitations to taking responsibility are on a societal level and not with individuals. A certain amount of freedom is also required to be able to take responsibility.

The view of human development indicates that we humans develop in fellowship with other people and by how we act. Societies and humans change constantly and shape together their development and change. To dare to test new alternatives, we need to have courage and an opportunity to be creative.

The view of collective creation argues that humans are social creatures, growing and fulfilling themselves in encounters with other people. This interplay with others generates insight and energy for a kind of collective creative ability.

The view of the interplay between critique and vision implies that to create something new and to dare to exceed limits, we need both a critical and visionary attitude as well as a connection between critique and vision. A narrow-minded critical attitude can easily lead to destructivity, and there is a risk that visions not grounded in everyday life will not be taken seriously.

The view of democracy refers to people being citizens and as such involved in issues and decisions affecting them. In a democracy, people are not seen as onlookers but as participants, and there must be common arenas for discussions where all are equally valued.

The view of the future is that the future is something that we together can influence, and there is also an opportunity to choose different futures.

According to Denvall and Salonen (2000), the Future Workshop method is built on experience from change work with a democratic approach and on theories about communication, organisation development and leadership.

Phases of a Future Workshop

Robert Jungk describes the Future Workshop method in three phases, critique phase, fantasy phase and implementation phase (Jungk & Müllert, 1996; Denvall & Salonen, 2000; Åhnby, 2000a; Ahnby, 2000b).

Participants invited from various work/sectors get together for one or two days to
work on a common topic. Followers of Jungk include also preparation work and follow-up as separate phases in the Future Workshop and consequently define five phases.

**Preparation phase**

This phase of preparation and planning takes place before the start of the Future Workshop. Every workshop has its specific topic, which is defined in this phase. Based on the topic, individuals or groups are invited as participants. In this phase there are a number of practical issues to address, such as, who should conduct the Future Workshop, who should participate, how to formulate the invitation, what premises to use and the date and duration of the workshop.

**Critique phase**

This phase begins with a problem inventory against the background of the topic of the Future Workshop with the method of brainstorming to elicit critical keywords or concepts. The concepts are written on a flip-chart and the sheets are posted on the walls. In the next step, each participant ticks off three to five of the concepts he or she considers the most critical or problematic. In this way a “bottom list” of negative concepts is produced. After that, the participants meet in smaller groups, in which people from various groups are integrated, to debate whether there is any pattern to be found in the critique and whether and how the concepts are coherent. The aim of this phase is to bring forth all the irritation and the complex of problems linked to the topic.

**Fantasy phase**

In this phase, participants ad-lib creative and imaginative alternatives in a free and uninhibited manner. To begin with, the method is the same as in the critique phase, i.e., to produce keywords/concepts by brainstorming, but here, the participants must be positive and imaginative. Each person ticks off concepts that he or she considers the most positive, thus contributing to a top list of positive concepts. Group work in this phase means working on a “visionary draft” of how participants wish to view the future against the background of the topic. The visionary drafts are presented in the forms of painting, collage, role play, etc. The aim of this phase is to liberate the participants from traditional thinking about what is possible or what is right or wrong. No limitations are allowed.

**Implementation phase**

On the basis of what has emerged in the critique and fantasy phases, the participants discuss and develop various topics that are felt important to work with. Each par-
participant then chooses the topic he or she is most interested in. The next step is for the participants to form different topic/working groups in order to draw up concrete action plans for the further work and make clear who should do what, when and how. The aim of this phase is to link perceived problems to good ideas and visions and to put forward concrete proposals for further action.

Action and follow-up phase

The topic/working groups continue working up to a follow-up about two to four months after the workshop, when all participants meet again. On this occasion the working groups report to each other about what they have worked with so far. This day can result in other constellations and collaboration.

The Future Workshop is documented, and the material is handed out to all participants.

Examples of Various Projects with Future Workshops

Below are brief reports from a number of different projects in which we, authors of this chapter, have been involved, either the two of us together or one of us. We present results from implementing Future Workshops in different contexts like urban areas, rural areas or elder housing alternatives. The descriptions of the results from the Future Workshops are based on the very careful documentation that was made by a secretary during each workshop.¹

The Project “Local Strategies for the Welfare of the Elderly”, Eskilstuna², May 1997

The background of this project was a fear that cuts in the public sector would impair the quality of eldercare. One aim of the project Local strategies for the welfare of the elderly was, together with home help service staff, to develop an approach to quality assurance having its foundation in consideration for and understanding of how the individual senior citizen leads and, above all, wants to lead his or her life. Another aim was to work out strategies for coordination of formal and informal resources in a local context. Departing from a local perspective, in this context a residential area, was crucial since the ideology of eldercare development is focused on aging in place, normalisation and integration. A third aim was, from the perspective of managers and administrative officers, to design methods for case management linked to a user-centred approach and to find forms for collaboration in the local context.

The project can be described from a research part and a staff development part. The research part included an inventory of needs and problems in two local environments, one urban area and one rural area. The staff development part involved work-
ing out new approaches and working methods together with home help service staff and the housing company. These staff groups took part in the Future Workshops together with representatives of other organisations and various volunteer organisations as a part of their continuing professional development. Two Future Workshops have been realised in the project, one in the residential area Fröslunda, which is an urban area, and in the Stora Sundby village, a rural area. The methodological starting points of the project were a participatory approach, a qualitative data collection and a so-called “bottom-up” perspective.

Future Workshop at Fröslunda

The topic of the Future Workshop at Fröslunda was Better everyday life for the elderly in Fröslunda. For two days, 28 people came together to discuss ideas and proposals for an improvement of future housing for senior citizens in the area. The participants represented a variety of organisations such as the municipal housing corporation, home help service, primary care, various pensioners’ organisations and other voluntary organisations, the tenants’ association and local police officers. In the critique phase a great deal of criticism was put forward, especially concerning a recently discontinued meal sitting and alternative housing as well as the lack of daily activities for the elderly. In the fantasy phase, especially a new meal sitting was discussed, a sitting that might be arranged in collaboration between the local social services department and voluntary organisations with commited senior citizens. The three working groups that were created in the implementation phase were to go on working with “meal sittings, social rehabilitation and alternative housing”, “acts of friendship and collaboration across generations” and “forming an alliance between the church and other interested parties”. At the follow-up, yet another group was formed to work with “security issues” in collaboration with local police. One outcome that we would like to emphasise is the fact that a new day centre has opened with a new meal sitting and premises for teamwork. In connection with a visit in 1999 by our international partners in a later EU project, a study visit was made at the meal sitting. The senior citizens who had been active in the project presented the day centre and reported from the Future Workshop and what it had meant for the positive development in the area. They were very proud and emphasised the fact that it was the senior citizens in the area who had led the development process.

Future Workshop at Stora Sundby

Just as in the Future Workshop project described above, the topic was to create better everyday life at Stora Sundby together with various stakeholders. Sixteen persons took part representing roughly the same groups as at Fröslunda. The critique presented here primarily concerned lack of organisation of public transport and a
badly functioning mobility allowance organisation. Also noted here was a lack of housing alternatives. The need for acts of friendship as well as the lack of contacts across generations was also expressed. The fantasy phase offered an opportunity to buy a minibus, plan new modern flats adapted to the needs of senior citizens and, after calling on politicians, a functioning transportation service. Working groups were to attend to “transportation”, “alternative housing” and “activities”. On of the outcomes of this Future Workshop is the retaining of a senior citizen activity in the village, called “Buns and books”, which was undertaken by the local library and which was allowed to continue in spite of being threatened with closure. Senior citizens could listen to readings while enjoying coffee and buns. This was considered a very important activity, and the pensioners defended their local library, which was close to the recreation centre. The protests against the planned closure of the district library that were the outcome of the Future Workshop saved the library, which was allowed to continue after the politicians had changed their minds (Bolvig, Henning, Karp & Åhnby, 1999).

Future Workshop with Eldercare staff in Eskilstuna

As a result of the project “Local strategies for the welfare of the elderly”, several Future Workshops have been held with eldercare staff in various units in the municipality of Eskilstuna. The initiative came from the staff themselves, and the Future Workshops were carried out in the framework of various EU Objective 4 projects. Some of these Future Workshops will be presented below.

Fröslunda home help team, May 1998

In one Future Workshop, Fröslunda home help, a team from home help services participated. The team was previously divided into three teams, each with its own group leader and each in its own rooms. After a reorganisation, the three teams were combined into one. Twenty-four persons, home help assistants, personal benefit advisors and managers within eldercare took part in the Future Workshop. The Future Workshop presented below is a pedagogical method in the framework of an EU project, through which financing for various training efforts has been applied for. The topic of the Future Workshop was How shall we develop our work and involve the senior citizens?

One outcome of the inventory in the critique phase was the participants’ dissatisfaction with their salary and too much holiday work. Another cause for dissatisfaction was the fact that staff have no time to sit down and talk with the elderly due to a tight schedule. From the keywords/concepts part of the critique phase, the participants saw a pattern around the concepts schedule – working environment – stress – users. In the fantasy phase it appeared that the most positive was that work
was unrestricted and full of variety with opportunities for continuing professional development and nice fellow workers. People appreciated working in smaller groups and receiving gratitude from the elderly.

Working groups were formed in the implementation phase for the further work, and everybody was committed to working to involve the elderly. Examples of groups are “Eating together”, “Sewing room”, “Gambling den”, “Study circles” and “Garden patch”.

Activity in the group “Eating together” started right away with an opening ceremony in the room placed at their disposal. The menu was planned together with the elderly, and the aim was for the elderly eventually to have more responsibility and involvement.

“The sewing room” planned to buy a sewing-machine and invited the elderly to bring clothes in need of repair or refashion. In a leaflet designed to attract visitors, they wrote “Hi, all pensioners with clothes to repair. Bring them here without despair, and you can walk in all weathers foul and fair.”

The aim of the “Gaming den” was to provide various games and to organise quiz competitions, bingo and other activities. Help from volunteers to organise activities and to serve refreshments, coffee, etc., would be appreciated.

The group “Study circles” initially invited elderly people with home help service. They discussed literature and planned study visits to learn from others.

The group “Garden patch” planned to purchase flower boxes and to plant rose bushes and flower bulbs for the coming spring.

Voices from the participants:

“It’s been good, now it feels as if something positive is happening. Not a day too soon. I hope everything is successful. There are doubts about time and money and whether the schedule works, I’m hoping for the best” (Future Workshop Frösunda home care, 1998).

Hemläs sheltered housing*, November 1998

Hemläs is former “old people’s home” which before the project started had two wards with mixed accommodation, i.e., people with and without dementia in the same ward, and group accommodation with eight places exclusively for those with dementia. Small rooms and poor standard made Hemläs a not very attractive accommodation. Changing the purpose and developing Hemläs to accommodation for people with dementia was a political decision, and the topic of this workshop was “How can we together turn Hemläs into an attractive accommodation for those with dementia?” With project financing from the EU, staff were involved in the change work, and the Future Workshop method was used to initiate the change process. By
the democratic working method, all staff had an opportunity to be involved from the very start. In the critique phase, criticism focused on small lavatories and shared toilets, inadequate training of staff, few full-time jobs and insufficient collaboration between day and night staff, and too great a mixture of tenants with different needs. The fantasy phase produced a living with few tenants and a cosy atmosphere as well as a high level of staff competence. In the implementation phase, working groups were formed to continue the change and analysis work. To retain and develop competence in the team, key persons were selected to be coordinators in the working groups. The topics in the working groups were “Food”, “Working hours”, “Healthcare” and “Environment”.

The “Food” group discussed where food should be cooked (at a catering centre or locally), making changes in the dining room, having more varying hours for different meals and promoting better collaboration among various staff groups especially in connection with major meals.

The group “Working hours” was to revise staff time for the tenants, forms of collaboration between working groups and duties like cleaning and activation.

The group “Healthcare” was to allow staff the use of a sauna and a pool, fitness training and other physical and mental training, including training during working hours, e.g., one hour per week.

Tasks for the last working group, “Environment”, were to work with the physical and the mental environment, discuss certain reconstruction needs and look over outdoor and indoor environments.

At the follow-up a few months later, participants largely concentrated on discussing an action plan for continued professional staff development, since this workshop was the beginning of an EU project that mainly focused on professional development.

Some of the comments in the evaluation were:
“Good to meet all staff, kitchen, night and day staff”, “Overnight stay during the Future Workshop was good, you get to know each other better then. It has been very instructive. I think I have grown a little as a human by being in various groups.” “Fun, rewarding, instructive, above my expectations. I look forward to the next meeting. I appreciate my job conditions more, I feel involved. This is something of a boost for my job.” (Hemlaas Future Workshop, 1998).

Lagerbergsgården sheltered housing, February 1999

Lagerbergsgården is sheltered housing; the participants were a group of twelve staff working in two wards with seven places each for patients with dementia. Clients live in their own flats of 40 m² and have joint access to a kitchen. The newly renovated
and modern flats have a very high standard. The physical housing environment offers the best conditions imaginable for efficient high-quality care. In spite of such favourable outer conditions, care work is heavy and stressful, leading to feelings of being dead tired and never able to meet people’s needs. It is not uncommon for serious discord and aggressiveness to occur. There are an increasing number of younger clients, and conflicts between younger and older pensioners can often arise. In the application for EU financing for the development work, emphasis was put on the importance of involving all staff concerned in the change work from the start in order to make it as efficient as possible. To begin development work, a residential Future Workshop was carried out during two days. The critique phase revealed that staff saw more obstacles than opportunities. Among other things they pointed out that night staff resources were too scarce and that it was wrong to retain the “principle of aging in place” in the housing. In the fantasy phase, Lagerbergsgården was housing with night staff, around the building there was a fence with a gate and there was a wish that the principle of aging in place should not be applied at any price. In the implementation phase, working groups were to be created based on the topics that had emerged in the critique and fantasy phases of the Future Workshop. In this workshop, the continuing work focused on professional development, and the working groups decided to go on working on further specifying the individual training needs that had surfaced. Each group had a key person to function as coordinator. The task of the key persons is to make sure that competence in the working team is maintained and developed.

Some written thoughts from the participants sum up the discussions:
“We’ve come to know each other. Had a lot of fun. Good that everything is ventilated. We want to find new goals and alternatives.”
“Have got good ideas – positive as well as negative. Ideas that can be implemented. We’ve discussed about what will become of this. – We are the ones who must take responsibility for doing something.”
“Like a labyrinth. You can reach the goal in different ways. I believe in the vision. There’s a lot of creativity, joy... but it’s not visible on the surface.”
“A good thing to get to know each other. Gave me something to think about – what you’re like and how you treat the elderly – worth considering.” (Lagerbergsgården Future Workshop, 1999).

Summary of the three staff workshops

As mentioned above, each of the three Future Workshops was carried out in the framework of an EU project. The ambition of the projects was to start with a Future Workshop to spawn ideas that could be used to jointly improve the work of the
team. Critique and visions that emerged from the workshop were utilised in the subsequent work. Various proposals for professional development were presented in the implementation phase and were further executed in the framework of the greater project. The following are a few examples: information/introduction regarding staff to staff, improvement of relations between staff and relatives, information exchange between working groups, working methods and attitudes, collaboration and relationships, goals and activity concept.

Project “Welfare, Housing and Care of the Elderly in the Local context” (The OAK project) in Jönköping

"Welfare, housing and care of the elderly in the local context" was a project initiated by the School of Health Sciences and carried out during 1998-2000 in collaboration with the municipality of Jönköping. The project called “OAK—care development, labour market requirements and professional development in municipal home help service” (Åhnby, 2000a; Henning, Johansson & Åhnby, 2000) was part of an EU-financed project with partners in Germany and Italy. The overall objective of the OAK project was to design innovative methods for professional development of home help service staff as well as to create opportunities for senior citizens to take part in the work on improving the local environment to facilitate aging in place and integration.

The aim of the subproject Welfare, housing and care of the elderly in the local context was to draw up new strategies for collaboration in the local area in order to increase the possibility of senior citizens to go on living in the area and to develop the competence level of home help service staff as well as to initiate local change work. The project was implemented in two separate areas in the municipality of Jönköping, Österängen10 and Norrahammar11. Future Workshop has been one method in this research and development work; in the project one Future Workshop was carried out in each of the areas. Participants in the Future Workshops were senior citizens and representatives of home help service staff, district health services, various housing corporations, associations, voluntary organisations, churches and local police. They were all closely connected to the local area.

Future Workshop at Österängen

Twenty-six persons, all with connection to Österängen, came together in this Future Workshop with the topic “Let us together improve Österängen”. Brainstorming in the critique phase produced key concepts like no lifts in the blocks of flats, poor outer environment, few meeting places for various activities, lack of contact with older immigrants, generation gaps and a feeling of insecurity. The outcome of the fantasy phase was above all a wish for hobby rooms, a bus service to suit everybody (with a bus constantly cruising the area) and improvements of the physical environment for
better security and availability. The implementation phase produced three basic topics for working groups: Communication, service and availability, Human and cultural encounters and Order and security.

The Future Workshop at Österängen resulted in the creation of a meals team in which volunteers collaborated with home help services and the housing corporation, which let them use facilities. The team serves soup once a week. Another result was collaboration for a more secure Österängen between local police, housing corporations and voluntary organisations.

**Future Workshop at Norrahammar**

The other Future Workshop in the framework of the project was carried out at Norrahammar. Thirty-four persons representing various stakeholders came together for the same topic as at Österängen but now focused on Norrahammar, “Let us together improve Norrahammar”. The critique phase emphasised a lack of visiting activities from various associations. Other examples were loneliness and isolation, a lack of alternative housing for the elderly, no lifts in the blocks of flats, insufficient information about both formal care and activities of various organisations and inadequate collaboration between stakeholders. In the fantasy phase there was a wish that home help services should have more time for those who are lonely. In the implementation phase, participants discussed topics around Forms of collaboration, Information, Human encounters and Availability. One outcome of the Future Workshop at Norrahammar was a decision to find good forms of collaboration between the various voluntary organisations and associations in the area as well as better joint action with the municipal eldercare. An information leaflet from associations and organisations was produced jointly to be distributed to all households; the leaflet is continually updated.

**Summary of the follow-up of the two Future Workshops**

After about three months all participants in the Future Workshops in the two areas met for a follow-up. The working/topic groups reported on their discussions and their work after the Future Workshop. The following are examples of outcomes presented by the groups: What have the working groups worked with? Has any tangible change work been initiated? Is there support from others in the area? What problems have been encountered? The work had raised many new issues for discussion among all participants for decisions on how the joint work should continue.

The municipal coordinator of club and volunteer activities in each area was appointed contact person and something of a spider in the net for the further work (Åhnby, 2000a; Åhnby, 2000b; Henning et al., 2000). These contact persons have been crucial for the development of the work into a process in line with Jungk and
Müllert's (1996) vision of a "permanent workshop". Still today, almost ten years later, initiatives are undertaken at Österängen and Norrahammar in the wake of the Future Workshops.

Project “Cultural life for the Elderly”

The Luppen Research and Development Centre\(^\text{12}\) issued an invitation 2003 to a Future Workshop in the frame of a project about how to promote a more cultural life for the elderly, aiming at finding new ways in eldercare with a focus on cultural and social activities. Those invited to this workshop were politicians, group managers, staff nurses, senior citizens, culture workers and club members from municipalities in the county of Jönköping. The topic of the Future Workshop was, *How can we make everyday life a little richer for tenants?* By incorporating and prioritising cultural and social activities in eldercare, both tenants and staff should be stimulated, but the question was, “How do we make it in the stressful everyday life?” The implementation phase specified two separate topics for the continuing work, “Work directed inwards” and “Work directed outwards”. Work directed inwards included well-being and intellectual and emotional growth; work directed outwards comprised inspiration and development and social networks. The participants then continued working in their municipalities, and at the follow-up a few months later they reported on how this work had progressed on the home ground. After this workshop, a network was created with, among others, participants in the Future Workshop, particularly persons working with culture and activities in eldercare. The network has met regularly for about two years. The aim of the network is to inspire one another to concrete actions/events in one’s own municipality.

The Future Workshop “Cultural life for the elderly” has resulted in one municipality having decided to continue with its own Future Workshop about developing a service building into senior housing and a community centre. Another example is an R&D\(^\text{13}\) study circle carried out by Luppen with eldercare staff as participants. The aim of this circle was to give elderly people an opportunity and a possibility to sum up their lives by talking to others (in this case staff) about their experience of life. Staff in their turn have gained increased knowledge about the past. The elderly narrate and the staff listen and write down and summarise recollections, experiences and historical knowledge from the perspective of the elderly. This method could be called "writing workshop" (Luppen knowledge centre, 2006).

The outcome of the Future Workshop may be illustrated by the following quotation from one of the staff:
“It has been very rewarding. We learnt that nothing is impossible, if you just have the will.” “Very good, instructive, inspiring – quite simply got a kick out of it.” (Future Workshop Cultural life for the elderly, 2003).

Project “How can the Senior housing Snickaren (“The Carpenter”) become a Community Centre?” in Eksjö14

The object of the project which was conducted during 2006-2007 was, jointly with elderly tenants, eldercare staff and other key stakeholders, to draw up strategies to facilitate aging in place for the elderly. The project also aimed at letting elderly persons together with home help service staff and other agents work out new forms of collaboration and coordination of formal and informal resources. The aim was to increase participation of elderly and home help service staff in processes to improve everyday life for the elderly from a holistic view of housing and care.

The participants were senior citizens living at Snickaren or in the local area. There were also representatives of pensioners’ associations and other volunteer organisations. Staff were represented by nursing aids, kitchen staff, group manager and home help assistants. One person from primary care and one local politician also participated. In all, there were thirty participants, all with some kind of connection to Snickaren. Researchers from the School of Health Sciences at Jönköping University conducted the Future Workshop.

Just as in the cases mentioned previously, the implementation phase involved the subsequent development work after the two days of the Future Workshop. In the critique and fantasy phases two topics emerged: Collaboration for community and Collaboration for development of housing and local environment.

Follow-up and evaluation

The participants in the project have met on several occasions after the two days of the Future Workshop to inform each other about their continuing work and to discuss the future direction of the development work. Many volunteers have joined the work, and the municipality has employed a recreation coordinator to manage activities and contacts between various actors. This person acts as a spider in the net and has an important function in the continuing work. The Future Workshop has brought about participation and facilitated for many to be involved in developing various activities. At the last documented follow-up in June 2006, scarcely a year after the Future Workshop, a great deal had happened. Significant improvements had been made in the garden with, among other things, new plants. An asphalt path had replaced the old gravel path to improve accessibility for wheelchairs and rollators. Improvements had also been made indoors with, for example, spy-holes in the outer doors of all flats. A group had been appointed to discuss proposals for new
furniture in the dayroom. A small kiosk had opened in the dining room selling chocolates, stamps, etc. Volunteers had re-introduced the popular afternoon coffee that had previously been served by the staff. In the spring an interest council had been formed with representatives of the Municipal Pensioners' Council, the Snickaren Client Council and various volunteer organisations. The interest council is intended to encourage contacts between the various stakeholders. One of the participants in the Future Workshop was a politician, and he thought he had got much better decision data in various contexts by participating. He said, "I have got a truer image of reality for me to make decisions". One of the older participants argued that "the Future Workshop has strengthened democracy" (Henning & Åhnby, 2008; Henning, Åhnby & Österström, 2009).

**Conclusive Observations**

With the Future Workshop method, a process has been initiated, and that is what Robert Jungk and Norbert Müllert intended with their method. It is not about starting and finishing a project but about initiating a process that can live on in a "permanent workshop". Jungk and Müllert wanted to develop alternative and more democratic forms of change work. Their intention was to interface an intuitive and emotional approach with rational and analytical thinking. To generate such an atmosphere, they alternated work in the three phases with various activities to promote creativity. It should be fun to take part in a workshop, and seriousness was mixed with games and laughter (Jungk & Müllert, 1996; Denvall & Salonen, 2000; Åhnby, 2000b).

Below we would like to present some of our experiences of the Future Workshops we have worked with to show what can happen in a Future Workshop. The outcome can, in our view, include tangible action based on the topic of the Future Workshop, but participation can also be of importance to the individual on a more personal level. The latter circumstance is what we find most important, which we stressed when we introduced the Future Workshop method to the participants. Networking is often more important than tangible results in terms of fulfilled goals. When implementing the Future Workshop method with older people as participants, we have been forced to make adaptations of the method to this target group. As some of the elderly were impaired or fragile, we had to reduce some of the elements in different phases that demand mobility and speed. Instead we prolonged some of the elements to reduce stress. In the Phantasy phase we learned that the older people to a great extent expressed down-to-earth ideas which were not so difficult to realise in the implementation phase. This reduced the risk of disappointment when it came to the implementation phase. We have now and then checked the outcome of a project a long time after implementing the Future Workshop method. When doing so, we
have been able to conclude that somehow (more or less) a process for development and change still continues that could be traced to the initial Future Workshop. We see best results from those projects in Jönköping (the European "OAK project") and Eksjö (a senior housing project), where someone employed by the municipal social services has the function as social pedagogue. These persons are responsible for following up initiatives from the old participants in the Future Workshop to make the process less dependent on strong informal leaders. This could be especially important in eldercare to reduce vulnerability due to age and impairment.

**Future Workshop as a Method – Outcomes and Significance**

In our observations we link back to some of the six dimensions described by Denvall and Salonen (2000).

*A process is initiated*

That the Future Workshop method can initiate a process is clearly shown in the project Overjoyed and others. In that Future Workshop there were several participants from the municipality of Eksjö: senior citizens, eldercare staff, politicians and officials. Participants in the workshop took ideas back home which eventually resulted in a new Future Workshop, the above-mentioned "Snickaren – a community centre" in the municipality of Eksjö. It was not only a new local Future Workshop that was started; the latter Future Workshop in Eksjö in turn initiated a number of processes. Talking about initiating processes that are to continue after the project itself, i.e., after the Future Workshop has finished, we can also mention the two Future Workshops implemented in the municipality of Eskilstuna in the framework of the project "Local strategies for the welfare of the elderly". This project inspired eldercare staff to initiate a number of change projects and new Future Workshops about the development of the municipal eldercare. This project was also a forerunner of the OAK project in Jönköping.

In the period between a Future Workshop and its follow-up, which is usually a few months later, groups have met separately to continue working with the action plans initiated in the implementation phase. At the follow-up, participants have come to a joint decision on which issues are most important to go on working with. In this way a process is started.

*Democracy and involvement*

With the Future Workshop in Eksjö, senior citizens began to ask for changes. New thoughts and ideas grew which further developed previous proposals. The elderly have begun to take a more active part in the work, and new networks have been es-
Future Workshop for the Empowerment in Eldercare - Examples from Sweden

tablished between various groups of senior citizens and associations. Through these networks new knowledge and experience has been brought forward and expanded. The spirit of community that is growing in new constellations of groups of people is the beginning of long-term efforts with new thoughts for further processes. To Jungk the democratic process was crucial, and it was a matter of course that those who are affected by a change also should be involved in influencing and shaping the future they are facing (Denvall & Salonen, 2000).

A couple of the senior citizens among the participants put it like this:
"The Future Workshop has given me an opportunity to express my wishes."
"The Future Workshop gives you an opportunity to be involved in change." (Future Workshop in Eksojö, 2005; Henning et al., 2009).

According to Jungk, a Future Workshop shall contribute to elucidating common problems. The method shall help people to meet in a constructive and creative way (Jungk & Mullert, 1996; Denvall & Salonen, 2000). We can see that the Future Workshops from which we have experience also have resulted in the initiation of several tangible projects. The project in Eksojö created a commitment both among those taking part in the change work and among other tenants, who have become more active and who discuss what is happening in the senior housing (Future Workshop in Eksojö, 2005; Henning et al., 2009).

The view of man and human development

Robert Jungk’s view of man implies that people have the will and ability to take responsibility for their actions. Denva and Salonen (2000) argue that the Future Workshop considers people’s ability to think, create and take their own responsibility. People also grow in community with others.

At some follow-ups after Future Workshops we have asked participants what the workshop has meant for them. Below is a selection of answers from senior citizens who have participated:

"It feels important to participate and to be able to be active." "It feels important to participate in thought, even if I cannot physically help." "It is of great significance for one’s self-esteem." "One gets knowledge, one has influence and can affect even at a great age." (Future Workshop in Eksojö, 2005; Henning et al., 2009).

Professional Development

The Future Workshops have been directly or indirectly intended for eldercare staff. In all Future Workshops, staff has participated, and we have been able to design a model to integrate research, training and change work in the framework of the
projects presented above. For example, the experience from the OAK project in Jönköping has been disseminated in three distance education courses for home help service staff. The courses were directed towards needs assessment in a comprehensive social perspective, leadership and change work, and local networking. The distance courses have been a means to spread knowledge from the project and to give an opportunity to participants also from other municipalities to share in professional development in line with the ambitions of the project.

In addition to taking the above-mentioned courses, staff participation in the projects can also be seen as part of professional development. This refers to developing “local competence”, i.e., staff have gained new knowledge about what resources and opportunities for collaboration can be found locally. Through the Future Workshop, staff have also had an opportunity to pursue new strategies for such collaboration and have thus been able to develop their “network competence”. The emphasis of the projects on client participation and client perspective has also aimed at developing the staff’s attitudes towards the elderly in order to increase quality in eldercare, an attitude that we want to characterise as a social education attitude. Staff who feel happy, are committed and have great competence are a prerequisite of raising quality in eldercare.

The following are some answers from staff who have participated to the question of what the Future Workshop has meant to them:

“It has been fun discussing with others and hearing their views.” “We have come to know each other.” (Future Workshop in Eksjö, 2005).

“Gave me something to think about – what you’re like and how you treat the elderly – worth considering.” (Lagerbergsgården, 1999).

“We have learnt something good about each other.” “I think I’ve grown a little as a human being by being a member of various groups.” (Hemlås Future Workshop, 1998).

**Future Workshop and the Concept of Social Pedagogy**

Future Workshops can be seen as way of developing a social pedagogical approach in eldercare. Social pedagogy and teaching have a common view of human beings and their development. We find the same concept of man in the Future Workshop method, which is founded on a pedagogic structure with a clear ideological core, based on a positive view of man. To elucidate this, we may return to one of the six dimensions which Denvall and Salonen (2000) argue constitute the ideological foundation of the Future Workshop. This regards the view of collective creation, which maintains that man is a collective being who grows and fulfils himself in fellowship with others. We may compare this with Paul Natorp, one of the founders of social education,
who, according to Eriksson and Markström (2000), argued that man and fellowship presuppose each other. We can also find common points of departure in Jungk & Müllert and Paulo Freire. Freire is known for his radical teaching methods, which are close to Jungk’s own thoughts about teaching. Both argue that the individual must learn to see his or her own role in relation to here and now and also to learn from history. Both also emphasise the importance of having a critical attitude to the surrounding world, both in relation to oneself and to that in which one is involved in changing (Denvall & Salonen, 2000; Eriksson & Markström, 2000; Freire, 1996.

Eriksson (2006) presents three social pedagogical models, two of which are points in common with the Future Workshop method, the mobilising and the democratic models. The mobilising model implies an action dimension; it uses methods affecting society with a collectively transforming approach. Concepts in this model are liberation and empowerment. The democratic model advocates dialogue as a crucial tool, using animation as a method. Approaches of the model concern practical wisdom, and education and citizenship are central concepts.

Future Workshop and the Concept of Empowerment

What we have learnt from our work with Future Workshops shows how people can be involved in change work that affects them. The examples we have given concern elderly people and people who work with the elderly. All the Future Workshops have resulted in concrete proposals for changes that participants want to continue working on. This has also led to a favourable development of those who have been involved in the Future Workshops.

Our examples prove how important it is that those affected, the elderly as well as the staff, can not only be involved but also have the power to influence. Looking back at the concept of democracy, which, according to Jungk and Müllert, is one of the cornerstones of the Future Workshop method, we humans shall not only be seen as onlookers but as participants in society, and there shall be common arenas where all are equal (Jungk & Müllert, 1996; Denvall & Salonen, 2000). From the concepts of democracy and power we can also link to the concept of empowerment. Renblad (2003) describes empowerment from both a philosophical and a practical point of view. From the philosophical point of view she sees empowerment as an aspect of democracy and ethics in everyday life and from the practical point of view as an opportunity to be active and participate. She also argues that it is important to convey a sense of having the right to be involved. According to Renblad, the concept of empowerment also refers to resources and opportunities for growth and development and can be analysed on several levels – individual, group, organisation and society. The resources can be physical, mental and social.

Empowerment is a blurred concept, difficult to translate, but nevertheless it is
often used in various activities as an approach and has become more common in research. Askheim and Starrin (2007) believe that this popularity may be due to the fact that the word power, which is part of empowerment, refers to the concepts of strength, authority and force.

We find the concept of empowerment in Swedish legislation; it is exercised by someone supporting someone else in wielding power, or by handing over power from someone to someone else (Forsberg & Starrin, 1997). We also find the concept in social work; empowerment often appears in discussions about local development work, local autonomy and mobilisation of vulnerable groups.

Final Conclusions

The Future Workshop method and the concepts of empowerment and social pedagogy are about supporting people; this is done jointly with those who need help and support of various kinds. It can be a matter of supporting local development and change work, but it can also involve support in everyday life.

The Future Workshop method offers opportunities for involvement and creativity when new ideas are put forward by people in joint collaboration. The aim is not only to generate involvement and creativity but also to help people realise their ideas. By liberating creativity and drawing up action plans, people's self-esteem and possibility to take power over their own lives are strengthened. The clear structure of the method also provides security so that people dare to go beyond prevalent practice (Denvall & Salonen, 2000).

Our examples from Future Workshops have shown that when people with different backgrounds and activities are given an opportunity to meet, great creativity develops. Crucial for the continuing process is that the composition of the working groups is varied. It is also of importance for the continuing process to monitor what happens after the two days of Future Workshop up to the follow-up two to four months later and during that period support the working groups in their efforts. There must also be a feedback to officials and politicians concerned in order to implement the proposals. We have learnt that it is important for the continuing process that participants feel that they have tangible and clear tasks to get on with. It is also important that somebody is charged with the responsibility for supporting participants in the continuing work, at least during a transitional period before the process has matured to the point of being a "permanent workshop".

Working in a Future Workshop offers opportunities to coordinate people, as alternatives or complements to existing organisations, and new forms of collaboration are generated on the basis of personal contacts. In this way, local social networks are developed which can provide opportunities to develop future strategies of collaboration to enhance elderly people's welfare.
The municipality, which in Sweden has the overall responsibility for formal eldercare, is liable for the future outcome by supporting the processes that have been initiated and encouraging the involvement and creativity that has been aroused. However, above all, survival depends on the process that was begun through the Future Workshop based on people’s commitment from a “bottom-up” perspective. Key concepts for a successful process are joint commitment, involvement, responsibility and power to influence.

<table>
<thead>
<tr>
<th>Project</th>
<th>Future Workshop</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eskilstuna</td>
<td>Local strategies for the well-being of the elderly</td>
<td>Elderly, staff in eldercare, staff in equivalent health care, volunteer organizations, local police, commission for municipal housing company</td>
</tr>
<tr>
<td></td>
<td>Problems: Improvement of urban residential area</td>
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<td></td>
<td>Stora Sundby: Improvement of rural area</td>
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<td></td>
<td>Förlåtunda home help team</td>
<td>Staff in eldercare</td>
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<td></td>
<td>Qualification improvement</td>
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<td></td>
<td>Hammarunda sheltered housing</td>
<td>Staff in eldercare</td>
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<td></td>
<td>Qualification improvement</td>
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<td>Lagpipelag sheltered housing</td>
<td>Staff in eldercare</td>
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<td>I despairing plog</td>
<td>Welfare, housing and care of the elderly in the local context (EUS)</td>
<td>Elderly, staff in eldercare, staff in equivalent health care, volunteer organizations, local police, commission for municipal housing company</td>
</tr>
<tr>
<td></td>
<td>Challenges: Improvement of urban residential area</td>
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<tr>
<td></td>
<td>Necessities: Improvement of rural area</td>
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<tr>
<td></td>
<td>Cultural life of the elderly</td>
<td>Elderly in care, staff in eldercare, staff in equivalent health care, volunteer organizations</td>
</tr>
<tr>
<td></td>
<td>Creating a network for social and cultural activities in eldercare</td>
<td></td>
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<tr>
<td>Ekö</td>
<td>How can the social housing “The Carpenter” become a community centre?</td>
<td>Elderly, staff in eldercare, staff in equivalent health care, volunteer organizations, local politicians</td>
</tr>
<tr>
<td></td>
<td>Ekö: Transforming a social housing into a community centre</td>
<td></td>
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</tbody>
</table>

Figure 1. Survey of projects and Future Workshops.

Notes

1 The participants were fully aware of the intention to document the outcome of the Future Workshops and have agreed to this.
2 The municipality of Eskilstuna is a good 100 km southwest of Stockholm. It has just above 90,000 inhabitants.
3 Frösundahem is an urban residential area from the 1940s with a large proportion of elderly.
4 Stora Sundby is a rural area.
5 This team provides care to elderly in ordinary housing accommodation.
6 Sheltered housing is defined as own accommodation in specially adapted flats, usually 1 room and a kitchen. There are a restaurant and other facilities for common activities in the building and there is day and night staff. A decision about assistance is required to move into sheltered housing.
7 Sheltered housing is defined as own accommodation in specially adapted flats, usually 1 room and a kitchen. There are a restaurant and other facilities for common activities in the building and there is day and night staff. A decision about assistance is required to move into sheltered housing.
8 The principle is a basis for eldercare policy in Sweden aiming at giving opportunity to and facilitat-
ing for elderly persons to live at home (i.e., in ordinary housing), thereby being able to lead a life of their own. In the framework of a more independent senior housing this may result in elderly people with considerable care needs aging in place, although they might need to move to a nursing home.

9 Jönköping is in the south of Sweden some 350 km from Stockholm. It has just above 120,000 inhabitants.

10 Österången is a clearly defined residential area from the 1950s situated on the outskirts of central Jönköping. Österången has a large proportion of elderly inhabitants.

11 Norrhammar is a former industrial community about 10 km south of central Jönköping.

12 Luppren Research and Development Centre is a research and development unit with the aim of creating meeting places for practitioners and researchers in order to promote learning, research and development from the perspective of the practitioner.

13 R&D stands for Research and Development.

14 The municipality of Ekshög has about 16,000 inhabitants. It is 80 km southeast of Jönköping.

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Framtidsverkstad Fröslunda Hemvård 5-6 maj 1998 [Future Workshop Fröslunda Home care, 5-6 May 1998]

Framtidsverkstad Kulturliv för äldre, 2003 [Future Workshop Cultural life for the elderly, 2003]

Hemlås Framtidsverkstad Båsenberga 19-20 november 1998 [Hemlås Future Workshop Båsenberga, 19-20 November 1998]

Lagerbergsgården Framtidsverkstad Plevnagården 9-10 februari 1999 [Lagerbergsgården Future Workshop Plevnagården, 9-10 February 1999]