

1 **An International Qualitative Feasibility Study to Explore the Process of Using Social**  
2 **Innovation (Co-Production) Strategies with Older People: The SAIL project**

3 [Holly Louise Crossen-White](#) (Department of Human Sciences and Public Health,  
4 School of Health and Social Care, Bournemouth University, Bournemouth, UK)

5 [Ann Hemingway](#) (Department of Medical Science and Public Health, School of  
6 Health and Social Care, Bournemouth University, Bournemouth, UK)

7 [Adele Ladkin](#) (Department of People and Organisations, Bournemouth University,  
8 Poole, UK)

9 [Andrew Jones](#) (Faculty of Medicine and Health Sciences, University of East Anglia,  
10 Norwich, UK)

11 [Amanda Burke](#) (Faculty of Medicine and Health Sciences, University of East Anglia,  
12 Norwich, UK)

13 [Olaf Timmermans](#) (Department of Health Science, University of Zeeland,  
14 Oskerpeller, The Netherlands)

15

16 [Quality in Ageing and Older Adults](#)

17 ISSN: 1471-7794

18 Article publication date: 27 September 2022

19

20 **Abstract**

21 **Purpose** - This paper presents the feasibility study findings from a four-year project funded  
22 by the EU Commission (the SAIL project, Staying Active and Independent for Longer). The  
23 funding stream was Interreg 2Seas which offers opportunities for coastal areas on both sides  
24 of the English Channel to work together on complex practical issues. The project focused on  
25 enabling older people to stay active and independent for longer using social innovation (co-  
26 production) approaches.

27 **Design** - Ten pilot projects were developed and each of the pilots worked with an academic  
28 partner to undertake a feasibility study that included 10 pilots across the four countries  
29 involved, France, Belgium, Holland, and England.

30 **Findings** - This paper presents barriers and facilitators (using logic models) to the social  
31 innovation process with older people which has wider relevance in terms of social innovation  
32 and its application.

33 **Conclusions** – This project has enabled greater understanding of how social innovation can  
34 be applied and has highlighted contextual issues that can undermine or enable attempts to  
35 adopt the approach.

36 **Key Words** – Older People Social Innovation Co-Production Staying Active Staying  
37 Independent

38 **Purpose**

39 This project used social innovation (co-creation) with older people, local policy makers and  
40 businesses to identify new opportunities across sectors to develop sustainable business and  
41 service models that enhance our ability to stay active and independent for longer. Coastal  
42 regions in the countries included in the project (France, England, Holland, Belgium) are  
43 dealing with specific challenges in relation to this including local residents in both urban and  
44 rural areas, second homeowners and visitors throughout the year, all of whom are of an  
45 increasing average age. This is in line with the WHO framework for people-centered and  
46 integrated health services, which stresses that a person's continued participation in the  
47 community is an important prerequisite for maintaining quality of life (World Health  
48 Organization, 2015). Older people themselves also stress that engaging in leisure, physical,  
49 cultural, and social activities are vital to maintaining quality of life. The WHO framework  
50 encourages close collaboration between health and other sectors (e.g., leisure sector) to  
51 improve health.

52

53 The SAIL project (Staying Active and Independent for Longer) enabled the development of  
54 ten pilot projects in the partner regions that focused on reducing social isolation, increasing  
55 movement, and improving dietary intake. All projects were created using social innovation  
56 with the active participation of older people and service providers (including local authorities,  
57 businesses, healthcare providers and third sector organisations). These were developed by  
58 considering the specific needs of older people in the local area and local assets and  
59 opportunities. The overall feasibility study presented here focused on qualitatively examining  
60 the process of social innovation, some of the ten projects piloted were more successful than  
61 others at using social innovation thereby allowing the feasibility study to explore what was  
62 not working well and what was.

63

64 **Background**

65

66 Social innovation is a concept that may generate valuable new ways of thinking about  
67 support options with older people. The concept has received increasing attention from  
68 academics over the last few decades due to its potential to enhance the impact of  
69 programmes and interventions internationally (Agostini et al. 2017). However, the literature  
70 highlights that although there has been increasing research interest in the concept, the 'state  
71 of knowledge continues to be fragmented' (van der Have and Rubalcaba, 2016, p.1923)  
72 regarding how social innovation can be effectively employed in practice.

73

74 The findings from a scoping review (Crossen-White et al., 2020) indicate that the concept of  
75 social innovation is not clearly defined. However, it has widespread appeal across a diverse  
76 range of disciplines as a potential means of generating innovative policy responses. For the  
77 purposes of this study social innovation was defined as novel solutions that meet a social  
78 need while leading to new or enhanced relationships which improve both capacity and  
79 utilisation of community resources and assets (Young Foundation 2012). The term co-  
80 production is frequently used in relation to social innovation but for the purposes of this study  
81 was defined as everybody, (including those who use a service) working together, with all  
82 opinions and voices equally valued to create a service or project which works for everyone  
83 and as such may be conceived as offering a way of working within a wider social innovation  
84 strategy (Social Care Institute for Excellence 2022). Philips et al. (2015) undertook a  
85 systematic literature review which focused on social innovation during the period 1<sup>st</sup> January  
86 1987 to 30th December 2012. This review suggested the process of undertaking social  
87 innovation is a particularly neglected research area.

88

89 The literature review by Paunescu (2014) focused on a longer period from 1966 until April  
90 2014 and sought to identify current trends in research into social innovation, social capital,  
91 and corporate social responsibility. A significant area of discussion within this literature on  
92 the process of social innovation concerned reshaping the narrative around ageing. The  
93 articles included in these reviews highlighted how the current age structure of the global  
94 population will present different challenges in the future. Social innovation is one approach  
95 that could be utilised to help redefine the ageing process and indeed several articles  
96 highlight the earlier work of an EU funded programme FUTURAGE (2009-2011) (Stypinska  
97 et al., 2019). This programme aimed to develop guidance on how research into ageing  
98 should develop over the next 10-15 years. As a result of this project a major theme was  
99 identified as a key priority for ageing research in the future (Walker 2011) and this was  
100 Healthy Ageing for More Life in Years. The project reported in this paper focuses on this  
101 theme, healthy aging, using social innovation. Rutschmann (2017) calls for organisations to  
102 move away from 'doing things FOR older people to doing things WITH or BY older people'  
103 (Rutschmann., 2017 p1). The findings of Focic (2017) indicate the potential benefits of such  
104 an approach as two-thirds of older people felt better for being involved in a social innovation  
105 project. As we age, we tend to become more sedentary and less active, and this has a  
106 measurable negative impact on our health and wellbeing, particularly in relation to our ability  
107 to live independently and the reduction or prevention of social isolation (Dogra &  
108 Stathokostas 2022).

109 This project aimed to increase physical and social activity using social innovation in order to  
110 learn how to engage with older people to build solutions to this growing societal need.

111 In summary although social innovation has the potential to act as a policy driver, to be  
112 effective, it is necessary to devise robust strategies to ensure full user-engagement and  
113 active involvement of communities. Therefore, it is the process of delivery that needs urgent  
114 attention in any future research into social innovation. The qualitative feasibility study  
115 findings presented here have focused on this process of delivering or enabling social  
116 innovation.

117

118

#### 119 The Overall Project

120 Ten pilot projects were developed and each of the pilots worked with an academic partner to  
121 provide evidence which fed into a feasibility study. This overall study is presented in this  
122 paper using a four-stage temporal framework explore, design, and develop, try out and  
123 evaluate. This approach allowed older people, researchers, project delivery staff and  
124 stakeholders, to investigate potential routes to healthy aging in their locality. Table 1 below  
125 shows the period and the phases of the project along with the key activities that took place  
126 within each phase.

127 Table 1. Project Phases

128

129

Project Phases	Time period	Key Activities
Explore	Start: 01-01-2017  End: 01-10-2017	<ul style="list-style-type: none"> <li>• Gather information on the issues that might exist within the designated project area.</li> <li>• Engage with older people and local stakeholders and seek their views on perceived needs.</li> <li>• Look at the potential delivery options with key stakeholders</li> </ul>
Design & develop	Start: 02-10-2017  End: 01-10-2018	<ul style="list-style-type: none"> <li>• Through the results of local consultation identify an intervention or series of interventions that would be most beneficial to older people living within the project area or visiting as second homeowners or tourists.</li> <li>• Work with identified partners (stakeholders) to establish a delivery model.</li> </ul>
Test/Try out	Start: 02-10-2018  End: 01-10-2019	<ul style="list-style-type: none"> <li>• Deliver the initiative</li> <li>• Gather data from the older participants to gauge the impact of the new initiative upon the lives of the older people.</li> </ul>
Evaluate	Start: 02-10-2019  End: 31-03-2020 (was extended to the end of 2020 due to COVID)	<ul style="list-style-type: none"> <li>• Analyse and report on each project</li> <li>• Use the ten project evaluations to prepare an overall feasibility study, presented in this paper.</li> <li>• Seek any data that could further inform on the economic impact of developing social innovation projects and provide insight to the tourism sector.</li> </ul>

130

131

132

133

134 **Design**

135

136 Feasibility Study - Areas of Focus

137 We addressed the eight areas which need to be considered by public health focused  
138 feasibility studies (Bowen et al., 2009:

139 ● Acceptability. This looked at how the intended individual recipients—both targeted  
140 individuals and those involved in implementing programs—reacted to the intervention.

141 ● Demand. Demand for the intervention was assessed by gathering data on estimated use  
142 or by documenting the use of selected intervention activities in a defined intervention,  
143 population or setting.

144 ● Implementation. This concerned the extent, likelihood, and way an intervention can be  
145 fully implemented as planned and proposed.

146 ● Practicality. This explored the extent to which an intervention was delivered when  
147 resources, time, commitment, or some combinations thereof are constrained in some way.

148 ● Adaptation. This captured program content or procedural changes which may be  
149 appropriate in a new situation. It is important to describe the actual modifications that are  
150 made to accommodate the context and requirements of a different format, media, or  
151 population.

152 ● Integration. This assessed the level of system change needed to integrate a new program  
153 or process into an existing infrastructure or program.

154 ● Expansion. This examined the potential of an already-successful intervention with a  
155 different population or in a different setting.

156 ● Limited-efficacy testing. We undertook qualitative data collection consisting of interviews  
157 and qualitative online questions to explore the barriers and enablers to social innovation.

158

159 These areas of feasibility were explored through the temporal practice-based framework for  
160 the overall development of the SAIL project (explore, design, and develop, try out and  
161 evaluate) which helped to give structure to the participants and project leads. The above  
162 areas of the feasibility study were all considered throughout the phases of the project apart  
163 from the try out phase which focused more on the experiences of the participants and project  
164 leaders (see Appendix 1). The data sets which inform our findings included qualitative  
165 interviews with the project participants (older people aged 65+) at both the start and the  
166 completion of the overall project and a wiki (online data entry form) which asked primarily  
167 qualitative questions from project delivery teams as appropriate for each phase of the overall  
168 project.

169 The wiki questions essentially asked a set of questions to reflect the feasibility study areas  
170 outlined above in each of the four phases 1. explore, 2. design and develop, 3. try out and 4.  
171 evaluate to capture change/progression overtime (see appendix 1).

172

173 The four temporal phases of the project were used by all the project teams to help enable  
174 the complex process of attempting to support active involvement of older people; while trying  
175 to ensure that their ideas led the project idea development and implementation.

176 Pragmatically the SAIL project phases needed to be timed in order to enable the delivery of  
177 all phases within the three and a half years of this funded four country project. Therefore,  
178 having clearly defined phases helped greatly with this process across the countries and  
179 multi-stakeholder projects involved. All the teams knew when each phase should start, and  
180 finish and it was much easier to plan the support and data collection for the overall SAIL  
181 project with a clear plan which all partners including the older people could easily engage  
182 with. This temporal framework allowed the pilot teams and wider consortia to understand  
183 issues within each step of the project implementation more readily enabling the overall  
184 evaluation to identify where the blocks in the application of the social innovation process with  
185 older people were occurring within the project cycle.

186

187 The pilots for the overall project can be divided into specific types of initiatives. The first type,  
188 community-based pilots, was the largest (n=6). The second type, residential care-based,  
189 were both based in France and focused upon people living with dementia (n=2). The third  
190 type of hybrid pilots were both based in the UK. These pilots developed activities in both  
191 residential settings and within the wider community (n=2). Also, of note in relation to the UK  
192 pilots was that the Local Authority operating the pilots was looking at wider organisational  
193 changes that would both promote the importance of physical exercise within residential care  
194 settings but also encourage the delivery of physical activity in new ways utilising 'non-  
195 traditional' venues as hubs such as local libraries. Table 2 below gives information on the  
196 pilot's name, location, type and participants.

197 Table 2. Pilot Name Location, Type and Participant Sample Details

Pilot Name	Location	Type	SAIL project focused on those aged 65+ numbers of participants in feasibility study	Sample of project delivery staff completing wiki and doing interviews
Mobile Me *	East Coast of England	Hybrid	Local residents and care home residents x 35	3
Dementia Friendly Walking *	East Coast of England	Hybrid	Local residents living with early dementia x 9 Local residents undertaking training to facilitate the walks x 36	3
Village in Motion *	Coast Netherlands	Community	Local residents x 83	3
Vitality Boulevard *	Coast Netherlands	Community	Local residents X 83	3
Seaside Resort *	Coast Netherlands	Community	Local residents X 83	3
Healthy Food Chain *	Coast Netherlands	Community	Local residents X 27	3
Move and Se(a)	Coast Belgium	Community	Local residents X 27	2
Combatting Loneliness	Coast Belgium	Community	Local residents X 15	2
Soft Gym *	Northeast France	Residential	Care home residents x 30	4
Animal Assisted *	Northeast France	Residential	Care home residents x 30	4



200

201

202 Ethics

203 Ethical permission was gained from the researchers employing universities ethics panel (BU  
204 REF 8706). All data was stored in a password protected computer and code numbers were  
205 used to identify participants and the projects on which they were working. Data is available  
206 via a university open access data repository BORDaR. Researchers on this project have no  
207 competing interests to declare.

208

209 Data Analysis

210 The data collected via the interviews and the wiki questions was analysed using framework  
211 analysis, a form of content analysis methodology (Ritchie & Lewis 2003). Framework  
212 analysis offers a series of steps for qualitative researchers to use to analyse complex data  
213 sets to describe what occurred in a specific evaluation including consideration of the  
214 setting, context and processes thereby allowing researchers to draw logical conclusions  
215 based on the data (Gale et al., 2013). This approach is now widely used in a variety of  
216 qualitative research studies having been designed specifically for use in large scale policy  
217 research (Ritchie & Lewis 2003); the study presented here is a large-scale study including  
218 10 projects across four countries and multiple data sets. This approach was therefore  
219 thought appropriate to inform the data analysis process. This approach identifies  
220 commonalities and differences in qualitative data, before focusing on relationships between  
221 different parts of the data, thereby seeking to draw descriptive and/or explanatory  
222 conclusions clustered around themes. Summaries were then generated from the framework  
223 analysis to inform logic models to share the findings relating to the processes which support  
224 or block the development of successful social innovations which are presented in this paper.  
225 Included below in Table 3 is an example of the data analysis process using a framework  
226 analysis matrix to aid data analysis.

227

228 Table 3. Capacity to respond to change in response to older peoples expressed needs and  
229 ideas as the project develops

230

Project Example	Successful adaptation	Flexibility	Project Outcome
Exercise classes in local libraries moved to more appropriate accommodation on the recommendation of the older people attending regarding overcrowding (Mobile Me)	Yes, project managers willing to engage in accessing alternative community accommodation asset available through partnership working	Yes	High degree of success (reflected in high uptake by older people)
In depth consultation with care home residents on what activities they would prefer (Soft Gym)	No, lack of willingness of the senior staff in the organisation to adapt provision to older peoples expressed needs and ideas	No	Low degree of success (reflected in low uptake by older people)

231

232

233

234

235

236 **Originality**

237

238 The development of logic models is a useful approach when the topic under study is complex  
 239 and likely to produce a diverse set of process outcomes (Howarth et al. 2020). The logic model  
 240 focuses upon the relationships between the resources that are used to create the intervention  
 241 and what is produced in terms of outcomes. Outputs are those results which are achieved  
 242 immediately after implementing an activity. For example, if we were able to organize and run  
 243 a workshop on how to cook healthy cheap meals with older people those who attended should  
 244 have developed a clearer understanding of these issues. So, this is an output, and it is  
 245 achieved right after the conclusion of the workshop. Outcomes, however, can be considered  
 246 as mid-term results. They are not seen immediately after the end of the project activity. But  
 247 after some time, when we see some change at the ground level because of the project activity,  
 248 then it can be termed as an outcome. Taking the above example of a cooking workshop, if the

249 participants have started to incorporate these ideas into their daily lives this is an outcome  
250 (Funds for NGO`s 2022). This research study focused on process outcomes or those  
251 processes which help to achieve successful outcomes over the ten interventions developed  
252 through the overall SAIL project.

253 Ultimately, this process enables the identification of the factors that contribute to a  
254 successful intervention. Thus, in relation to this study logic models have helped to provide an  
255 evidence-based framework that can support decision-making regarding the most effective  
256 use of limited resources to support successful social innovation processes in the future. The  
257 logic model for each area of the findings presented here can in the future be used to help  
258 implement social innovation; also, to consider how it can be improved in future research.

259

## 260 **Findings**

261 The logic models that were developed for each of the dimensions – include intention,  
262 activity, output, and outcome. The outcome boxes indicate where processes produced an  
263 outcome (process outcomes) which were either supportive or not supportive for the  
264 development of social innovation.

265 This paper will now present logic models focused on each area covered in the feasibility  
266 study model used (acceptability, demand, implementation, practical delivery, adaptation,  
267 integration, expansion and limited efficacy testing). Please read from left to right the figures  
268 show routes to a policy practice shift which enables social innovation in green or does not in  
269 red. Figure 1. shows the logic model for the acceptability process outcomes for successful  
270 social innovation.

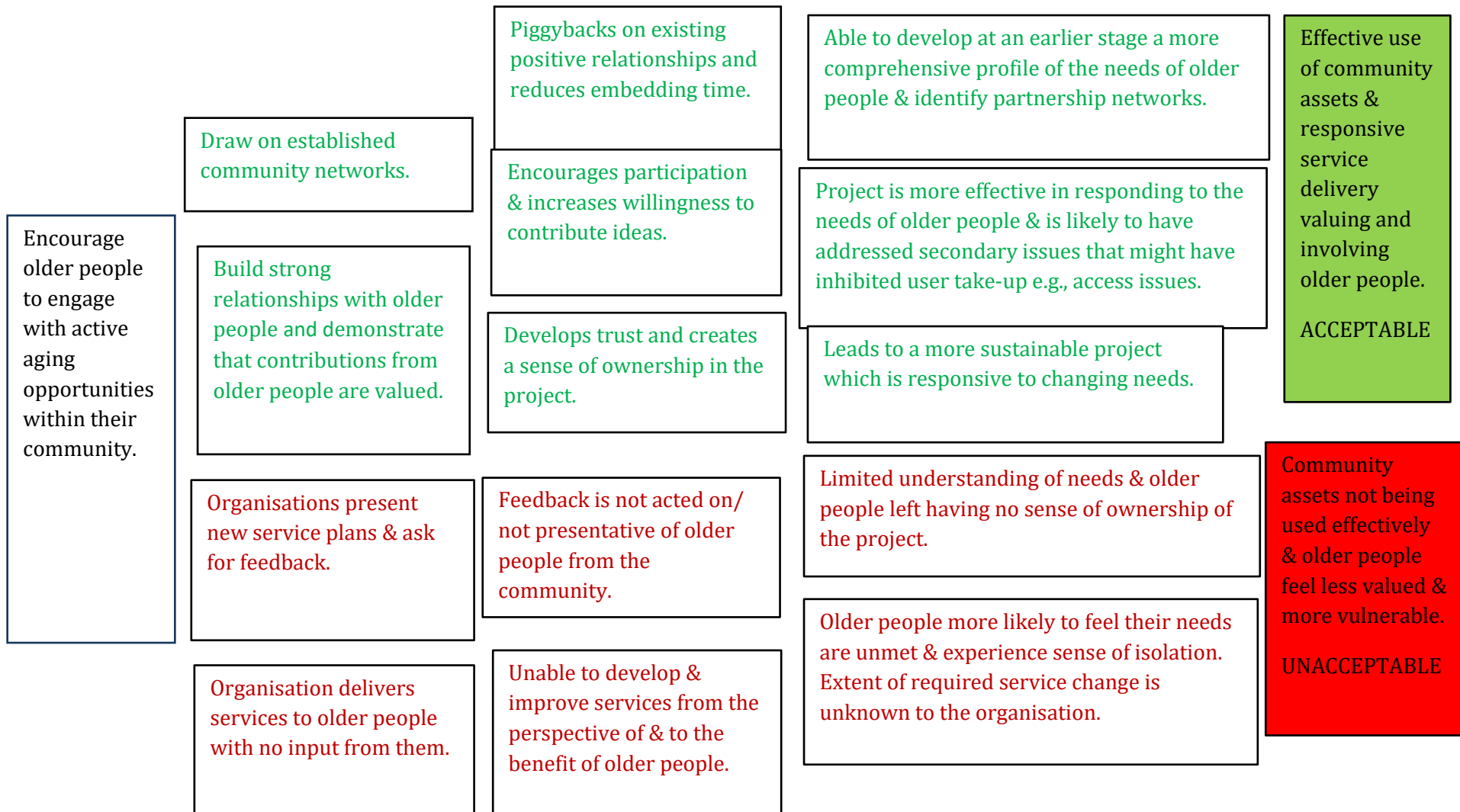
271

272 In relation to `acceptability` the SAIL project was specifically designed to study when social  
273 innovation did and did not work and what the reasons behind that may be. The feasibility  
274 study found that some of the projects did not use social innovation processes effectively  
275 throughout the four phases of SAIL (explore, design, try out and evaluate) and those projects  
276 which didn`t were found to not be as successful in offering activities that older people were  
277 happy to accept. Figure 1. Presents the logic model showing the process outcomes  
278 underpinning this finding.

279

280

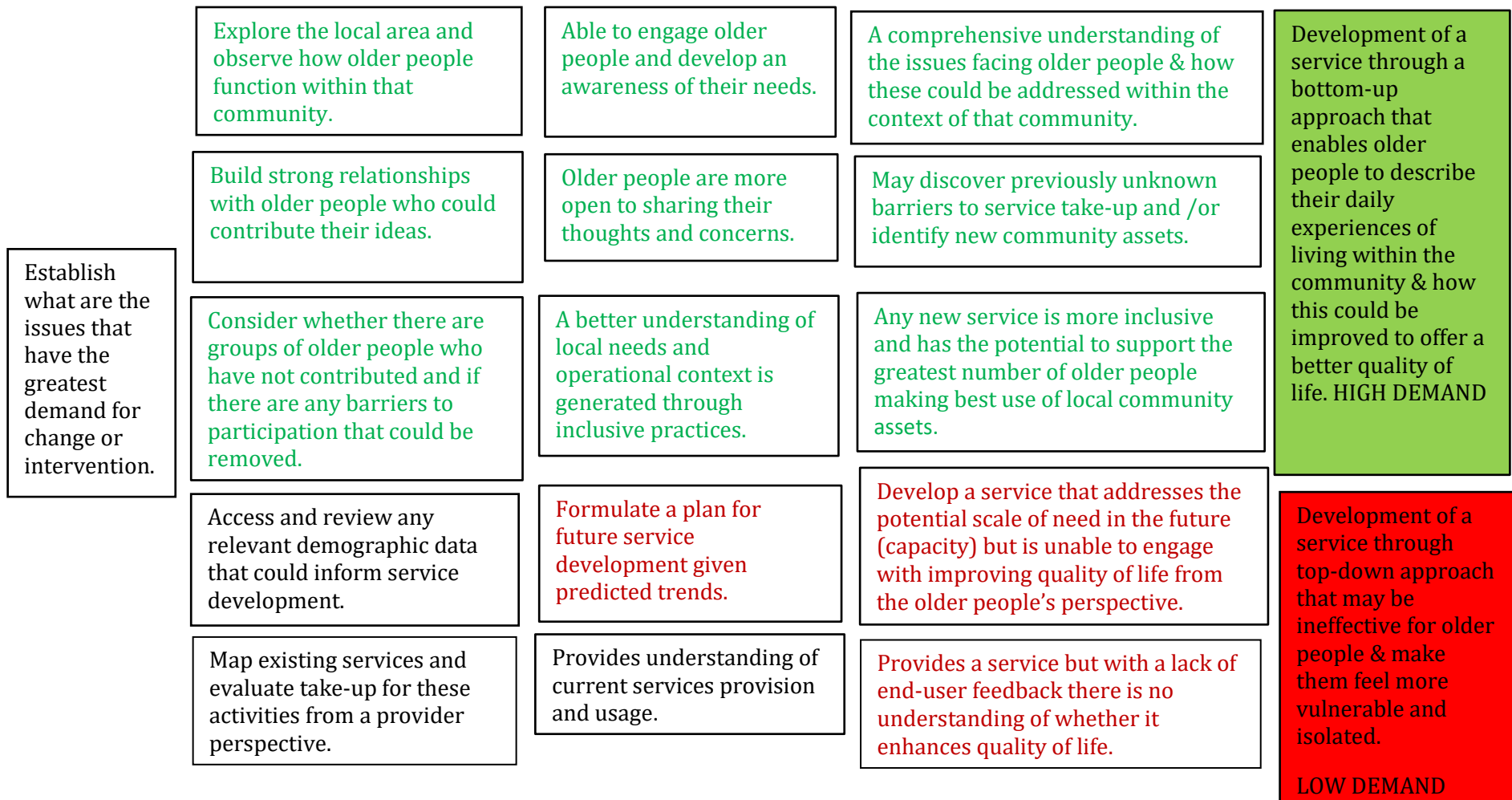
Figure 1 Acceptability



An International Qualitative Feasibility Study to Explore the Process of Using Social Innovation (Co-production) Strategies with Older People: The SAIL project

The feasibility study found that demand could be unpredictable within an ageing population and there was a need to continually seek new membership to ensure the viability of the initiative. This in turn, led to the need to regularly review whether the initiative continued to fully address the needs of members or whether it needed to evolve to respond to a different combination of needs. This continual cycle of service review to ensure the needs of end-users are met is a hallmark of the social innovation process and a key finding of our research, in the context of service provision for older people it would appear to be a key model of delivery to ensure sustainability over the longer term (Manlin & Ryan 2021). Figure 2. therefore, shows how dealing with demand issues within a social innovation with older people requires particular attention to be paid to changes in demand over time and the drivers behind those.

Figure 2. Demand



A key element of implementation within a social innovation project is to build the capacity to be responsive to unpredictable demand as recognised within the previous section and the potential for variable demand which our findings suggest is particularly linked to the specific take-up of opportunities by older people. Amongst the project implementation teams there were several skilled professionals who had developed new initiatives before. The development of the pilots indicate they would not have been as successful had they not had a professional network to call upon when they required specific knowledge or expertise.

Figure 3. Implementation

Aim	Activity	Output	Outcome	
Planning for the delivery of a social innovation project to benefit older people.	Engage with older people and seek their thoughts and ideas.	A comprehensive understanding of what older people require from the social innovation.	A project that delivers what older people believe they need to improve their quality of life. As co-creators the older people are invested in developing the project.	A social innovation project that is responsive to the needs of older people and sustainable due to decision-making processes that share ownership with the older people.
	Audit the available community assets and identify which could support a social innovation project.	A clear understanding of what resources are available to deliver the social innovation – this could include skills, venues, social networks, or funding.	Use of local community assets embeds the project within the community and creates ownership which is likely to lead to the long-term sustainability of the project.	
	Identify other organisations that could wish to collaborate in the development of the social innovation project.	Greater collective expertise and knowledge about project planning with the potential to expand into a wider network of expertise & skills.	The pooling of expertise, knowledge and developing access to the widest possible support network leads to a project more likely to succeed and thrive than a project dependent on limited resources.	
	Ensure decision-making is undertaken through a collaborative process where participant's views have equal value.	Decision-making needs to be driven by the needs of the older people and how available community assets and project resources can be matched rather than by key individuals or organisations making decisions.	The decision-making follows a logical process that is driven by what older people need and how they believe these needs can be best addressed to improve their quality of life. Such a decision-making approach necessitates a continuous feedback mechanism to keep project successfully evolving.	

A recurring method to overcome resource shortage in delivery was for pilots to use their networks of interest to piggy-back tasks. This appeared to work where one pilot needed to undertake similar activities/research and thus combined their efforts. Or where pilots collaborated to deliver an event or activity that met their common goals and was accessible to their target groups. The collaborative approach that underpins social innovation appears to offer great scope for addressing issues related to the practical challenges of pilot delivery.

Figure 4. Practicality of delivery

Aim	Activity	Output	Outcome	The social innovation: <ul style="list-style-type: none"> <li>• Is realistic about what it can deliver and therefore does not disappoint potential users.</li> <li>• Is at less risk of failure through lack of skills, expertise, or funding.</li> <li>• Is operational sooner and having a positive impact as early as possible upon the lives.</li> </ul>
Maximising influential factors in the successful delivery of social innovations.	Audit the available community assets and identify which could support social innovation.	Understand what resources are available to deliver & map against required resources to identify any short fall that places full delivery at risk.	Will be able to develop the project with a realistic outlook on what can be delivered within the resources and timescale.	
	Draw on established community networks that can introduce the project.	Piggybacks on existing positive relationships and reduces the time required to embed the project within the community.	Building on positive relationships enables the project to realise its goals earlier & thus benefit older people sooner.	
	Identity other organisations that could wish to collaborate in the project.	Greater collective expertise & knowledge about project planning with the potential to expand into a wider network of expertise & skills and access further assets to reduce resourcing risks.	Resourcing difficulties for the project are more likely to be minimised when a network is extensive as there is greater likelihood a solution can be found quickly and not delay project activity.	
	Research other social innovation projects.	Gain insight as to key issues related to delivery.	Foresee potential issues and plan to avoid potential risks.	

We found that adaptation or agility is key in the success of social innovation. Delays in delivery or providing an activity that is considered not entirely appropriate by the end-user has the potential to frustrate them and reduce their optimism and engagement regarding the responsiveness of the pilot to their needs. Therefore, identifying and ensuring rapid access to a range of resources (even beyond what might be anticipated as necessary) at an early point in the planning for a social innovation is essential to ensure a responsive, adaptable initiative.

Figure 5. Adaptation

Aim	Activity	Output	Outcome
Capacity to respond to change	Audit the available community assets and identify which could support a social innovation project.	An understanding of what additional skills or expertise might be needed to deliver the intended initiative in the form required by the end-user.	Take appropriate responses to issues that threaten to undermine the integrity of the project. The end-users have belief that the project is responsive to their needs.
	Identity other organisations that wish to collaborate in the project.	Greater collective expertise & knowledge about project planning with the potential to expand into a wider network of expertise & skills and access further assets to reduce resourcing risks.	Resourcing difficulties for the project are more likely to be minimised when a network is extensive as there is greater likelihood a solution can be found quickly and not delay project activity.
	Redirect current resources into the new initiative without engaging partners or older people.	Limited scope to deliver a different end-user experience and greater risk of having insufficient or inappropriate resources to complete delivery of new service.	Higher risk of project failure as do not have the scope to appropriately respond to emerging issues that threaten service delivery.
			Significant ability to adapt and change to deliver the initiative as described by the end-user.
			Very limited ability to adapt and change and likely not to meet end-user needs.



Those participating in a social innovation project need to fully understand the concept before they embark on it and put aside any previous professional practice that is not compatible with the social innovation process. For example, the perception that delivery of the initiative is solely their responsibility, and that ownership of the pilot largely rests with them as the professional. Even with the adoption of new working practices by those delivering the social innovation pilot, it still exists within a wider operational structure and its development may be hampered by other stakeholders or existing services and recognition of its `difference` is key across its local context.

Figure 6. Integration

Aim	Activity	Output	Outcome
Ensure that the project embeds into its operational context.	Communicating to other organisations how the new project differs from current provision & working practices.	Raising awareness that the project will require an alternative response from existing organisations which will impact upon their working practices.	The new practices of the project do not conflict with existing provision and thus eliminate barriers to the success of the new initiative.
	Appraise how the new project will interact with existing services and assess how other services may need to adjust to maximise benefit from the project or gain added value.	Adjust existing services in line with the perceived altered patterns of working that will come because of the new project.	New procedures and guideline are in place prior to the start of the project to ensure the new initiative can be fully operational as planned from the outset thus providing immediate value to the end-user.
	Assess where additional staff training may be needed to ensure other organisations can make necessary operational adjustments.	Devise training options that make staff: <ul style="list-style-type: none"> <li>• Aware of the changes.</li> <li>• Understand the associated benefits, and</li> <li>• feel confident, supported and suitably skilled.</li> </ul>	The staff have ownership of the changes and value the new approach and identify it with positive change.
Effective integration is achieved by: <ul style="list-style-type: none"> <li>• Fully assessing the impact of the new service for both end-users &amp; other organisations or services operating within the same locality or working with the same clients.</li> <li>• Effectively communicating these changes to all effected.</li> <li>• Understanding the needs of those impacted by change and effectively preparing them.</li> </ul>			

The success of a project in one area does not ensure that it can be transferred to another location. Central to this process is the end-user populations. Although two end-user populations may appear largely similar in statistical terms such as age or income it does not indicate that they are the same. This is where social innovation can be a useful approach to understanding these unique and sometimes subtle differences.

Figure 7. Expansion

Aim	Activity	Output	Outcome
Successfully replicate the intervention in another location or with a different population.	Undertake audit of community assets and quantify the differences and similarities with established intervention.	Understand what factors might facilitate or hinder the recreation of the intervention & enable the development of strategies that are responsive to these different variables.	Ensures the new intervention is similarly resourced & can offer equal potential for success as the original scheme.
	Explore if the new population define the issue in the same way as the original group of recipients.	Recognition of how closely the perceptions of two populations align enables an assessment of the potential for end-user satisfaction and project success.	Avoidance of using valuable community assets for a project that is not responding to the issue as defined by local end-users.
	Assess whether there are any unique operational features to the original intervention that need not be replicated.	Recognition of unique features enables the consideration of the potential for success if these elements were missing in a new venture (How essential are they?)	Avoidance of using valuable community assets for a project that cannot be successful due to operational factors.
	Assess if are there different features in the new location or within the population that could present barriers or limitations to success.	Provides the opportunity to consider these new features and whether they could impact on the success of the project (What risk to success do they represent?)	Avoidance of using valuable community assets & disappointing end-users where local feature/s represent a high failure risk.
			Greater potential to expand successfully to other location or population.

We found that if the value of the intervention cannot be defined at the outset it makes identifying what data to capture and how to effectively measure outcomes problematic. In essence, the research design needs to be responsive to the views of end-users and these need to be fully documented to indicate at a later stage the decision-making processes that lead to the eventual outcome. Because of the exploratory nature of the research at the starting point and the uncertainty about what will become important as the initiative evolves it is essential to capture as much contextual information as possible about the environment in which the initiative evolves as well as having a responsive research design which is able to measure outcomes which are meaningful to older people as they become clear.

Figure 8. Limited-efficacy testing.

Aim	Activity	Output	Outcome	
<p>To better understand the impact of the intervention and test its value to end-users.</p>	<p>Engage end-users and build a stable relationship that develops over time.</p>	<p>Stable group of participants enables the measurement of change over time.</p>	<p>Provides accessible evidence that can indicate the impact of the intervention on the end-users and provide an understanding of what contextual factors may influence the success or failure of the intervention. This enables an assessment of the potential to transfer the intervention to another location.</p>	
	<p>Development of data collection tools that are appropriate to capture all aspects of change arising from the intervention.</p>	<p>The collation of relevant data that can indicate what impact the intervention has on the lifestyles of end-users.</p>		<p>Ensures that decisions about introducing a new intervention are based on a sound understanding of impact &amp; protects community assets from inappropriate use and being potentially lost to other possible more effective interventions.</p>
	<p>Collation of contextual data about the location of the intervention (audit of community assets) and compile a population profile for the area.</p>	<p>Develop an appreciation of the context in which the intervention operates and identify any specific factors that might influence the success or failure of the intervention.</p>		

## Discussion

The discussion section will take each element of the feasibility study and consider them separately in the order in which the results were presented.

### *Acceptability*

As shown in the SAIL project evaluation to achieve acceptability within a social innovation project the focus, from the start, must be upon the views of the end-users or target group. Central to success is understanding what the end-users perceive as problematic to them or an issue they believe could be better addressed in a different way through co-production of a potential solution (Social Care Institute for Excellence 2022). This inevitably means that those who might under other circumstances make decisions about how services are delivered need to undertake activities that will allow them the opportunity to find out how the current organisation of services is received by the present recipients. While also identifying what parts of the community currently do not engage with the service and understand what currently prohibits their involvement or ability to receive benefits from what already exists. These elements are crucial to the reduction of inequalities in health outcomes for different groups; offering as they do the deliberate examination of the paths to unequal outcomes in specific local areas therefore providing opportunities for change (Kaks et al., 2022). More traditional top-down organisational structures must find the form that 'acceptability' takes for their local population and might initially resist buying in to the new view of acceptability because it is no longer shaped or controlled by their value sets or those of their organisation/professional group.

The SAIL project was specifically designed to study when social innovation did not work and what the reasons behind that may be. As we have mentioned here some of the projects did not use co-production effectively throughout the four phases of SAIL (explore, design, try out and evaluate) and these projects as shown in our feasibility study were not as successful in offering activities that older people were happy to accept.

### *Demand*

Most of the pilots had some statistical data or research evidence which indicated what the potential needs might be for the older people within the locality of the pilot. However, as outlined within the previous section on acceptability not all the pilots chose to engage older people directly to establish what they believed were important issues or seek views on how to assist the older people. As it was also noted the take up for some activities was lower than might have been anticipated based on available demographic information. This lack of early engagement

with involving older people is a potential reflection of how moving towards using social innovation means giving up long held value systems for those involved in running projects; indeed, not engaging from the beginning with older people may result in resistance to the older people's ideas from the project team.

There was evidence that where pilots responded to an expressed need of the older people the demand for the pilot was present at the outset of the Test Phase. A steady growth in membership was potentially indicative of an initiative that was responding to a perceived need. However, this project demonstrated that measuring demand was not simply about the numbers that attended weekly and nor could the success of a pilot be gauged by rising membership. It emerged from the data that understanding demand for pilots was a complex issue. Many of the pilots were aimed at older people living in the community unassisted but the ageing process may inevitably see their physical abilities or those of a partner reduce. Therefore, the older the age group involved with a pilot the more challenging it was to maintain a stable or increasing number of participants. As the membership aged there were potentially more reasons why attendance might fluctuate such as poor weather hindering travel or needing to stay at home to care for a partner. As demand could be less predictable there was a need to continually seek new membership to ensure the viability of the initiative. This in turn, led to the need to regularly review whether the initiative continued to fully address the needs of members or whether it needed to evolve to respond to a different combination of needs. This continual cycle of service review to ensure the needs of end-users are met is a hallmark of the social innovation process and in the context of service provision for older people would appear to be a key model of delivery to ensure sustainability over the longer term (Manlin & Ryan 2021).

### *Implementation*

A key element of implementation within a social innovation project is to build the capacity to be responsive to an unpredictable demand as recognised within the previous section of acceptability and the potential for variable demand outlined above which is particularly linked to the specific take-up of opportunities by older people. Amongst the project implementation teams there were several skilled professionals who had developed new initiatives before. The development of the pilots indicate they would not have been as successful had they not had a professional network to call upon when they required specific knowledge or expertise. There are various examples of how pilots 'piggy-backed' their implementation strategies. This is where one pilot used an activity or service already being utilised by an individual or organisation, they knew to further their own delivery goals. This had many benefits such as reduced delivery costs and more effective use of their time. The limitation of this approach was that the implementation process became more directed by the professional's viewpoints

and had the potential to lead to project drift. Project drift (or mission drift as highlighted by Spinelli et al (2019) has the potential to undermine the purpose of social innovation. The literature discusses the issue more in terms of project development and describes how initiatives can drift more into line with the principles of supporting organisations than the target group. However, within this project there were also other indicators of project drift. For example, the focus of many pilots had been pre-determined prior to the Explore Phase of the overall project which meant there was a limitation upon what ideas generated by end-users could be pursued. The pilots due to limited resources (some had no activities budget) were then guided by what knowledge and expertise the professionals had personal access to or existed within their professional network. At each of these points of limitation the social innovation process is diluted, and project drift occurs. This data underlined the need to have a more open-ended remit for projects at the outset to ensure it is the contributions of the end-users that drive the project. As a result, there is a need to either have access to a wide range of knowledge and expertise that can support the delivery of the initiative or have in place the necessary resources to enable access to the elements needed be it skills, venues, or additional delivery time to ensure that project drift does not occur, and the end-users receive what they believe they needed in a form acceptable to them.

#### *Practicality of delivery*

This evaluation indicated that there were issues related to funding that could impede a pilot but also that with the creative use of other non-monetary resources such as, use of professional networks, there was the potential to still deliver an intervention. Several of the pilots reported insufficient staff time but the main area where there was greatest difficulty was in relation to budget for project delivery. Little or no funding allocation had been made to enable the delivery of activities. Although pilots did secure additional funding this proved to be a time-consuming activity that impacted upon the time staff had to deliver the project. However, although lacking sufficient financial resources in the earlier stages of delivery the pilots did utilise other project assets which were a combination of community assets (key local people, community networks and venues) and professional assets, accumulated for previous joint working and partnership activities. These professional assets built upon the relationships between individual professionals and a shared belief in the ability of that relationship to produce positive outcomes of mutual benefit. This places a strong reliance on informal arrangements between likeminded professionals who share common goals or a network of common interest. Drawing on networks of interest can bring other benefits because within these networks there is more willingness to be flexible with decision-making compared to formal or bureaucratic processes. However, the informal nature also means that networks of interest have a key weakness. To be continually effective these

relationships must remain stable and not become disrupted by movement of professionals in or out of the network. During the projects, such changes did occur and set back the pilots as in some cases the change in the network reduced or removed a promised resource meaning an alternative source had to be found.

A recurring method to overcome resource shortage was for pilots to use their networks of interest to piggy-back particular tasks. This worked where one pilot needed to undertake similar research and thus combined their efforts to reduce the cost in resources and time for both pilots. Another example would be where pilots collaborated to deliver an event or activity that met their common goals and was accessible to the target groups of their respective pilots. The collaborative approach that underpins social innovation offers greater scope for addressing issues related to the practical challenges of pilot delivery.

### *Adaptation*

Due to the nature of social innovation, it is inevitable that at every stage from conception to delivery there will be a requirement to adapt. This may be due to the influence on opportunities and opinions from those that commission or fund services for the end-users. Altering viewpoints lead to issues and responses being re-defined and this is likely to require a different use of resources or additional resources. It is not likely at the outset that what is required will be fully appreciated which can be difficult for local businesses for instance who need to plan around options and certainties in a shorter time frame. Therefore, it is important to audit all community resources so that those engaged in project development are fully appraised of what resources might be available currently or potentially.

This may include developing pragmatic wider networks (Latulippe., et al 2020) that offer access to a greater range of expertise and knowledge. It is unlikely that the issues defined, and solutions suggested by end-users will require the exact same resources as any previously established service. Therefore, the belief that re-directing, or re-purposing existing resources alone will be sufficient is not a workable strategy. Within this overall project there were examples of how community assets were identified and re-purposed to aid pilot delivery, however, not all of these were fully acceptable to the end-users when utilised and so an alternative option was required. In some cases, pilots were able to easily offer a substitute option but there were instances where this took longer because there was no pre-identified alternative. Delays in delivery or providing an activity that is considered not entirely appropriate by the end-user has the potential to frustrate them and reduce their optimism and engagement regarding the responsiveness of the pilot to their needs. Therefore, identifying and ensuring rapid access to a range of resources (even beyond what might be anticipated as necessary) at an early point in the planning for a social innovation is essential to ensure a responsive, adaptable initiative.

### *Integration*

To ensure integration of a social innovation project it is important that the concept of social innovation is understood by all those participating in the initiative. This not only includes those who will directly contribute to the conception and delivery of the new initiative but also those who will be indirectly affected such as the staff of other organisations at both management and service level (Anheier., et al 2019).

This project highlighted how social innovation was a difficult concept to comprehend particularly at the outset. Training sessions were organised for the pilots but even after this the concept was not fully integrated with how the pilots were initially operated. In part, this could have been related to personal challenges in adapting to working in a different way and integrating this into established working practices which were quite different to the social innovation process. The environment in which the pilots operated may too have impeded the realisation of fully functioning social innovation pilots at the outset.

The data analysis found the following key themes on integration in relation to social innovation:

- Those participating in a social innovation project need to fully understand the concept before they embark on it and put aside any previous professional practice that is not compatible with the social innovation process. For example, the perception that delivery of the initiative is solely their responsibility, and that ownership of the pilot largely rests with them as the professional.
- Even with the adoption of new working practices by those delivering the pilot, it still exists within a wider operational structure. While the social innovation is dependent upon gaining resources from this framework the pilot will be hampered and impeded in the process of evolving into a fully functional social innovation pilot. This occurs because to access resources from this wider framework the pilot has to be presented and understood as if it were a top-down controlled pilot otherwise it cannot be evaluated against the traditional, recognised benchmarks of success and viability for funding or resources set by other organisations (stakeholders).

### *Expansion*

The success of a project in one area does not ensure that it can be transferred to another location. Central to this process is the end-user populations. Although two end-user populations may appear largely similar in statistical terms such as age or income it does not indicate that they are the same. This is where social innovation can be a useful approach to understanding these unique and sometimes subtle differences. In terms of this overall



project two pilots appeared to have a target group who were older and feeling isolated. However, the most appropriate (acceptable) solution for each group was different. One group chose to organise social events in a local restaurant and the other to have a community lunch at a local community venue. Likewise, cooking workshops introduced to both groups were more successful with one group than the other. Some of this decision-making could have been influenced by income and not being able to afford the same options. But there could be other contributing factors such as cultural differences as some in a more rural setting might be less comfortable in a restaurant environment. They might see it as a more formal way of socialising and a community venue may feel a more intimate and comforting place to meet people. Those in an urban environment might feel a community venue is less attractive or may have less experience of accessing or using such venues because the urban environment gives them access to a wider range of venue options.

Similarly, walking football was offered by another pilot to elderly inhabitants as well as tourists, two apparently similar groups but while the activity thrived in one area in the other it did not take off. The reasons for this were not clear from the data. This finding underlines the need to gather research information about the community assets of an area and demographical information but also to take a bottom-up approach that provides an opportunity to see how the specific population define their key issues and what they might feel are the best solutions to addressing these issues, in terms of method of delivery and use of community assets. Expanding a successful project to another area without taking these key steps is likely to result in a less effective form of the project in another area. The new project may also fail which has implications in terms of wasting community assets including the enthusiasm of local residents. It also means these community assets are lost to another potentially more suitable project. In addition, where a population has been hopeful a solution to their needs has been found a failure of a project may be liable to make them more disheartened about their situation and finding an effective solution in the future.

### *Limited-efficacy testing*

Designing a research strategy that enables the testing of a social innovation initiative requires careful consideration of the unique nature of the process that will be examined. A social innovation initiative needs to focus upon the 'voice' of the end-user and as a result what emerges as important and relevant to the creation of the initiative cannot be pre-judged. If the value of the intervention cannot be defined at the outset it makes identifying what data to capture and how to effectively measure outcomes problematic. In essence, the research design needs to be responsive to the views of end-users and these need to be fully documented to indicate at a later stage the decision-making processes that lead to the

eventual outcome. Because of the exploratory nature of the research at the starting point and the uncertainty about what will become important as the initiative evolves it is essential to capture as much contextual information as possible about the environment in which the initiative evolves. Such as, levels of infrastructure, history of the community and population profile. It will only be in retrospect that the key information from this initial qualitative data collection process will be identified and become valuable. Once established social innovation will lend itself to more quantitative research evaluation (Hansen-Turton & Torres., 2014). The data collected to inform the overall feasibility study and findings presented here was qualitative in nature, however the themes discovered were consistent across all the projects and countries involved in the project. For the 10 pilot projects generated there were obviously important cultural and geographical differences in terms of engagement and practical implementation of social innovation. Some of which as mentioned in this paper are very important for the successful implementation of social innovation in a particular setting and indeed may be a strength or a barrier in terms of engaging with local people and agencies. The findings which inform this paper are extensive and this is a longitudinal qualitative study with much of the data collection being done using an online wiki (complemented by interviews and documentary analysis) which is a relatively new method for data collection. However, the consistency of the findings when analysed by three researchers was clear and pragmatically this complex method was required to examine complexity in the process of implementing social innovation in practice.

## Conclusion

This project has enabled greater understanding of how social innovation can be applied and has highlighted contextual issues that can undermine attempts to adopt the approach. Findings also highlighted how beneficial the approach can be for developing appropriate services that make efficient use of available resources. Several of the pilots identified how they had been searching for much more complex solutions to improving the health and wellbeing of older people compared to those identified by end-users. Social innovation is not a cheap or free option to deliver services however, indeed, at the outset it may require more funding to engage people and organisations with the concept and to facilitate the development of ideas and recognise the need to work differently.

## Funding

This work was supported by the European Union Interreg 2 Seas Programme (2014–2020) co-funded by the European Regional Development Fund [Grant number 2S02-024]

An International Qualitative Feasibility Study to Explore the Process of Using Social Innovation (Co-production) Strategies with Older People: The SAIL project

### **Acknowledgements**

The authors would like to thank and acknowledge the contribution of all members of the research group involved in this study including L.A. Hendrikx, V. Quaglino, Y. Gounden.

### **Declarations of Interest**

The authors report there are no competing interests to declare.

### **References**

Adisa O (2018) Third sector partnerships for older people insights from live at home schemes. *Working with older people*, 22, 3, 148-153

Agostini MR, Vierira LM, Tondolo RP and Tondolo VAG (2017) An overview of social innovation research: Guiding future studies. *Brazilian Business Review*. Available from: <http://dx.doi.org/10.15728/bbr.2017.14.4.2>. [Accessed 18<sup>th</sup> January 2018].

Andersen J and Bilfedt A (2017) Transforming welfare institutions through social innovation and action research. *International Journal of Action Research* 03-201-220.

Angelini L, Carrino S, Khaled OA, Riva-Mossman S and Mugellini E (2016) Senior Living Lab: An ecological approach to foster social innovation in an aging society. *Future Internet* 8, 50.

Anheier, H. K., Krlev, G. and Mildenberger, G. (eds) (2019) *Social innovation: comparative perspectives*. New York, NY: Routledge, Taylor & Francis Group (Routledge studies in social enterprise & social innovation). Available at: INSERT-MISSING-URL (Accessed: July 11, 2022).

Bowen D.J., Kreuter, M., Spring, B., Cofta-Woerpel, L., Linnan, L., Weiner, D., Bakken, S., Patrick Kaplan, C., Squiers, L., Fabrizio, C., Fernandez, M. 2009 How we design feasibility studies. *Am J Prev Med*;36(5):452–457)

Chippis J and Jarvis MA (2016) Social capital and mental wellbeing in older people in a residential care facility in Durban, South Africa. *Aging and Mental Health* 20,12, 1264-1270.

An International Qualitative Feasibility Study to Explore the Process of Using Social Innovation (Co-production) Strategies with Older People: The SAIL project

Dogra S., Stathokostas L. Sedentary Behavior and Physical Activity Are Independent Predictors of Successful **Aging** in Middle-Aged and Older Adults. *J. Aging Res.* 2012; 2012: e190654. 10.1155/2012/190654

Focic A (2017) Overcoming social exclusion and promoting dignity of older people in a post-war country. 17<sup>th</sup> International Conference on Integrated Care 17, 5, A491:1-8.

Funds for NGO`s (2022) Basic Questions on Proposal Writing Answered. Funds for NGO`s Available at: <https://www.fundsforngos.org/free-resources-for-ngos/basic-questions-proposal-writing-answered/>

Grant G, Pollard N, Allmark P, Machaczek K and Ramcharari P (2017) The social relations of a health walk group: An ethnographic study. *Qualitative Health Research* 27, 11, 1701-1712.

Hansen-Turton, T. and Torres, N. D. (eds) (2014) *Social innovation and impact in nonprofit leadership*. New York: Springer Publishing Company. Available at: <https://ebookcentral.proquest.com/lib/bournemouth-ebooks/detail.action?docID=1709148> (Accessed: July 11, 2022).

Kåks, P., Bergström, A., Herzig van Wees, S. *et al.* Adapting a South African social innovation for maternal peer support to migrant communities in Sweden: a qualitative study. *Int J Equity Health* 21, 88 (2022). <https://doi.org/10.1186/s12939-022-01687-4>

Kinder T (2010) Social innovation in services: Technology –assisted new care models for people with dementia and their usability. *International Journal of Technology Management.* 51, 1, 106-120.

Latulippe, K., Hamel, C. and Giroux, D. (2020) “Co-Design to Support the Development of Inclusive Ehealth Tools for Caregivers of Functionally Dependent Older Persons: Social Justice Design,” *Journal of medical Internet research*, 22(11), p. 18399. doi: 10.2196/18399.

Luoma M, Henniksson M and Vaarama M (2016). A note on social innovations for accessible housing for older people in Finland. *Gerontechnology* 15, 4, 243-244.

An International Qualitative Feasibility Study to Explore the Process of Using Social Innovation (Co-production) Strategies with Older People: The SAIL project

Manlin Li and Ryan Woolrych (2021) "Experiences of Older People and Social Inclusion in Relation to Smart 'age-Friendly' Cities: A Case Study of Chongqing, China," *Frontiers in Public Health*, 9. doi: 10.3389/fpubh.2021.779913.

Merriam SB and Kee Y (2014) Life-long learning: Important factors in healthy aging . *Adult education Quarterly*. 6, 2, 128-144.

Munn Z, Peters MDJ, Stern C, Tufanaru C, McArthur A and Aromataris E (2018) Systematic review or scoping review? Guidance for authors when choosing between systematic or scoping review. *BMC Medical Research Methodology*, 18 Article number 143.

Neumeier S (2017) Social innovation in rural development: identifying the key factors of success. *The Geographical Journal*. 183, 1, 34-46.

Paunescu C (2014) Current trends in social innovation research: social capital, Corporate social responsibility, impact measurement. *Management and marketing challenges for the knowledge of society* 9, 2, 105-118.

Philips W, Lee H, James P and Gohabadian A (2015). Social innovation and social entrepreneurship: A systematic review. *Group and Organisation Management* 40 (3): 428-461.

Riva-Mossman S, Kampel T, Cohen C. and Verloo H (2016) The Senior Living Lab: An example of nursing leadership. *Clinical intervention in aging*. 11, 255-263.

Ritchie J, Lewis J: *Qualitative research practice: a guide for social science students and researchers*. London: Sage; 2003

Rutschumann C. (2017). Active, Empowered and young at heart. 17<sup>th</sup> International Conference in Integrated Care 17,5, A347: 1-8.

Santoro R, Vera-Munoz C. and Belli A. (2017) People Olympics for social innovation: Co-creating the silver sharing economy for the aging society. *International conference on Engineering, Technology and Innovation*. 978-1-5386-0074-9/17.

Sinigaglia A and Neary D (2015) Putting users at the heart of care: engaging the 'cared-for' in integrated innovation. *International Journal of Integrated Care*, Annual Conference suppl.

An International Qualitative Feasibility Study to Explore the Process of Using Social Innovation (Co-production) Strategies with Older People: The SAIL project

Social Care Institute for Excellence 2022 Co-production what is it and how to do it? [online July 2022] <https://www.scie.org.uk/co-production/what-how>

Spinelli G, Weaver P, Marks M and Victor C (2019) Making the case for creating Living Labs for aging in place: enabling socially innovative models for experimentation and complementary economies. *Frontiers of sociology*, 4, Article19, 1-16.

Stypinska J, Frankie A, and Myrczik J, (2019) Senior Entrepreneurship: The unrevealed driver for social innovation. *Frontiers of Sociology* 4, 30.

TEPSIE (2014) Social Innovation Theory and Research: A Summary of the Findings from TEPSIE.' A deliverable of the project: "The theoretical, empirical and policy foundations for building social innovation in Europe. (TEPSIE), European Commission – 7th Framework Programme, Brussels: European Commission, DG Research.

Van der Have RP and Rubalcaba L(2016). Social innovation research: An emerging area of innovation studies? *Research Policy* 45: 1923-1935.

Walker A (2011) FUTURAGE: A Road Map for European *Ageing Research* Available at [https://www.age-platform.eu/sites/default/files/Research-briefing\\_futurage.pdf](https://www.age-platform.eu/sites/default/files/Research-briefing_futurage.pdf) [Accessed July 2019]

World Health Organisation (2015) WHO framework for people-centered and integrated health services WHO Geneva.

Yotsui M, Campbell C and Honma T (2016) Collective action by older people in natural disasters: the Great East Japan earthquake. *Aging and Society* 36, 1052-1082.

## Appendix 1

Feasibility study questions for wiki completed by each project team

### EXPLORE PHASE

- Pilot Title
- Pilot Lead Name (contact for feasibility study) pilot manager
- What is the problem/issue you are trying to address?
- Pilot aim What is it and how did you arrive at it?
- Stakeholders on your pilot, people and organisations represented, number of stakeholder meetings and total number of people at each stakeholder meeting.
- Pilot Beneficiaries, who will benefit from this pilot? What is the goal that you are trying to achieve with this pilot?
- Adaptation, have you made any changes to your original plans in the application, why did you make the change and what information did you base your new plans on?
- Ideas generated, what ideas were generated from your stakeholder meetings?
- Values for selection, based on the information collected at the stakeholders meetings and other interviews or conversations held in the location, what are important underlying values for your project? Such as valuing the opinions of your users or needing your project to be cost neutral at this stage for some of your partners?
- Acceptability How did the project team, other organisations and your participants react to the project idea? What is the level of involvement/commitment from each group at this stage? Evidence could include: participant observation at initial project meetings and the reflections of the project group.
- Demand: What is the demand for your project? How do you know this, what information did you use to help you?
- Implementation/Practicality/Organisational/Financial Feasibility How feasible does your project look to your team at this stage in terms of practicality, and financial feasibility?
- Do you need any additional assets or resources including expertise to help you deliver your project?
- Adaptation Have you made any changes to your original plans, why did you make the change and what information did you base your new plans on? For instance any changes you made to the context, format, timing, setting or population at this stage?

## An International Qualitative Feasibility Study to Explore the Process of Using Social Innovation (Co-production) Strategies with Older People: The SAIL project

- Integration Do you think this project will work within the current local setting/structures? What changes need to be made to integrate your new project into existing infrastructure or programs?
- Which ideas/themes or approaches have you selected for the next phase of SAIL, based on the areas stated above, which ideas from your meetings have been selected for the phase of design and develop on SAIL?

### DESIGN AND DEVELOP PHASE

- Description of the project and the local area (including needs assessment or/and, other data sources available for your target population and area). Is there a history in your area of social innovation or collaborative action with communities? Can you give an example?
- What assets or resources including expertise has your team got that helped you get started with this project?
- Geographical setting Please describe where your project is based, is your project based in a rural or urban area, area of catchment for participants, is it on single or multiple sites?
- Current situation `what currently happens` in relation to your project problem or issue, is your project new or are you building on an existing project?
- Demand what would you anticipate the demand might be for your proposed project at this stage and what are you basing that forecast on?
- Expansion Are you planning to expand an already-successful project with a different population or in a different setting? Please describe your reasons for this and what information you used to inform your decision?
- Information capture for your project. Please make a plan and decide what strategies you are going to use and when. As a minimum everyone needs to keep their meeting minutes/notes and attendance details. Other ideas are photos/videos/diaries/attendance numbers/participant feedback/log book. In relation to the SAIL feasibility study you will need to be able to say who attended your project and when also including the participants age and gender if possible.
- Acceptability How was the project proposal recieved by a) your team members/organisational partners b) your target community/potential participants? Evidence would include: participant observation at initial project meetings, qualitative interviews with participants and project staff or correspondence related to the proposal ie emails exchanges.



## An International Qualitative Feasibility Study to Explore the Process of Using Social Innovation (Co-production) Strategies with Older People: The SAIL project

- Adaptation – have you made any changes to your original plans, why did you make the change and what information did you base your new plans on?
- Are there key individuals, (including participants) organisations or relationships who are central to your project, and in what way do they benefit your project?

### TEST/TRY OUT

- Participants self-identification of change. Do the participants feel that any changes have occurred for them through participation in the project and if so what? This information is ideally collected through qualitative methods, such as open questions on an evaluation form or interviews.

### EVALUATE PHASE

- Acceptability How did the project team, other organisations and your participants react to the project? What was the level of involvement/commitment for each group? Evidence could include: participant observation at initial project meetings and qualitative interview`s with participants and project staff in this evaluation phase.
- Did you offer taster sessions or introductory sessions on your project? Do you think this influenced uptake on your project?
- Demand: What was the demand for your project? Evidence would include: numbers of attendees, indication of any particular activities that were either more or less popular with participants. Also record instances of higher/lower demand for resources offered.
- Implementation/Practicality/Organisational/Financial Feasibility Were the projects fully implemented as planned and proposed in relation to resources (including people), time commitment and finance.
- Did you need any additional assets or resources including expertise to help you deliver your project?
- Adaptation Have you made any changes to your original plans, why did you make the change and what information did you base your new plans on? For instance any changes you made to the context, format, timing, setting or population.
- Integration Does this project work within the current local setting/structures? What was the level of change needed to integrate the new project into existing infrastructure or programs?
- Has your project had any wider influence on other individuals, groups, organisations or the wider community? If so in what ways?

An International Qualitative Feasibility Study to Explore the Process of Using Social Innovation (Co-production) Strategies with Older People: The SAIL project

- Did you feel there were particular barriers to delivering your project? For instance financial, resources, timing, lack of organisational support or other.
- Did you feel there were particular enablers to delivering your project? For instance financial, resources, timing, strong organisational support or other.

Were there key individuals (including participants) organisations or relationships who were central to your project, and in what way did this benefit your project?