Children and Young People Committee
CYP(3)-09-10 : Paper 4a : 15 June 2010

Intergenerational Case Studies

These case studies are for the Department for Children Schools and Families funded guide 'Intergenerational Practice Policy and Performance: A Framework for Local Authorities'

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[Active in Ageing](#)	[Active in Ageing](#)
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[Big Together](#)	[Project Report](#)
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[Community and Youth Engagement World War II Project](#)	[Community and Youth Engagement World War II Project](#)
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[Mentoring Programme](#) (St.Thomas More)	[Mentoring Programme](#) (St.Thomas More)
[Mentoring Project](#) (Haywood College)	[Mentoring Project](#) (Haywood College)
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[One City](#)	[One City](#)

intergenerational practice

a review of the literature

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Local Government Association

Available in the Local Government Education and Children's Services Research Programme

Schools' concerns and their implications for local authorities: annual survey of trends in education 2006
Tamsin Chamberlain, Karen Lewis, David Teeman and Lesley Kendall

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intergenerational practice
a review of the literature

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INVESTOR IN PEOPLE

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Executive summary

This report focuses on the findings from a literature review of what is known about the effectiveness of intergenerational practice, conducted by the NFER for the Local Government Association (LGA).

Intergenerational practice in the UK

- Intergenerational practice within the UK comprises a wide range of activities, including, in particular, school-based programmes, community projects, health-related projects, learning and knowledge development, as well as mentoring activities.

- Intergenerational practice in the UK varies from international activity in a number of ways, including a greater focus on school and community settings and a more limited focus on older adults with specific health problems (e.g. dementia) and gerontology and service learning (which are common in the US).

- The term intergenerational practice requires greater definition, in particular, in terms of the age of participants, but also to clarify whether activity is multi-generational as opposed to intergenerational, and whether intergenerational activity encompasses activities involving members of the same family.

Outcomes of intergenerational practice

- Whilst the literature examined identifies some of the difficulties associated with evaluating the outcomes of intergenerational activities, it also highlights that effective intergenerational practice has the potential to generate positive outcomes for individuals and communities, as well as offering the possibility of contributing to a range of social policy agendas.

- There were four main outcomes that were experienced by all participants, both old and young: increased understanding, friendship and enjoyment and confidence.

- Outcomes specifically experienced by older participants related to health and well-being, reduced isolation and a renewed sense of worth, whilst outcomes specifically experienced by young

people related to the gaining of specific skills and increased self-esteem.

- Several outcomes for the wider community were identified, including improved community cohesion and the potential to address other community-related policy areas, as well as the diversification of volunteering and educational institutions becoming more involved in their communities.

Key factors for success

Some of the key factors (e.g. funding, evaluation, and planning) relate to project management generally. Those requiring particular attention relate more specifically to intergenerational practice. It is important that:

- Projects take a **long-term approach**, with a series of activities allowing time for relationships to develop

- Staff have appropriate **skills and training** to deal with both older and young people, as initially staff may be skilled in dealing with one generation, but not the other

- There is **pre-preparation of participants** before they engage in intergenerational activities

- Activities are focused on **developing relationships** between generations

- Activities are **shaped by participants** and so meet the needs of all participants, whether older or young

- There are **mutual benefits** from activities, and that activities are appropriate to both generations.

Discussion and recommendations

- There is a wide diversity of intergenerational practice in the UK, with activities commonly occurring within education, community development/neighbourhood renewal, and health settings. However, there is a lack of clarity around definitions of intergenerational practice.

- There is evidence in the literature that successful intergenerational projects have the potential to

deliver positive outcomes for participants (e.g. increased understanding, friendship) and for communities (e.g. community cohesion). There were clear success factors in the literature that were linked to the achievement of these positive outcomes. There was some evidence that if good practice in these areas was not followed, intergenerational practice could lead to negative outcomes for participants.

- The evidence base for the effectiveness of intergenerational practice is still weak. There is a need for more research to inform future policy and practice and to demonstrate the credibility and effectiveness of the approach and, in particular, for more national UK research because context and policy issues differ from elsewhere.

- Given the potential outcomes both for individuals and communities, and the close relationship of these outcomes to current policy concerns, this would suggest that there is a need for greater strategic commitment to, and investment in intergenerational practice, as well as greater advocacy and promotion to ensure work progresses systematically and effectively.

1 Introduction

This report focuses on the findings from a literature review of what is known about the effectiveness of intergenerational practice conducted by the NFER for the Local Government Association (LGA).

1.1 Background

Intergenerational practice, referring to activities involving older adults and young people/children together, undoubtedly has a role to play in the social context of the UK today. The UK has an ageing population, as the birth rate has declined at the same time as people are living longer (Granville, 2002). Alongside this, there is an argument that older and younger generations are becoming increasingly disconnected due to changing family patterns, the breakdown of traditional community structures, age segregated activities and living arrangements, and policy interventions or services that target only specific groups (e.g. Granville, 2002; Hatton-Yeo, 2006). Intergenerational practice and activities can contribute to overcoming problems arising as a result of these social changes, and can also contribute to addressing policy priorities of the Government (Pain, 2005).

Interest in intergenerational practice and what it can achieve has grown amongst practitioners and policymakers in the UK and Europe since the 1990s (Abrahams *et al.*, 2007; Hatton-Yeo, 2006). The Centre for Intergenerational Practice now supports a network of over 850 organisations and practitioners engaged in intergenerational work (Hatton-Yeo, 2006). Some local authorities are also promoting intergenerational practice. For example, Manchester City Council has produced a report and an action plan on developing intergenerational connections (Manchester City Council, 2007).

However, it is suggested that there is still a limited and weak evidence base for the effectiveness of intergenerational practice in the UK (Abrahams *et al.*, 2007; Granville, 2002). Granville (2002), in a review of intergenerational practice in the UK, found that only a few projects had been evaluated externally, most

evaluations were internal and that some projects had not carried out a formal evaluation. There is a more developed international body of knowledge (e.g. in North America), but it cannot be assumed that the learning is always culturally transferable (Granville, 2002).

Intergenerational practice is understood in a variety of ways and there is no one universally accepted definition (e.g. Granville, 2002). For this study, the definition of intergenerational practice follows that of the Beth Johnson Foundation (BJF), referring to purposeful activities which are beneficial to both young people (normally 25 or under) and older people (usually aged over 50) (Hatton-Yeo, 2006).

1.2 Aims of the study

The overall purpose of this study was to carry out a literature review of what is known about the effectiveness of intergenerational practice. The review aimed to address the following research questions.

- What research on intergenerational practice has been carried out since 2002, with a particular focus on the UK, but also drawing on international evidence?

- What kinds of outcomes can be achieved through intergenerational practice and for whom?

- How do the outcomes for different groups relate to the social objectives present in government policy?

- What are the characteristics of effective intergenerational practice?

1.3 Methodology

This section includes the search strategy, identification of sources and anaysis of the evidence.

The search strategy

The initial phase of research involved three strategies to ensure that the review was comprehensive, and

contained the most relevant literature. The three strategies were:

- Searches of academic databases, relevant internet subject gateways and websites using the search term 'intergenerational' (details of the range of databases searched and the key words used are provided in the search strategy which is detailed in Appendix 1)

- Searches by EMIE at NFER of their on-line database of local authority documents (policy and guidance documents and documents published by local authorities) and web searches of local authority websites indicating involvement in intergenerational practice.

- Interviews with representatives from key English organisations (e.g. Beth Johnson Foundation, Age Concern England etc.) to discuss characteristics of the literature relating to effectiveness of intergenerational practice (e.g. scale, type of document), where such literature may be accessed (e.g. key websites, journals) and any relevant literature they are aware of.

In addition, in order to obtain as full a picture as possible of the effectiveness of intergenerational practice, a further research phase was initiated to build on the initial findings. Further identification of sources were sought via email requests to relevant individuals from local authorities, third sector organisations involved in intergenerational practice and academics with a research interest in the area. Relevant organisations and individuals were drawn from the Intergenerational Directory (CIP, 2007), as well as individuals identified through EMIE searches and from information provided by representatives from key organisations interviewed at the beginning of the research. In total, eight organisations provided documentation as part of this search. Finally, relevant literature was also collected from appropriate local authority, third sector organisations and research centres etc. via general web searches (see Appendix 1).

Identification of the most relevant sources

The initial criteria for inclusion in the review were:

- empirical evidence published from 2002 to 2007

- literature related to the UK, or based on international experiences (only selected international

sources were used where they were thought to be particularly pertinent)

- literature cited as important by the key English organisations in the mapping phase of the research

- the fit between the definition of intergenerational practice in the literature, and the definition being used in the review.

A three-step selection process was applied to the identified literature, using the criteria described above in order to help identify the most relevant sources and findings. The main criteria for inclusion in the review were that sources contained information pertinent to the research questions. The three steps were:

- Search parameters identified references and abstracts, which were explored for their pertinence to the review. The full sources of items for possible inclusion were then requested from the library or downloaded from the internet.

- The quality and relevance of sources was considered. Information and findings from these publications were logged onto an Excel spreadsheet against a number of relevant headings (e.g. definitions illustrations, outcomes and critical success factors of intergenerational practice).

- The most relevant sources were identified. This led to 43 key sources being summarised for the review.

Analysis of the evidence

Initial searches of academic databases identified 2,553 sources in total. However, when the information provided in the searches (in some cases only the title and in others, a short abstract) was examined, it was evident that 284 sources related to intergenerational practice/programmes and were therefore relevant to this study. A further 115 documents were identified through the other search strategies implemented:

- EMIE searches: 69

- emails to relevant organisations/individuals: 29

- web searches: 13

- key stakeholder interviews: 4.

Detailed examination of these 399 sources led to the final selection of 43 sources fitting the required criteria. These sources were then summarised more fully into an agreed template (see Appendix 2), thereby capturing

information relevant to the review. The summary template utilised also allowed researchers to review the evidence in terms of the quality of the research. This was assessed by considering:

- the type of document, e.g. report, discussion paper, etc.

- author interpretations

- biases/caveats to be aware of

- corroboration or triangulation of sources.

Once the templates had been completed for each source, a coding system was developed and applied to each of the summaries. This process enabled the research team to account for the range of evidence, to locate the evidence in context and to draw out key themes across the different sources. As part of the analysis, documents were placed into one of three categories:

- UK research/evaluation (research studies or evaluations of projects with a clearly explained and robust methodology)

- other UK literature (e.g. internal project evaluations, discussion papers)

- international research/evaluation (research studies or evaluations of projects with a clearly explained and robust methodology).

Where appropriate (e.g. analysis of the outcomes), this distinction ensured that the key findings came from the most robust UK research evidence, supported by evidence from the other categories.

1.4 Overview of the literature sources

This section provides an overview of the 43 sources of literature selected for the review (more detailed information is provided in Appendix 3). The sources were classified according to the intergenerational activities they described, the author, type of literature, the date of publication and their country of origin.

- The sources were classified according to the main focus of the **intergenerational activities** described. The main focus of the 43 sources included school-based activities, overviews of practice in relation to specific areas (e.g. community cohesion) and community projects (e.g. focused on community development and participation).

- The sources were classified according to their **authors** and these included academics at universities, organisations (e.g. charities) and local authorities.

- The **type of literature** reviewed comprised mostly of research studies and project evaluations, but also included other types (e.g. discussion papers, descriptive reports).

- The sources were classified according to their **date of publication** and all reviewed literature was published after 2001, with just under half of sources being published in 2006 or later.

- The **country of origin** of the majority of the sources was the UK, with only 11 international sources.

1.5 Structure of report

Findings from the review are presented under the following chapter headings:

- intergenerational practice in the UK

- outcomes of intergenerational practice

- key factors for success

- discussion and recommendations.

2 Intergenerational practice in the UK

This chapter looks at current intergenerational activities in the UK. Activities involving the young and old together are becoming increasingly prominent in the UK in the light of current policy concerns around issues such as community cohesion and social inclusion (Granville, 2002; Pain, 2005). However, intergenerational practice is much more developed in other countries, particularly the US, where there is a long history of intergenerational activities, specific policies promoting intergenerational activities and significant collaboration between organisations involved with young people and older people (Pain, 2005). As Granville (2002) writes, the lessons learnt from intergenerational practice in other countries are not necessarily transferable due to different cultural and policy contexts, and therefore it is unsurprising that intergenerational practice in the UK is distinct from that in other countries. This chapter explores:

- how intergenerational practice in the UK is defined

- characteristics of intergenerational practice in the UK

- examples of intergenerational activities in the UK.

2.1 Defining intergenerational practice

For this study, the definition of intergenerational practice that has been used follows that of the Beth Johnson Foundation (BJF). Their definition refers to purposeful activities which are beneficial to both young people (normally 25 or under) and older people (usually aged over 50) (Hatton-Yeo, 2006). However, it is clear from the literature that there is no one accepted definition of intergenerational practice (e.g. Granville, 2002; Raynes, 2004). Granville (2002) writes that:

The term 'intergenerational' is in many ways a loose one. We need clarity over what the approach is and what it seeks to achieve that also values the rich diversity of approaches current within the UK. (p.1)

One of the criteria for selection in this review was that the definition of intergenerational practice used fitted with the definition utilised in the review. Therefore, much of the literature reviewed utilised the BJF definition (e.g. Berridge, 2006; Deloitte MCS Ltd., 2007) or a very similar definition (e.g. Cambridge and Simandiraki, 2006; Pain, 2005). However, the literature that took an overview of intergenerational practice in the UK suggested that there are three areas which need to be clarified in order to define intergenerational practice more clearly:

- The **age of participants** is important to ensure that two separate generations are interacting. Whilst BJF suggest that participants should be 25 or under and 50 or over, others suggest different ages. Pain (2005), for example, defines older people as those aged over 60. The majority of the literature reviewed did not make clear how 'older' and 'young' people were defined for the purposes of their projects.

- There is a lack of clarity regarding **multigenerational and intergenerational** approaches (e.g. Granville, 2002). A multigenerational approach includes the 'middle generation' (i.e. aged 25–50) in activities and, as such, is distinct from intergenerational practice. Yet, in some literature (e.g. Magic Me, 2005), the 'middle generation' were sometimes seen as participants in intergenerational practice. In intergenerational practice the role of the 'middle generation' is to facilitate the activities (e.g. Granville, 2002; Hatton-Yeo, 2006) and not to participate.

- Intergenerational practice does not involve members of the same **family**. However, only a minority of sources (e.g. Cambridge and Simandiraki, 2006) made clear that their definition excluded familial relations. As Granville (2002) explains, when participants are related, intergenerational activity is less effective at challenging negative stereotypes between groups and therefore has implications for outcomes.

2.2 Characteristics of intergenerational practice in the UK

Intergenerational practice is very diverse, incorporating activities that involve different groups of participants, different types of settings, varied activities and with a range of aims. This diversity is demonstrated in Figure 2.1, which summarises the findings from the literature (including the international literature) on intergenerational practice. However, there are some differences between international intergenerational practices and intergenerational practice in the UK (an asterisk has been used in the figure to denote practices or settings which tend to be common internationally but not within the UK). The key differences are as follows:

- The **participants** in intergenerational practice are similar, although there is less of a focus in the UK on using intergenerational practice to benefit older adults with specific health problems (e.g. dementia, mental health issues).

- The most common **settings** for intergenerational practice in the UK are schools, community venues and sheltered housing.

- The **activities** are similar, except for gerontology and community/service learning, which are only common in the US.

The **aims** of intergenerational practice in the UK reflect those of international practice, and relate to improvements in:

- physical health

- mental health

- social capital

- relationships and attitudes

- community cohesion

- learning

- anti-social behaviour.

The aims of intergenerational practice in the UK are characterised by Pain (2005) as relating to the promotion of well-being (e.g. through building relationships, changing negative attitudes, increasing community cohesion), as well as to the individual project (e.g. addressing anti-social behaviour, supporting the learning of participants). In some cases, where the main aims of the projects were addressed by getting young and older people to interact together, the actual activities taking place were of secondary importance (Pain, 2005). For example, a project that involved joint outings, and aimed to improve relationships between generations, understanding and well-being (Home First

Figure 2.1 Overview of intergenerational practice
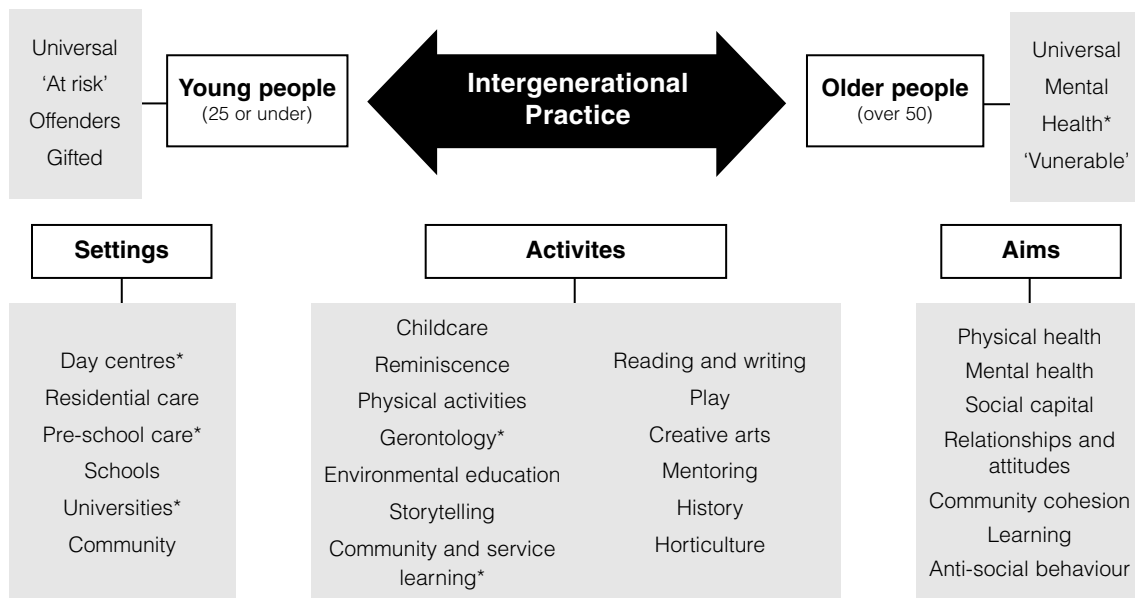
* denotes that examples are mainly international, not UK.

Community Trust, 2005) used the outings as a means of generating the interaction necessary to achieve the desired outcomes. In contrast, with an intergenerational cookery project focused on achieving health outcomes (McIntyre, 2007), the activity (learning about healthy cooking) was integral to achieving the outcomes.

In general, intergenerational practice in the UK is characterised by small-scale and intensive projects, rather than the large-scale programmes that can be seen in the US (Pain, 2005). There are three common fields within which the activities take place.

- **Education** e.g. intergenerational activities in the context of the 'Creativity, Action, Service' component of the International Baccalaureate (Cambridge and Simandiraki, 2006); older volunteers mentoring 'vulnerable' children in need of support (Ellis, 2004b); older people discussing wartime experiences with children studying the period (Stanton and Tench, 2003); 'Philosophy 4 Children' delivered in schools with older volunteers supporting the pupils (Whitworth, 2007a and b).

- **Community development/neighbourhood renewal** e.g. 'The Big Together' in Camden involving local people in a range of different activities together in the community (Carter, 2007a); a project bringing young and older people together to explore their locality and its past, present and future (Lanford and Williams, 2004); community action programmes bringing groups of older and young people together to identify issues of concern in their community, and influence decision-makers to make changes (NCICDP, 2005).

- **Health** e.g. an intergenerational cookery group involving having healthy lunches together, health and fitness activities (McIntyre, 2007); a project bringing young and older people together for activities that promote positive health and well-being, such as talks on healthy living and tai chi (Robinson *et al.*, 2006).

In the UK, intergenerational activities do not always comprise the whole of a project, but are sometimes just one element of it (Granville, 2002). For example, a project delivering the 'Philosophy 4 Children' programme in schools, with an added element of older adults as volunteers in the classroom (Whitworth 2007a and b) can be seen as having an intergenerational

element. The project delivered distinct outcomes that related to the programme itself (e.g. educational outcomes for pupils), as well as outcomes relating to the intergenerational element (e.g. increased understanding between generations). However, a project where older adults mentored young people in need of support (e.g. with academic achievement, offending behaviour) (Ellis, 2004a and b) can be characterised as an intergenerational project.

In summary, intergenerational practice in the UK is very diverse, and Granville (2002) suggests that it 'is not a single approach, but a style of working that can lead to many different activities and outcomes'. (p.26)

2.3 Examples of intergenerational activity in the UK

This section cannot give a comprehensive overview of the intergenerational activities happening in the UK, but it gives examples from the literature that are typical of current intergenerational practices. More examples are available in other sources (e.g. Carter, 2007a; Granville, 2002; Hatton-Yeo, 2006). The literature review found examples of intergenerational practice in the UK that related to the following areas, organised in rank order according to how many documents cited them:

- school-based programmes

- community projects

- health

- learning/knowledge development

- mentoring

- reminiscence

- creative arts

- social outings.

School-based programmes

Two examples of school-based projects are provided. They include a project run in a variety of schools based on 'storyline' and older volunteers helping primary school children in school with literary and numeracy skills.

'Storyline' intergenerational activities (Stanton and Tench, 2003)

Activities are run by a partnership of social services, schools and 'Bridging the Gap', a voluntary organisation who facilitate the project. They have been run in nurseries, primary and secondary schools, and involve older people from sheltered housing, alongside the school pupils. Activities use a method of teaching called 'storyline', adapted to make it applicable to intergenerational work. The principle is to set key questions, which become learning objectives, and a story which has (fictitious or real) characters and place. The questions provide a focus for discussion, debate and learning between generations. An example storyline is 'families at war', where participants would discuss life during World War Two. An extra element to this has been added to facilitate intergenerational learning. In the first session, where a group of older and young people meet, there are discussions and quizzes to address preconceptions about the other group before they start working together. As a result of the project, teachers reported that there were positive impacts on pupils' learning and there were also increases in confidence. Pupils reported that they enjoyed the older adults coming into the classroom and working with them.

Age and Youth (Hatton-Yeo, 2006)

Age Concern in Kingston upon Thames has been working to bring together older and younger people for a number of years. The project is primary school based and recognises that older people have skills, talents, knowledge and experience which could be of value to the young. The aim is to mutually benefit both age groups emotionally and to provide a learning experience for the children. Older volunteers work with individual children or small groups to offer practical support in terms of literacy, numeracy and science lessons on a regular basis. As a result of the success of the project they have set up a mentoring scheme with another primary school in the area and are seeking additional funding to focus on further development.

Community projects

Examples of community projects include two projects focused on young and older people working together to identify issues of concern within their community.

Newcastle Coalfields Intergenerational Community Development Project (NCICDP, 2005)

The Newcastle Coalfields Intergenerational Community Development Project was funded by the Health Action Zone and the Primary Care Trust (PCT). It has two facets. Firstly, 'community action programmes' bring young and old together to work together over a series of weeks to identify issues of concern within their communities, and then influence decision-makers to make changes. Secondly, 'supporting role programmes', which are varied, and are used to introduce participants to intergenerational work before starting community action programmes or as stand-alone projects. As a result of the projects there has been increased social interaction between the generations and positive changes in attitudes towards each other. Activities have been relevant to a variety of policy areas and targets (e.g. community safety and regeneration).

Bigger Picture Project (Magic Me, 2005)

The Bigger Picture Project was run by a company called 'Magic Me' in partnership with Tower Hamlets Mediation Service and a local secondary school. The main aims of the project were to enable young and older people in Stepney to gain greater awareness of one another's concerns and points of view, to discover mutual concerns and to examine areas of difference. The project was part of a ten-year redevelopment strategy in the area and involved work across three years. **Year one** was mainly outreach and development work to develop local partnerships, recruit artists and set up for the future. There were also workshops with secondary school pupils to explore their attitudes to the elderly. **Year two** consisted of workshops where participants used theatre, video and art to express themselves creatively, focusing on

community issues, solutions to local problems and the preparation for an event to showcase their findings to the community. **Year three** involved project workshops where participants presented the findings of the project and discussed intergenerational issues with school pupils who had not been involved with the project. Workshops linked into the citizenship curriculum and encouraged pupils to explore their roles as citizens.

Health

Examples of health-related projects include one focused on health promotion and another focused on active ageing which encourages both generations to learn, contribute and engage with each other through a range of activities.

Intergenerational health promotion project (McIntyre, 2007)

Each year of this project was developed and delivered by different Age Concern organisations that already had experience of intergenerational work. Mixed groups of older and younger people came together to raise awareness, share experiences and achieve mutual learning through a range of activities. In North Tyneside, sport and dance students taught exercise routines to older people living in sheltered housing, many of whom had very limited mobility and other health problems. Intergenerational healthy lunches and a cookery group brought together young people and tenants in a sheltered housing scheme to discuss nutrition. Outcomes from the activities included fitness and physical mobility improvements for the elderly and learning opportunities for students through the classes. The shared meals also provided social interaction and learning for both. In Kingston-upon-Thames, healthy eating seminar lunches were organised at the Active Age Centre, involving teenage pupils and older adult volunteers from the community. A pre-lunch seminar was structured around the menu for the

day and specific nutritional issues regarding a good/poor diet were discussed. For older people, outcomes included contact with others and friendship, gaining knowledge about nutrition and learning about young people. Younger participants found out about the lives of older people, and also gained confidence and self-esteem.

Active Ageing Programme (Robinson *et al.*, 2006)

The Active Ageing Programme is run by the PCT and other agencies, such as the Safer Schools Partnership, extended schools and housing services. The project is based in South Liverpool, one of the most deprived wards in the country, with high rates of teenage pregnancy, unemployment, crime and anti-social behaviour problems. Older people in the area had little or no access to health services and reported fearing anti-social youth behaviour. The programme involves 'vulnerable' older people (e.g. in sheltered housing) and two groups of young people from a local school who visit fortnightly. Meetings are facilitated by community nurses. Activities involve talks (e.g. health related, crime prevention, local history) and an hour of activity, such as tai chi and keep fit. The programme encourages both generations to learn, contribute and engage with each other. The participants are aware of, and are accessing, services that they would not have been aware of previously, and older people are becoming more socially active in the community. The older people go into schools and venues to meet with young people and share their memories in line with curriculum learning, which has helped to bridge the relationship gap and improve community relations in the area.

Learning/knowledge development

The example of a learning-related project focuses on widening access to and increasing participation in lifelong learning in the Welsh Valleys.

The 'Write-on' Project (Fish, 2002)

The 'Write-on' Project aims to widen access and to increase participation in lifelong learning in the Welsh Valleys, where a climate of high unemployment, low self-esteem, social fragmentation and a culture of dependency affects the prospects and outlook of the younger generations. The project offers opportunities for personal and professional development. It provides training to develop motivation, personal action plans and goal setting, as well as the development of skills in the areas of communication, media and technology, making presentations, citizenship and employability. The practical element of the project encourages both age groups working together to research and record their school experiences and to discuss areas of their life. Participants have enjoyed taking part in the project and tutors report increases in confidence and skills.

Mentoring

The example of a mentoring project focuses on a range of mentoring activities which are aimed at passing on the skills and experiences of older adults to young people identified as in need of extra support.

Generations in Action (Ellis, 2004a and b)

The 'Generations in Action' mentoring programme aims to recruit older adults to pass on their skills and experiences to young people in their communities who are identified as being in need of extra support. The volunteers work mostly in schools, but also in out-of-school settings. Examples of the different types of mentoring undertaken include: generic mentoring of children at primary and secondary level, providing specialist support in a subject area, volunteering in Pupil Referral Units and mentoring young offenders. Volunteers experienced health and well-being benefits from participation, as well as gaining new skills. They also diversified their volunteering, taking on more volunteering roles within their community.

Reminiscence

The example of a reminiscence project focuses on pupils interviewing local residents about their World War Two experiences.

Camden 1939–45: A reminiscence theatre project with secondary schools (Carter, 2007b)

In June 2005, pupils at Haverstock School interviewed 18 Camden residents about their World War Two memories and experiences. These included national and overseas experiences, as well as London ones. The interviews formed the basis for the resulting theatre piece. Contributions were made from Swiss Cottage Community Centre Older People's Project, Castlehaven Community Centre, Charlie Ratchford Resource Centre, Kingsgate Older People's Club and the African and Caribbean Elders Luncheon Club and Community Support Centre. A reminiscence theatre piece, inspired by these wartime memories and experiences of present day Camden residents, was performed at Swiss Cottage Library in November 2005 by students from Haverstock and Acland Burghley School.

Creative arts

The intergenerational creative arts example focuses on five neighbourhood renewal areas and children working creatively with older people in a diverse range of media.

The 'Big Together' projects (Magic Me, 2005)

'Big Together' projects ran in five neighbourhood renewal areas of Camden. Local partners decided who to target as participants, what themes to choose, how to recruit, when to run their activities and which media to work in. This autonomy meant that each project was genuinely a product of the local area, reflecting local themes, concerns and ways of working. The projects involved children and teenagers from preschool toddlers to sixth form, meeting and working creatively with older people. The projects used a diverse range of media, including music, cooking, ceramics, drama,

video, poetry, mosaic making, film, drawing, photography, fashion design and gardening. Participants enjoyed the projects, and activities fostered community cohesion as participants interacted together and built relationships.

Social outings

The example of an intergenerational project focused on social activities involves participants planning and engaging in a range of social activities together.

Larne Intergenerational Project (Home First Community Trust, 2005)

The project aimed to bring together up to eight younger and up to eight older people for a programme of shared activities over a four-month period. Its aims included the improvement of well-being amongst participants, the improvement of relations and increased understanding between generations. To start with there were sessions where the older and younger participants separately explored their perceptions of the other group, and then there were 'icebreaker' activities to encourage the generations to interact. Once they had got to know each other, the group planned and went on activities together (e.g. going for a Chinese meal, bowling, St Patrick's

night party). The project culminated with the group putting on a play for family and friends. The project was judged to improve community relations, as well as increase confidence and improve well-being in participants.

2.4 Summary

The term 'intergenerational practice' requires greater definition, in particular, in terms of the age of participants, but also to clarify whether the activity is multigenerational (i.e. involving the 'middle generation') as opposed to intergenerational and the involvement of members of the same family (particularly since this is likely to be less effective in challenging negative stereotypes and therefore has implications for outcomes).

Intergenerational practice in the UK varies from international activity in a number of ways, including a greater focus on school and community settings and a more limited focus on older adults with specific health problems (e.g. dementia) and gerontology and service learning (which are common in the US).

Intergenerational practice within the UK comprised a wide range of activities, including, in particular, school-based programmes, community projects, health-related projects, learning and knowledge development, as well as mentoring activities.

3 Outcomes of intergenerational practice

This chapter focuses on the outcomes of intergenerational practice identified in the literature. Thirty-nine of the 43 sources described some outcomes from intergenerational practice. These comprised ten research/evaluation documents from the UK, eight international research/evaluation documents, and 21 other relevant documents from the UK (e.g. discussion papers, internal project evaluations). The difficulties associated with evaluating outcomes from intergenerational practice will be discussed, followed by an examination of the best evidence of outcomes.

Intergenerational activities, as Granville (2002) makes clear, are very diverse in nature and often are one part of other interventions (e.g. community development activities). Where the intergenerational practice is just one element of an activity, a distinction can be drawn between the outcomes arising from the activity itself and the outcomes that may be attributed to the intergenerational element. For example, Robinson *et al.* (2006) describe a project where older and younger people spend an afternoon together a week incorporating activities such as a quiz, talks and tai chi. One of the outcomes is the health benefits for older people arising from the tai chi. However, this outcome is linked to the activity itself, not the intergenerational element. Other outcomes reported from the project, such as increased understanding and reduction of negative stereotypes between the two groups, relate to the intergenerational element. This chapter focuses on the outcomes attributable to intergenerational practice.

In a review of intergenerational practice in the UK, Granville (2002) found that the evidence base for what works and why was limited, and that more research was needed to justify the claims made by practitioners. According to the literature reviewed here, the evidence base is still weak and this is especially the case with regard to the outcomes arising from intergenerational practice. Pain (2005) writes that evaluation of outcomes remains a difficult task for projects and that both 'hard' and 'soft' outcomes are difficult to quantify as they are

often diffuse and long term. Therefore, the outcomes below are best seen in the same way that Granville (2002) describes them, which is to see them as 'potential' outcomes from intergenerational practice, rather than 'proven' outcomes.

This section also outlines the best evidence for outcomes found in the literature and these outcomes are also summarised in Figure 3.1, which is set out at the end of this chapter. The outcomes emerged from multiple sources and, unless stated otherwise, were discussed to some extent in the UK research literature, the other UK literature and the international literature. The outcomes were categorised into those for:

- all participants
- older people
- young people
- communities.

3.1 All participants

There were four main outcomes that were experienced by all participants, both old and young:

- increased understanding
- friendship
- enjoyment and confidence.

Increased understanding

As young and older people interacted and got to know each other, they gained a greater understanding of the other group, and negative stereotypes that they had held were challenged and overcome (e.g. Abrams *et al.*, 2006; Cambridge and Simandiraki, 2006; Dorfman *et al.*, 2004; Jarrot and Bruno, 2007; McIntyre, 2007). Pain (2005) suggests that such negative attitudes are not difficult to overcome and what is needed is contact between the groups. The changes in attitude can be seen from participant comments:

In my eyes, old people are moaning people but now, because I have been to [name of intergenerational project], I have realised that they are not. Actually, [they're] good fun.

<div align="right">Robinson et al., 2006 p. 65</div>

My views of young people have really changed through doing this. I've learnt a lot about how they think.

<div align="right">Whitworth, 2007 p. 3</div>

This greater understanding led, in some cases, to a reduction of misunderstanding and tension between groups, as they understood more about each other. For example, Whitworth (2004) describes a project involving young people and residents of sheltered housing, which engaged them in activities together. Following the project, the number of complaints to police from the sheltered housing regarding 'youth disorder' dropped significantly, as residents became more tolerant of young people.

Whilst greater understanding was a strong outcome, Pain (2005) makes clear that it would be wrong to assume that relationships between younger and older groups are always determined by negative stereotypes, and that therefore intergenerational activities are always appropriate and necessary.

Friendships

As young and older people got to know each other they developed trust and friendships (e.g. Dorfman *et al.*, 2002; Jarrot *et al.*, 2006; NCICDP, 2005; Raynes and Rawlings, 2004; Robinson *et al.*, 2006). In some cases, older and young people interacted more outside of the intergenerational activities as a result, such as the young person below:

Because we go to [name of intergenerational activity], we can talk to them outside of it as well, on the street. One of them lives in my road, so I talk to her more now. I'd say 'Hello' but I didn't really know her. But I get to know her now.

<div align="right">Robinson et al., 2006 p. 66</div>

In other cases, getting to know some older people better led to young people having more interaction with older people generally and improving relationships with other older people outside of the project (e.g. Abrams *et al.*, 2006; Whitehead *et al.*, 2006):

I live by some bungalows and there are grumpy people in them and when I walk past now I start having a conversation with this woman about her dog and before that I used to kick my ball over by accident and they would be like 'Get away!'.

<div align="right">Robinson et al., 2006 p. 66</div>

Enjoyment and confidence

In general, both older and younger people enjoyed participating in intergenerational activities, despite sometimes having anxieties or concerns about spending time with the other group prior to the project (e.g. CSC Regeneration and Research Consultants, 2007; Fish, 2002; Jarrot *et al.*, 2006; Pain, 2005; Salari, 2002; Evalucon, n.d.).

Participants gained increased confidence from activities. For example, young people felt more confident communicating with older people, and older people felt more confident to get out and interact with others in the community (e.g. Ellis, 2004a; Feldman *et al.*, 2003; Granville, 2002; Stanton and Tench, 2003). As one older participant in a schools-based project commented:

I've gained increased confidence at mixing and speaking out. I used to be a good mixer but my current situation ties me to my flat most of the time.

<div align="right">Whitworth, 2007 p. 11</div>

3.2 Older people

There were three main outcomes specifically experienced by older participants in intergenerational activities. These related to health and well-being, reduced isolation and a renewed sense of worth.

There were outcomes relating to **health and well-being** for older people as they participated in intergenerational projects (e.g. Ellis, 2004a; Granville, 2002; Kaplan, 2002; Pain, 2005; Whitworth, 2007a). This was sometimes related to being more active as a result of participation (Kaplan, 2002), and involved fitness and mobility improvements (McIntyre, 2007), and/or positive impacts on quality of life arising from getting out of the house to be involved in activities (Ellis, 2004a; Whitworth, 2007a). Older people experienced a sense of **reduced isolation** as they went out to meet other people and participate in

activities, having the opportunity to interact with others and make friends (e.g. Dorfman *et al.*, 2002; Ellis, 2004a; Stanton and Tench, 2003; Whitehead *et al.*, 2006). They also gained a **renewed sense of worth** as they felt they were contributing to the lives of young people (Hatton-Yeo, 2007; Stanton and Tench, 2003). As one older person commented:

> [A Year 4 girl with behavioural difficulties] *has been left to run wild on the streets with her brothers since she was about three or four. She finds it difficult at school but I get her to sit next to me and I tell her she's wonderful. She's really changed over this time and she takes part much more now.*
>
> Whitworth 2007a pp.10–11

3.3 Young people

There were two main outcomes specifically experienced by young people participating in intergenerational activities. These related to the gaining of specific skills and increased self-esteem.

Involvement in some intergenerational projects had led to the young people **gaining skills**, such as communication and wider social skills (e.g. Cambridge and Simandiraki, 2006; Kaplan, 2002; Robinson *et al.*, 2006). Where projects had involved intergenerational activities in schools, there was a suggestion that learning and academic performance had been improved, as pupils were helped with their work by older people, and gained skills and confidence through the project (e.g. Hatton-Yeo, 2007; Kaplan, 2002; Evalucon, n.d.; Whitworth, 2007b). Young people also gained **increased self-esteem** arising from their involvement in intergenerational activities (e.g. Granville, 2002; Jarrot *et al.*, 2006; Jarrot and Bruno, 2007; Whitehead *et al.*, 2006). For example, the self-esteem of young people improved as they were mentored by older people who provide a positive role model (Kaplan, 2002).

3.4 Communities

The literature indicated that the outcomes for individuals described above can have an impact at a community level (e.g. Granville, 2002; Pain, 2005). As Pain (2005) explains, although intergenerational

relations are part of the social make-up of individuals, they also affect the community through their impacts on social interactions, the use of public space and the degree to which individuals choose to participate in community life. Several outcomes for the wider community were identified from the literature, including improved community cohesion and the potential to address other community-related policy areas, as well as the diversification of volunteering and educational institutions becoming more involved in their communities.

There was **improved community cohesion** as relations between young and old improved, leading to greater understanding and interaction between groups in the community (e.g. Granville, 2002; Pain, 2005; Robinson *et al.*, 2006; Whitworth, 2004). Hatton-Yeo (2007) writes that that positive attitudes and beliefs about others in the community contribute to community cohesion, and to residents' willingness to participate fully in the community. He discusses evidence from Hong Kong which found that, where intergenerational projects were effectively implemented, intergenerational solidarity and social capital within communities was enhanced. Some literature also pointed to the *potential* for intergenerational activities to impact positively upon other **community-related policy areas** and to offer solutions to many social issues, including fear of crime, social exclusion, racial tensions, community safety, regeneration and the citizenship curriculum (Deloitte MCS Ltd., 2007; Granville, 2002; NCICDP, 2005), as well as the potential to build social capital and develop the capacity of communities (e.g. Granville, 2002; Moore and Statham, 2006). According to Pain (2005), 'intergenerational practice closely matches key government priorities, including social inclusion and cohesion, citizenship and community development'. Further, NCICDP (2005) advocates that intergenerational community development practice should be promoted as an effective means of addressing a range of policy agendas and providing a framework for whole-community working.

There was evidence of **diversification of volunteering** as a consequence of getting involved in intergenerational activity. Granville (2002 p. 4) writes that: 'The greatest benefit demonstrated to date [of intergenerational practice] has been to release the potential of older people to contribute positively to their community …'. This is through the intergenerational

activities first, but older people often then volunteer for other projects in their community (Ellis, 2004a; Hatton-Yeo, 2007; Kaplan, 2002; Stanton and Tench, 2003). Where projects are education based, it is reported in the literature that **educational institutions become more involved in their communities**, as they start to utilise the skills of the wider community to help achieve educational objectives (e.g. Cohen *et al.*, 2006; Stanton and Tench, 2003).

3.5 Summary

Whilst the literature examined identifies some of the difficulties associated with evaluating the outcomes of intergenerational activities, it also highlights that effective intergenerational practice has the potential to generate positive outcomes for individuals and communities, as well as offering the possibility of contributing to a range of social policy agendas. Figure 3.1 provides a summary of the potential outcomes for participants and for communities.

Figure 3.1 Outcomes from intergenerational practice
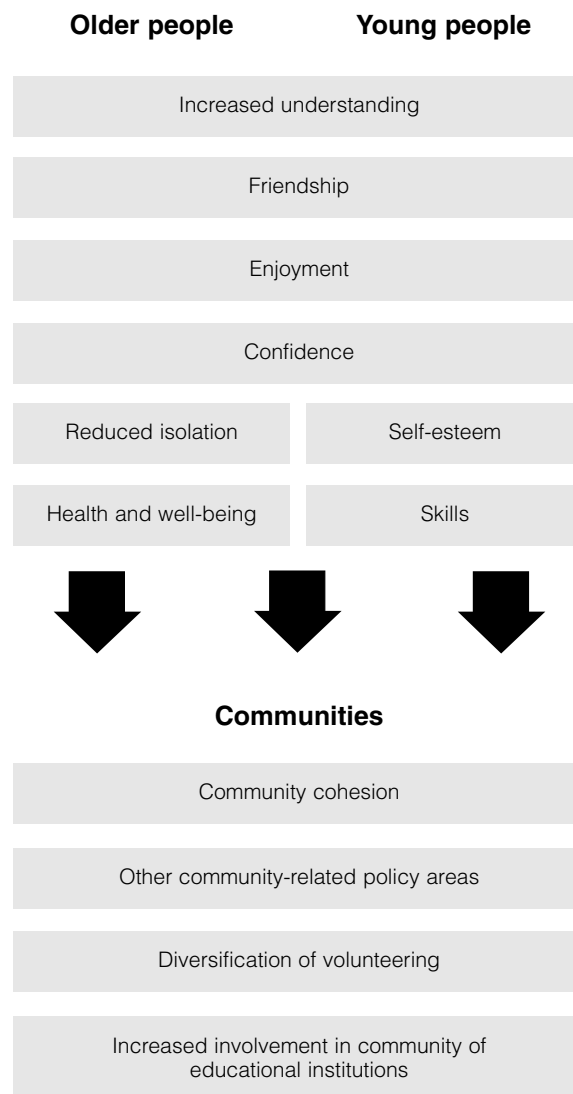
4   Key factors for success

This section of the report focuses on the factors which are essential for the success of intergenerational practice. The literature highlighted that intergenerational practice has the potential to produce negative outcomes if it is not well managed (e.g. Gibson, 2006). Good practice is necessary to avoid these problems and achieve the potential positive outcomes (as discussed in the previous chapter) for both groups.

Analysis suggested that the key factors were common across different types of activity and across different cultures/environments so they have been written up overall and differences highlighted where relevant. Thirty-one out of the 43 literature sources examined made some reference to the key factors for success. Overall, they can be grouped under the following headings:

- sustainability
- staffing
- participants
- activities
- organisation
- partnerships.

4.1   Sustainability

Three particular aspects of sustainability were identified as important for the success of intergenerational practice within the literature.

- **Long-term approach**: in order for intergenerational practice to have real benefits, many authors stated that a series of contacts between the young and older people was necessary to allow time for relationships to develop and that 'one off' contact was less likely to be effective (e.g. Deloitte MCS Ltd., 2007; Gibson, 2006; McIntyre, 2007; Stanton and Tench, 2003).

- **Funding**: obtaining long-term funding was also considered vital for sustainability and therefore ensuring long-term success (e.g. Feldman *et al.*, 2003; Pain, 2005; Whitehead *et al.*, 2006).

- **Monitoring and evaluation**: it was considered important for the effectiveness of intervention (and therefore for sustainability) that programmes and activities were monitored and evaluated, not only for impact on the participants, but also the process and the activities (e.g. Ellis, 2004a; Granville, 2002; Moore and Statham, 2006).

4.2   Staffing

Four key factors in relation to staffing emerged as particularly important for the success of intergenerational practice from the literature.

- **Skills and training**: since intergenerational practice often took staff out of their comfort zone, training was considered essential. Staff were said to require the skills to deal with both young and older people and to demonstrate age-appropriate behaviour (e.g. Jarrott *et al.*, 2006; Robinson *et al.*, 2006; Salari, 2002).

- **Commitment and enthusiasm**: the commitment and motivation of the staff involved and the support of significant others (e.g. teachers and parents within school-based settings) was often reported to be a key factor (e.g. Feldman *et al.*, 2003; Krout and Pogorzala, 2002; Lanford and Williams, 2004).

- **Time and availability**: a lot of individual staff time was reported to be necessary for effective preparation and planning. Staff therefore need to be allocated sufficient time to be involved (e.g. McIntyre, 2007; Whitworth, 2004).

- **Stability**: changes of staff and a high staff turnover were reported to be a barrier to effective intergenerational practice, particularly when activities took place within schools or colleges (e.g. Jarrott and Bruno, 2007; McIntyre, 2007).

4.3 Activities

Four key factors emerged as important with regard to the types of activities involved in intergenerational practice. It was reported that activities should be:

- **Shaped by the participants**: it was considered important for the activities to be planned around the participants and for them to have an active say in the activities. Activities need to be tailored to meet the needs of the participants and to be allowed to evolve rather than being predetermined (e.g. Epstein and Boisvert, 2006; Jarrott *et al.*, 2006; Magic Me, 2005; Pain, 2005; Salari, 2002).

- **Participatory**: it was reported to be important for activities to be suitable, enjoyable and of interest to both the young people and the old people so that they can both participate and so neither group are 'onlookers' (e.g. Epstein and Boisvert, 2006; NCICDP, 2005; Pain, 2005; Salari, 2002).

- **Varied and diverse**: it was also noted to be helpful if programmes were varied and used a diverse and creative range of methods of engagement in order to maintain participants' interest and enthusiasm (Krout and Pogorzala, 2002; NCICDP, 2005).

- **Focused on developing relationships**: the literature stated that it was important that the development of relationships, strong friendships and understanding between the two groups was encouraged and facilitated by staff. Granville (2002) writes that negative outcomes can occur when insufficient attention is paid to the process within activities and consequently stereotypes are reinforced. It was considered important to challenge perceptions and to encourage participants to see how they could contribute to the activities (e.g. Cambridge and Simandiraki, 2006; Epstein and Boisvert, 2006; NCICDP, 2005; Salari, 2002).

4.4 Participants

Three key factors with regard to participants emerged as vital for the success of intergenerational practice within the literature.

- **Preparation**: careful preparation prior to intergenerational activities, enabling both young and older people to address their apprehensions separately, was considered vital. It was also suggested that establishing ground rules and preliminary exercises on stereotyping were important. Preparation also involved Criminal Records Bureau (CRB) checks on the adults, briefing them on child protection issues and establishing an agreed policy (e.g. James, n.d.; Lanford and Williams, 2004; Pain, 2005).

- **Characteristics of the elderly volunteers**: it was considered important to find out the motivation behind volunteering and to enlist those who provide a good role model for young people, who can communicate and champion young people and who are matched to the activities and young people in terms of their attitudes and skills. The enthusiasm and commitment of the volunteers was also reported to contribute a great deal to the success of intergenerational activity (e.g. Ellis, 2004a; McIntyre, 2007: Stanton and Tench, 2003; Scott *et al.*, 2003).

- **Ensuring mutual benefits**: it was said to be vital for all participants to be seen as equal and to ensure that the activities are meeting their aims so that they get mutual benefit out of the activities. The training of staff can be used to ensure that there are benefits for all (e.g. Cambridge and Simandiraki, 2006; Gibson, 2006; Evalucon, n.d.) For example, Salari (2002) says older adults were 'infantilised' in an intergenerational activity where the environment and activities were only suitable for the children, and Robinson *et al.* (2006) noted that young people disengaged from activities when they were only appropriate for older people (e.g. talks on local gardens).

4.5 Organisation

The importance of effective planning was identified within the literature. Two specific aspects, timetabling and transportation, were particularly highlighted, with the former appearing to be especially identified in relation to community-focused projects.

- **Planning**: effective planning and organisation for intergenerational activities was considered vital, although it was said to be lengthy and time-consuming. This includes the development of a schedule of activity. If the programme is disorganised there was an indication that this can be a significant barrier (e.g. Granville, 2002; Lanford and Williams, 2004; McIntyre, 2007).

- **Timetabling**: it was noted that lack of flexibility with timetabling could create obstacles to effectiveness of programmes for students in schools or colleges. In addition, competition for space within the curriculum for intergenerational practice was also raised, and therefore commitment from the school management and school staff was thought to be vital (e.g. Cohen *et al.*, 2006; McIntyre, 2007; NCICDP, 2005).

- **Transportation**: transportation was considered important because it could facilitate participants' attendance for activities, particularly given that older people might have a psychological reluctance to attend (e.g. Cohen *et al.*, 2006; Fish, 2002; Krout and Pogorzala, 2002).

4.6 Partnerships

The importance of developing effective partnerships amongst all the agencies involved was often cited as a key factor. This included the following elements.

- **Strategic involvement**: it was considered important for all the partners to be involved in joint planning, delivery and evaluation. This required structures from the top and clear roles and responsibilities (e.g. Granville, 2002; Magic Me, 2005; Whitworth, 2004).

- **Operational relations**: poor relations between partners were reported to be a barrier to effective practice, and strong relations between institutions a necessary requirement, for example, between school staff and staff in day care centres (e.g. Carter, 2007a; Gibson, 2006; Stanton and Tench, 2003).

4.7 Summary

A summary of the key factors for the success of intergenerational practice is provided in Table 4.1. Some of the key factors identified relate to project management generally, such as funding, monitoring and evaluation, and planning. Others are more specific to intergenerational practice (these have been highlighted in italics in Table 4.1). Particular attention needs to be

paid to them when planning intergenerational activities and it is therefore important that:

- projects take a **long-term approach**, with a series of activities allowing time for relationships to develop

- staff have appropriate **skills and training** to deal with both older and young people, as initially staff may be skilled in dealing with one generation, but not the other

- there is **preparation of participants** before they engage in intergenerational activities

- activities are focused on **developing relationships** between generations

- activities are **shaped by participants** and so meet the needs of all participants, whether older or young

- there are **mutual benefits** from activities, and that activities are appropriate to both generations.

Table 4.1 A summary of the key factors for success

Sustainability	• *Long-term approach* • Funding • Monitoring and evaluation
Staffing	• *Skills and training* • Commitment and enthusiasm • Time and availability • Stability
Activities	• *Shaped by participants* • Participatory • Varied and diverse • *Focused on developing relationships*
Participants	• *Preparation* • Characteristics of the elderly volunteers • *Ensuring mutual benefits*
Organisation	• Planning • Timetabling • Transportation
Partnerships	• Strategic involvement • Operational relations

5   Discussion and recommendations

This section draws together the findings of the review and sets out recommendations for the future of intergenerational practice.

5.1   Discussion

There is a wide diversity of intergenerational practice in the UK, with activities commonly occurring within education, community development/neighbourhood renewal and health settings. However, there is a lack of clarity around definitions of intergenerational practice, particularly in relation to the age of participants from the two generations, the involvement of family members from different generations and the role of the 'middle' generation in intergenerational practice.

There is evidence in the literature that successful intergenerational projects have the potential to deliver positive outcomes for participants (e.g. increased understanding, friendship) and for communities (e.g. community cohesion). There were clear success factors in the literature that were linked to the achievement of these positive outcomes. Some are related to good project management in general, whilst others are specific to successful intergenerational practice. There was some evidence in the literature that if good practice in these areas was not followed, intergenerational practice could lead to negative outcomes for participants.

The review also demonstrates that the evidence base for the effectiveness of intergenerational practice is still weak. There were few rigorous evaluations of projects in the UK, and there was a wide diversity in terms of what was evaluated and how evaluations were carried out. A consistent framework for evaluations, applied across different intergenerational activities, would help overcome this issue, allowing comparisons across different types of intergenerational activity. As pointed out in the literature (e.g. NCICDP, 2005; McIntyre, 2007; Raynes, 2004), there is a need for more research to

inform future policy and practice and to demonstrate the credibility and effectiveness of the approach and, in particular, for more national UK research because context and policy issues differ from elsewhere.

Given the potential outcomes both for individuals and communities, and the close relationship of these outcomes to current policy concerns, this would suggest, as also identified in the literature (e.g. McIntyre, 2007; CIP, 2005), that there is a need for greater strategic commitment to, and investment in intergenerational practice, as well as greater advocacy and promotion to ensure work progresses systematically and effectively. The work that has been undertaken needs to be drawn together and current work needs to build on this in a systematic way.

5.2   Recommendations

The literature examined suggests the need for:

- **more research** exploring the effectiveness of intergenerational practice in a UK context and demonstrating the outcomes from, and key factors of, successful projects

- more work around the **conceptual development** of what intergenerational practice is and how it is defined

- **greater promotion** of intergenerational practice as a means of contributing towards a wide range of social policy agendas

- **greater strategic commitment** to intergenerational practice from the Government and other key stakeholders, and the funding support to underpin this

- a recognised **central advocacy and coordinating** function for intergenerational practice, which draws together and builds on work already done in this field.

Appendix 1: Search strategy

This appendix gives more detailed information on the search strategy employed to find relevant literature.

Academic database search

The most relevant eight UK and international databases were searched for literature. The main search terms were 'intergenerational' used with 'programmes' or 'practice'. This was then linked to the terms 'effective', 'evaluation' and 'outcomes' to narrow the search to more relevant reports. The eight databases searched were:

- *Ageinfo*

  Information service about old age and ageing provided by the Library and Information Service of the Centre for Policy on Ageing.

- *Applied Social Sciences Index and Abstracts (ASSIA)*

  Index of articles from international English-language social science journals.

- *British Education Index (BEI)*

  References to 350 British and selected European English-language journals in the field of education and training.

- *ChildData*

  Database produced by the National Children's Bureau.

- *Education Resources Information Center (ERIC)*

  Digital library of education research and information sponsored by the U.S. Department of Education.

- *International Bibliography of the Social Sciences (IBSS) and Social Policy and Practice (SPP)*

  IBSS is one of the largest social science databases in the world. SPP covers areas such as public and social policy, public health, social care and community development. Content is from the UK with some material from the USA and Europe.

- *PsychInfo*

  American database produced by the American Psychological Association.

- *Social Care Online*

  The UK's most extensive database of social care information.

Key stakeholder interviews

Four key stakeholder interviews were carried out, involving representatives from the following organisations:

- Age Concern England
- Beth Johnson Foundation
- Community Service Volunteers
- National Youth Agency.

Web searches

Websites which were seen by key stakeholders as potentially holding relevant literature were searched. They included government and voluntary sector sites, some international and some focused on the UK. The websites searched were:

- Generations United www.gu.org
- Department for Communities and Local Government www.rmd.communities.gov.uk
- Age Concern www.ageconcern.org.uk
- Magic Me www.magicme.co.uk
- National Youth Agency www.nya.org.uk
- RSVP Scotland www.csv-rsvpscotland.org.uk
- International Consortium for Intergenerational Programmes www.icip.info
- Community Service Volunteers www.csv.org.uk
- Institute for Volunteering Research www.ivr.org.uk
- Centre for Intergenerational Practice www.centreforip.org.uk

Appendix 2: Summary template

Title: **Author(s):** **Date:** **Publisher:**
Category of source: international evaluation/research; UK evaluation/research; other (e.g. illustrative, less rigorous evaluation/research etc.)
REVIEW OF SOURCE **Purpose/focus of literature** (e.g. as stated in abstract) **Definition of intergenerational practice** **Illustration of intergenerational activity** **Outcomes from intergenerational activities** **Critical success factors of intergenerational practice** **Any specific recommendations** **Any other key findings, conclusions etc.**
DESCRIPTION OF SOURCE **Area of focus of intergenerational activity** (e.g. education, art, music etc.) **Region/areas** (e.g. UK, US etc.) **Participants** (e.g. sample size, profession, gender, age, ethnicity, etc.) **Method(s)** (data collection methods, instruments, etc.) **When data collected** (also duration) **Source/document type** (e.g. journal article, website, etc.) **Key references**
REVIEW OF EVIDENCE **Reviewer's comments** • Is the reported analysis adequate? • Are the author's interpretation supported by the evidence? • Is the analysis reliable and valid/plausible? • Are there any biases/caveats raised or to be aware of? • Is there corroboration or triangulation of sources?
Relevance to review (high, medium, low)
Date of review: **Reviewed by:**

Appendix 3: Literature sample information

This appendix provides more detail of the literature sample.

Intergenerational activities

The sources were classified according to the main focus of the intergenerational activities described. The main focus of the 43 sources was as follows:

- school-based programmes (10) e.g. programmes based in schools regardless of the focus of activities, including curriculum enrichment, 'Philosophy 4 Children' delivered with older volunteers

- overview of intergenerational practice (9) e.g. focused on outcomes in relation to community cohesion, youth disorder, fear of crime

- community projects (5) e.g. intergenerational projects focused on community development and participation

- joint day care setting (4) e.g. daycare centres where young children and older adults are looked after together

- health (3) e.g. mental and physical health, fitness activities such as tai chi

- service learning (3) e.g. a teaching method that enriches learning by engaging students in meaningful service to their schools and communities by apply academic skills to solving real-world issues, linking established learning objectives with genuine needs

- learning/knowledge development (2) e.g. attitudinal change and knowledge development amongst students and older adults by learning together

- mentoring (2) old people being used as mentors for young people at risk

- reminiscence (1) older people reminiscing with younger people about their lives

- creative arts (1) intergenerational community arts project

- child care (1) elderly volunteers are placed in childcare settings

- social outings (1) young and older people visit interesting places together

- outcomes from general intergenerational contact (1) study exploring impact of intergenerational contact in general on cognitive outcomes and stereotype threat.

Authors

The sources were also classified according to the type of organisation within which the report had been written:

- academics at universities (20)

- other organisations e.g. charities, consultancy companies (20)

- local authorities (3).

Type of literature

The sources were classified according to the type of literature.

- research study (12) e.g. testing the outcomes of an intergenerational activity on participants; case studies of intergenerational projects; studies exploring aspects of intergenerational practice

- project evaluation (9) e.g. using focus groups, interviews, questionnaires etc.

- internal project evaluation (7) carried out by project staff e.g. using monitoring information, evaluation sessions, observations, interviews etc.

- discussion paper (6) focused on intergenerational practice and e.g. community cohesion, youth disorder, fear of crime

- project report (4) e.g. descriptive accounts of activities

- literature review/review of evidence (3)

- practice guide (2) e.g. intergenerational practice; intergenerational reminiscence work.

Date of publication

The literature sample was also classified according to the date of publication:

- 2002–03 (10)
- 2004–05 (13)
- 2006–07 (17)
- No date (3).

Country of origin

In addition, the sources were classified according to their origin.

- UK (14)
- England (12)
- Wales (2)
- Scotland (1)
- Northern Ireland (3)
- United States (9)
- international (1) review
- Australia (1).

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Recently published reports

The Local Government Education and Children's Services Research Programme is carried out by the NFER. The research projects cover topics and perspectives that are of special interest to local authorities. All the reports are published and disseminated by the NFER, with separate executive summaries. The summaries, and more information about this series, are available free of charge at www.nfer.ac.uk/research-areas/local-government-association/local-government-association_home.cfm.
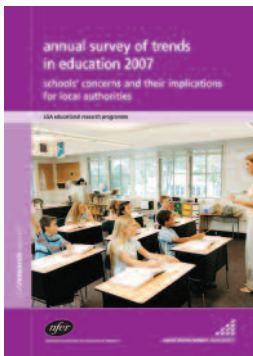
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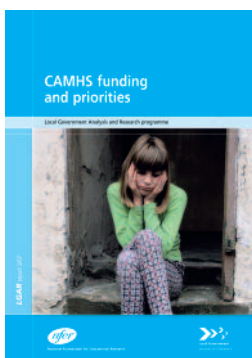
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What is known about the effectiveness of intergenerational practice?

Conducted by the NFER for the Local Government Association (LGA) this report focuses on the findings from a literature review of what is known about the effectiveness of intergenerational practice.

Interest in intergenerational practice and what it can achieve has grown amongst practitioners and policymakers in the UK and Europe, however, it is suggested that there is still a limited and weak evidence base for the effectiveness of intergenerational practice in the UK.

This report looks at:

- what research on intergenerational practice has been carried out since 2002

- what kinds of outcomes can be achieved through intergenerational practice and for whom

- how the outcomes for different groups relate to the social objectives present in government policy

- what the characteristics of effective intergenerational practice are.

With key recommendations and discussions, this research is important reading for all local authority staff, policy makers as well as practitioners promoting or undertaking intergenerational activities.

Intergenerational Practice, Policy and Performance:

A Framework for Local Authorities

Funded by
department for
children, schools and families

Introduction

The Beth Johnson Foundation has been at the forefront of developing intergenerational work for the past ten years. We are grateful to the DCSF for funding this document which will build on the interest generated by the Generations Together Programme.

For more information and to access our free resource, advice and guidance go to www.centreforip.org.uk

Foreword

When the Secretary of State for Children, Schools and Families published *The Children's Plan* it unequivocally set out the Government's vision: that this country would be the best country in the world for children and young people to grow up. That whatever a young person's background all children and young people be given the potential to succeed and should go as far as their talents can take them, enjoy their childhood, whilst growing up to be prepared for adult life.

For the majority of children and young people, that is already a reality. They are a credit to their parents and carers, and to their communities. They are well behaved, do well at school, and are passionate about the environment, sport, the arts and helping others. But sometimes, it does not feel like that, and all too often the behaviour of an incredibly small minority of young people influences our perceptions of young people as a whole.

Much of the misunderstanding of young people stems from the fact that fewer of us now spend much time with people of different generations outside our own families. The natural bonds that linked communities together are not as strong as they were, weakening the opportunities for different generations to interact.

It is crucial that shifting demographics and patterns of community life does not automatically have to equate to a widening gap between the generations. It is vital for the long term health of the nation that older members of our society age well, get the chance to pass down the wealth of insight and understanding to younger generations, and that they recognise the skills and talents of our young people, and learn from them too. It is also important that young people do not lose sight of the really important truth, that many older people are able to relate to and support young people of all backgrounds, precisely because they have a longer, rich and varied experience of life.

Increasing intergenerational activity, and developing innovative ways for younger and older people to interact and come to better understand each other, will help reverse this apparent breakdown in social cohesion. But no local area is the same, and each community will have different strengths and different challenges to overcome. That is why I am so pleased that the Centre for Intergenerational Practice, based at the Beth Johnson Foundation, has set out how intergenerational approaches can be used by local areas to address a range of local priorities, clearly linked to public service agreements and the National Indicator set. Local areas can then decide which approaches and types of projects are right for them and their communities.

Bringing generations closer together is not a magic solution for the challenges our society faces. But there is no doubt intergenerational activity has a big part to play in rebuilding the sense of community cohesion and neighbourly spirit that makes life better for everyone.

Anne Weinstock
Director, Youth Taskforce

1. Overview

The purpose of this guide, and associated resources, is to provide local authorities with a framework that clearly contextualises intergenerational practice (IP) in terms of both national and local government priorities and policies. In particular, the framework establishes the relationship between IP and the national indicator (NI) targets available to local authorities for inclusion in Local Area Agreements (LAAs).

The framework is based on an analysis of the revised set of 188 NIs to identify the core number of indicators which can be effectively supported by IP. In addition, a significant number of examples of different types of IP project work were analysed and projects relevant to each indicator identified. Their outcomes and impacts were then summarised in the context of drivers for local authorities.

Analysis of the NI set identified 31core indicators, across a range of policy areas. These NIs are shown in the table in Section 5, which presents policy information for each indicator, together with examples of successful intergenerational projects, with supporting details, that can be used to assist local authorities meet LAA targets.

The table provides a practical resource for authorities wishing to use IP as a flexible tool, alongside other community engagement and development approaches, for developing a strategic, target-driven approach to IP.

2. What is intergenerational practice?

Many changes in society, including greater geographic mobility, breakdown of family relations and a demographic shift towards an ageing population, have resulted in the increasing segregation of generations. This separation can lead to a decrease in positive exchanges between older and younger people and increased negative stereotyping. However, both groups have resources of considerable value to each other and share many areas of concern; for example, many younger and older people feel isolated within their communities and marginalised in decision-making that directly affects their lives.

Intergenerational approaches are many and varied. However, there are a number of core principles and characteristics, as set out in the definition below:

Intergenerational practice aims to bring people together in purposeful, mutually beneficial activities which promote greater understanding and respect between generations and contributes to building more cohesive communities. Intergenerational practice is inclusive, building on the positive resources that the young and old have to offer each other and those around them.
([Beth Johnson Foundation](), 2009)

In bringing generations together, challenging negative stereotypes and breaking down barriers within communities, IP approaches are able to contribute significantly to the achievement of targets in various policy areas of national and local concern.

3. National policy context

IP can make a positive contribution to meeting Government targets in the following broad policy areas:

- Community cohesion
- Community safety
- Health and wellbeing
- Older people
- Children and younger people
- Families

Community cohesion: Cohesion depends on good relations between people from different backgrounds, where diversity is valued and individuals share a sense of belonging and work together to make their area a better place. By bringing older and younger people together, IP promotes better relations between different age groups who may have little contact. Through sharing skills, experiences and ideas, the two generations can gain a better understanding of each other, and discover they have more in common than anticipated. Improved intergenerational relationships help to break down negative stereotypes and misconceptions and replace them with positive images. IP fosters greater respect, trust and tolerance between young and old, and helps both generations feel more engaged, valued and empowered in their communities. This contributes to both young and old feeling more satisfied with their local area and sharing a greater sense of belonging.

Community safety: By increasing the respect and trust between generations, IP contributes to making communities safer and *feel* safer. It helps reduce older people's fear of young people, exacerbated by negative media coverage of young people and youth crime, and makes them more confident and tolerant in their dealings with the young people in their community. This shift in attitude makes young people feel less isolated and more valued, and helps make them more likely to want to make a positive contribution in their community. It also acknowledges the need for young people to feel safe and seeks to find solutions that benefit the whole community.

Health and wellbeing: Interaction with younger people helps older people feel less isolated and more involved in their communities. This contributes to improving their mental health and wellbeing. In addition, active participation in physical intergenerational activities (such as gardening) helps improve older people's general health. Volunteering enables both younger and older people to make positive contributions in their communities, contributing to improved health and wellbeing for all involved. By providing the opportunity for people to experience success and mutual support, they develop a stronger sense of self-esteem and identity, which positively impacts on their well-being.

Older people: IP enables older people to make a positive contribution through sharing knowledge, skills, experiences and life stories with younger people. Many older people work in schools or colleges as volunteer mentors, acting as positive role models for the young people and helping them improve their academic performance, social skills and general wellbeing. IP also provides a wealth of learning opportunities for older people (e.g. second language learning, computer skills, digital photography, creative writing). Often, the new skills they develop can help them live a more independent and fulfilled life.

<u>Children and younger people</u>: IP offers young people a wide range of opportunities to become engaged in positive activities and be respected for the contributions they make. Increased participation supports their moral, emotional and social development. In particular, engaging with older people improves their communication skills, self-confidence and self-esteem, and can help them avoid becoming involved in anti-social and risky behaviour, such as crime and substance misuse. Positive participation can also increase motivation, improve attendance at school/ college, which in turn helps improve academic performance and increases employment prospects. These outcomes are especially important in communities with a poor record of youth engagement, large numbers of NEET young people, or high levels of anti-social behaviour. Importantly, participation in IP can help improve the perceptions that others have of young people, and focus more on their skills and talents of the vast majority, rather than the negative stereotypes fostered by the behaviour of a tiny minority.

<u>Families</u>: Strong families are one of the key building blocks of our communities and increasingly the importance of the extended family is seen as a way of achieving benefits for all of the generations. Grandparents and older kin often play a vital role in the success of their grandchildren, and grandchildren reciprocate in their relationships and support. Where the extended family may have been weakened, opportunities exist to strengthen the family unit through older volunteers supporting parents, particularly those who are young or bringing up their children on their own. There are increasing numbers of examples of intergenerational projects that provide support and skill sharing for young parents.

All the above areas are prioritised in the Government's Public Service Agreements (PSAs) for 2008-2011, covering four main areas of social policy:
- Fairness and opportunity for all (PSA 9-11 and 14-16)
- A better quality of life (PSA 12-13, 17-19 and 22)
- Stronger communities (PSA 21 and 23-26)
- A more secure, fair and environmentally sustainable world (PSA 27-30).
(http://www.hm-treasury.gov.uk/d/psa_2008-2011_200409.pdf)

National priorities are also set out in Departmental Strategic Objectives (DSOs) and highlighted in many policy documents that promote socially inclusive approaches to community development. In these documents, the Government places a high priority on the involvement of all individuals and groups (including older and younger people). This type of engagement aims to empower individuals and communities, enhance personal development and wellbeing, and strengthen community cohesion.

Relevant policy documents include: *Every Child Matters* (2003, 2004), *Reaching Out: Think Family* (2007)*, Our Shared Future* (2007)*, Youth Matters* (2005, 2006)*, Aiming High for Young People (2007), Building a society for all ages* (2009)*, The Learning Revolution* (2009), *Strong and Prosperous Communities* (2009)*, Think Community* (2009).

4. Local policy context

In terms of local priorities, IP is an adaptable approach which can be used by local authorities to help them meet many of their NI targets, whether working independently or through Local Strategic Partnerships (LSPs). One of the strengths of IP is that it promotes cross-sector and cross-policy working. This is an approach that is particularly relevant in the current economic slowdown, when local authorities are under increasing pressure to meet targets in the most cost effective ways.

IP's considerable potential for supporting local authorities in their efforts to meet LAA targets has been recognised in various Central Government initiatives. However, the Government also acknowledges that successful IP programmes need to be locally delivered and supported and that local authorities have the pivotal role in achieving sustainable change.

This strong emphasis on local delivery is reflected in the *Generations Together Programme*, funded by four Government departments: DoH, DCSF, OTS, and DWP. The initiative is providing £5.5 million up until March 31st 2011 for 12 local authorities to develop IP that delivers demonstrable outcomes for older people and younger people/ children, as well as the wider community. In addition, there will be an overarching evaluation of all the demonstrator projects:

 'to provide robust evidence of the effectiveness of intergenerational initiatives, and, in particular, to demonstrate which models are most effective in delivering outcomes for which groups of people in which situations' ([Generations Together](): 14). The Programme also aims '*to promote a more strategic and sustainable approach to IP*'.

5. IP and National Indicators

The table below presents the 30 core NIs identified as those indicators which intergenerational approaches can effectively support. For each NI, the table provides the following information:
- Related national policy area
- Related PSA
- Number of local authorities that included the indicator in their LAAs ([CLG LAA Targets Matrix – Index]())
- Examples of IP projects that address that indicator

For each project, the table provides a link to a summary, with a list of the NIs that this type of IP can support, and the outcomes it achieves for different groups (a full list of project outcomes appears after the table). The summary also supplies links to the more detailed resources that sit behind the project.

Table of Core NIs, Policy Areas, and Examples of IP

NI	Descriptor	Broad Policy Area	PSA	No. of local authorities prioritising	Examples of IP N.B. This list does not highlight all relevant examples
01	% of people who believe people from different backgrounds get on well together in their local area	**Stronger and Safer Communities**	PSA 21	85	A Sense of Place (1) A Sense of Place (2) Active Ageing Programme Big Together Building Bridges Greenwich Intergenerational Project Intergenerational Projects (Rhondda Cynon Taff) Language Project Media Studies Project Schools Dementia Awareness Project Sense of Occasion Stepping Out in Stepney Then and Now (Belfast)
02	% of people who feel that they belong to their neighbourhood	**Stronger and Safer Communities**	PSA 21	7	A Sense of Place (1) A Sense of Place (2) Building Bridges Conflict & Change – Effects of World War II on Scarborough's Fishing Industry Extra Time: Generation Games One City Then and Now (Belfast) Women from the Vale

03	Civic participation in the local area	**Stronger and Safer Communities**	PSA 15	7	A Sense of Place (1) A Sense of Place (2) Big Together Swadlincote Debating Group Swynnerton Pond Project
04	% of people who feel they can influence decisions in their locality	**Stronger and Safer Communities**		86	Big Together Building Bridges Let's Talk Swadlincote Debating Group Swynnerton Pond Project
05	Overall/general satisfaction with local area	**Stronger and Safer Communities**		43	Active Ageing Programme Building Bridges Care Call Greenwich Intergenerational Project Language Project Living History Project One City
06	Participation in regular volunteering	**Stronger and Safer Communities**		42	A Sense of Place (2) Language Project Intergenerational Projects (Rhondda Cynon Taff) Mentoring Programme (St Thomas More) Schools Dementia Awareness Project Then and Now (Belfast) Writing and Drama Project
09	Use of public libraries	**Stronger and Safer Communities**		10	Changes in Society: Managing an Exhibition Conflict and Change: Effects of World War II on Scarborough's Fishing Industry

					Digital Photography and Book Project Remembering the Past, Resourcing the Future Under One Roof Women from the Vale
10	Visits to museums or galleries	**Stronger and Safer Communities**		2	Changes in Society: Managing an Exhibition Community and Youth Engagement: World War II Project Conflict and Change: Effects of World War II on Scarborough's Fishing Industry Intergenerational Projects (B&NES) Sense of Occasion Under One Roof
11	Engagement in the arts	**Stronger and Safer Communities**		24	Big Together Intergenerational Projects (B&NES) One City Social Cohesion through Intergenerational Dance Stepping out in Stepney Storyline Women from the Vale Writing and Drama Project
13	Migrants' English language skills and knowledge	**Stronger and Safer Communities**		3	Language Project
17	Perceptions of anti-social behaviour	**Stronger and Safer Communities**	PSA 23	57	Active Ageing Programme Care Call Extra Time: Generation Games Swadlincote Debating Group

21	Dealing with local concerns about anti-social behaviour and crime by the local council and police	**Stronger and Safer Communities**	PSA 23	60	Big Together Let's Talk
23	Perceptions that people in the area treat one another with respect and dignity	**Stronger and Safer Communities**		6	Been There, Bought the T-shirt Community and Youth Engagement WWII Project Digital Photography and Book Project Intergenerational Projects (Rhondda Cynon Taff) Language Project Living History Project Media Studies Programme My Stories Are My Identity Schools Dementia Awareness Project Sense of Occasion Stepping Out in Stepney Storyline Then and Now (Belfast) Women from the Vale
50	Emotional health of children	**Children and Young People**	PSA 12	20	Book Group Project Community and Youth Engagement WWII Project Gardening Projects Gardening With Schools My Stories Are My Identity Stepping Out in Stepney Storyline Programme Under One Roof
56	Obesity among primary school age children in Year 6	**Children and Young People**		101	Gardening Projects Gardening With Schools

58	Emotional and behavioural health of children in care	**Children and Young People**		6	
69	Children who have experienced bullying	**Children and Young People**		23	
81	Inequality gap in the achievement of a Level 3 qualification by the age of 19	**Children and Young People**		5	Mentoring Programme (St. Thomas More) Mentoring Project (Haywood College) NEET Mentoring Project
82	Inequality gap in the achievement of a Level 2 qualification by the age of 19	**Children and Young People**		3	Mentoring Programme (St. Thomas More) Mentoring Project (Haywood College) NEET Mentoring Project
102	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4	**Children and Young People**	PSA 11	3	Mentoring Programme (St. Thomas More) Mentoring Project (Haywood College)
106	Young people from low income backgrounds progressing to higher education	**Children and Young People**	PSA 11	9	Mentoring Programme (St. Thomas More) Mentoring Project (Haywood College) NEET Mentoring Project
110	Young people's participation in positive activities	**Children and Young People**	PSA 14	75	Active Ageing Programme A Sense of Place (1) A Sense of Place (2) Been There, Bought the T-shirt Big Together Book Group Project Changes in Society: Managing an Exhibition Community and Youth Engagement: World War II

					Project Gardening Projects Gardening With Schools Language Project NEET Mentoring Project Schools Dementia Awareness Project Sense of Occasion Social Cohesion Through Intergenerational Dance Stepping Out in Stepney Swynnerton Pond Project YMCA Volunteering Project
111	First time entrants to Youth Justice System aged 10-17	**Children and Young People**	PSA 14	76	Mentoring Programme (St. Thomas More) Mentoring Project (Haywood College)
117	16 to 18 year olds who are not in education, training or employment (NEET)	**Children and Young People**	PSA 14	118	Changes in Society: Managing an Exhibition NEET Mentoring Project Writing and Drama Project Stepping Out in Stepney YMCA Volunteering Project
119	Self-reported measure of people's overall health and wellbeing	**Adult Health & Well-being and Tackling Exclusion & Promoting Equality**		10	Active Ageing Programme Care Call Living History Project My Stories Are My Identity Remembering the Past, Resourcing the Future Schools Dementia Awareness Project Sense of Occasion Social Cohesion Through Intergenerational Dance Stepping Out in Stepney Under One Roof YMCA Volunteering Programme

138	Satisfaction of people over 65 with both home and neighbourhood	**Adult Health & Well-being and Tackling Exclusion & Promoting Equality**	PSA 17	6	Active Ageing Programme Care Call Language Project Swadlincote Debating Group
139	People over 65 who say they receive the information, assistance and support needed to exercise choice and control to live independently	**Adult Health & Well-being and Tackling Exclusion & Promoting Equality**	PSA 17	20	Active Ageing Programme Care Call Language Project
148	Care leavers in employment, education or training	**Adult Health & Well-being and Tackling Exclusion & Promoting Equality**	PSA 16	6	
192	Household waste recycled and composted	**Local Economy and Environmental Sustainability**		68	Gardening Projects Gardening with Schools
195	Improved street and environmental cleanliness (levels of graffiti, litter, detritus and fly posting)	**Local Economy and Environmental Sustainability**		72	Gardening Projects Gardening with Schools Swynnerton Pond Project

Outcomes of Intergenerational Practice

Outcomes for Communities
C1   Improved community cohesion
C2   Reduction in negative stereotyping, enhancing community safety
C3   Improved perceptions of young and old people
C4   Improved understanding of intergenerational practice (IP)
C5   Improved skills of local organisations and communities
C6   Improved use of educational institutions/ community facilities
C7   Healthier lifestyles and eating habits of families
C8   Improved partnership working between organisations
C9   Increased civic participation
C10   Enhanced pride in the local community/ area
C11   Increased social capital through volunteering activity by young and old
C12   Increased meaningful interactions between people from different backgrounds

Outcomes for Young People
Y1   Improved perceptions of young people by older people
Y2   Improved relationships with older people
Y3   Young people made a positive contribution
Y4   Young people engaged in volunteering
Y5   Young people developed healthier lifestyles
Y6   Young people improved their social skills
Y7   Young people learnt new skills
Y8   Young people shared/ taught skills to older people
Y9   Young people's self-esteem/ self-confidence improved
Y10   Young people have enhanced educational opportunities
Y11   Young people have improved understanding of the past/ their roots
Y12   Young people improved understanding of other cultures
Y13   Contact with positive role models leads to raised aspirations
Y14   Young people's stronger engagement in education
Y15   Young people's enhanced achievement
Y16   Young people supported to avoid failure
Y17   Young people are more motivated
Y18   Improved emotional health of young people
Y19   Increased sense of belonging to the local neighbourhood

Outcomes for Older People
O1   Improved perceptions of older people by young people
O2   Improved relationships with young people
O3   Reduced sense of isolation and consequent improvements in health and wellbeing
O4   Older people developed healthier lifestyles
O5   Older people learnt new skills
O6   Older people engaged in volunteering
O7   Older people feel valued

O8   Older people more engaged with their communities
O9   Older people shared/ taught skills to younger people
O10   Enhanced educational opportunities for older people
O11   Older people gained improved understanding of other cultures
O12   Older people made a positive contribution to the wellbeing of younger people
O13   Older people made a positive contribution, leading to improvements in their own health, wellbeing and identity
O14   Older people develop skills that help them to live independently
O15   Older people have an increased sense of belonging to the local neighbourhood
O16   Older people have greater satisfaction with home and neighbourhood
O17   Reduction in older people's fear of crime

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FULL OF LIFE

Generating success – intergenerational activities for schools

Schools are based right at the heart of their local community. Many already make the most of opportunities to bring their pupils together with older people who live in the community, allowing knowledge, experience and energy to be shared across all ages.

UK Older People's Day took place on 1 October 2008 as a celebration of older people in all of their diversity and richness. The day provided an opportunity for young and older people to take part in activities which bring them together and enable different generations to learn from each other. To promote this we adopted the theme of 'intergenerational practice' – encouraging activities which promote closer relationships between people of different ages.

The benefits of intergenerational activity for children and young people are many. Think about the impact grandparents have on those children who are lucky enough to have them; many take great interest in their grandchildren's lives and act as a confidante and friend. But the grandparents benefit greatly from this contact as well, for example by keeping up to date with the latest trends or just generally enjoying a more youthful view of life. Bringing activities into your school that involve older generations can help children experience these benefits, whilst also having a positive impact on the lives of older members of the community.

What are the benefits of intergenerational activity?

Intergenerational activity is the name to describe activities, programmes and projects that consciously seek to bring young and older people together. Many of these already happen without the label being attached, but what is important is the intention of bringing the young and old together.

Children and young people benefit from intergenerational activity in a variety of ways. Engaging with different groups of people who they would not usually mix with (such as older people) can encourage them to become active and involved citizens. Working across generations can address the negativity felt by adults towards younger generations, and combat some of the negative perceptions that younger people have of those they see as old. A long term intergenerational relationship can provide young people with role models who can motivate and encourage young people to fulfil their potential.

There are benefits for older people too. Engaging with young people can help them remain active as they age, learn new skills, continue to feel valued by society. This can help tackle increasing isolation and loneliness experienced by many older people.

And just as important, it can be a fun way of meeting new people by sharing and learning together.

To find out more about intergenerational practice visit:

- Beth Johnson Foundation Centre for Intergenerational Practice

How you can get involved

If you are new to intergenerational practice there are a number of ways you can involve your school and pupils in small, one-off events. We have listed some ideas below to get you started. For example, you could hold a school assembly, including a short introduction about older people, the important role they play in society and the contribution they make to the community. This could be supported by inviting an older person to speak at the assembly. Or you could invite a group of older people for tea/coffee, to talk to pupils about their school days. These types of events are generally a good way of introducing your school to intergenerational practice and the benefits it can bring to individuals and the wider community.

Knowledge the young can share with older people

- Invite older people into your school and let your pupils share basic IT skills with them. For example, a straightforward session on how to use the internet.

- Mobile phones are an integral part of our society and can be useful in emergencies but older people can still find them a bit of a mystery. Why not organise a time for pupils to share these skills with them?

- Pupils have youth on their side, and the energy that comes with it. Why not contact a local group to see if this energy could be used to help an elderly person in the garden who cannot do it themselves?

Knowledge older people can share with the young

- Organise a games time and invite older people to share those playground games they used to play when they were children. Hula-hoops anyone?

- The Second World War is part of the curriculum. Contact a local older people's organisation or group and ask them to share stories, photographs and memorabilia to bring history to life.

- Contact a local needlework or embroidery group and ask them along to provide a taster session for pupils.

- Where does our food come from? For example, growing vegetables is becoming more popular with everyone. Why not invite a group to talk about their experience?

For further information on how your school can get involved with intergenerational projects, please visit the following websites:

- Age Concern – Together we can make it happen

- Gardening with schools

Getting in touch with older people

There are a number of ways you can get in touch with older people:

- Speak to people you know. Your own family or those of your pupils are a good starting point.

- Contact your local older people's organisation or sheltered housing scheme.

- Contact your Local Authority.

- Contact your local Age Concern or Help the Aged Office.

Important Reminder

Before we give you some ideas for longer term projects and examples of how other schools are taking forward intergenerational work, it is important to remember that the safety of both children and visitors is of paramount importance. As with all work bringing schools and members of the community together, teachers or other adults in charge of young people should recognise and fulfil their legal responsibilities when allowing young people to contact and meet with adults from outside the school or group. Older people and those accompanying them must be treated in the same way as any other visitor. For the protection of both visitors and children, there should always be a teacher or other member of staff in attendance. This advice should be supported by your usual procedures, using the guidance contained in "Safeguarding Children and Safer Recruitment in Education".

Longer term projects to consider

Holding a small event in your school is a great start; however, intergenerational practice is an ideal opportunity for more thoughtful, planned activity which operates over a long period of time. Projects can be developed around celebrating an ongoing programme of work or as part of developing new areas you wish to move into.

If you want to explore further, the following websites may help:

- Centre for Intergenerational Practice
- Scottish Centre for Intergenerational Practice
- Wales Centre for Intergenerational Practice
- RSVP

Examples of what other schools are doing…

Here are some case studies to show you how schools around the UK have incorporated intergenerational activities into their curriculum.

St. Thomas More RC High School

St. Thomas More RC High School, an 11-18 Comprehensive School, has an intergenerational programme of work that started with a mentoring scheme in which older volunteers work alongside Year 7 pupils providing support to them in a variety of lessons for two hours a week.

The mentoring scheme encourages older volunteers to become purposefully involved in mentoring,

UK Older People's Day
Celebrating the contribution older people make to society

promoting a sense of personal identity, self worth, well-being and empowerment. Year 7 pupils, who are most at risk of failure, are targeted in order to improve their literacy skills and academic achievements, promote pupil self-confidence and self esteem, facilitating a successful transition from primary to secondary school.

The school works in partnership with organisations such as North Tyneside Council, Age Concern North Tyneside and Living History North East to support a wide programme of intergenerational projects; Cranes, Boats and Trains was such a project involving all of these partners. The students of the school, together with Age Concern volunteers, were part of an oral history project, learning about oral history techniques, and interviewing workers from the Tyne shipyards; a DVD was produced as a culmination of their work.

The project aims to develop a sustainable community-based initiative that brings older and younger people together, and to play a part in addressing issues of social fragmentation across generations.

Grassmoor Primary School Allotment Project

Year 5 pupils take turns caring for their school's allotment under the experienced eye of members of the Grassmoor Allotments Society; the project is co-ordinated by a multi-agency partnership team.

Sessions were delivered in the school setting on healthy eating, drugs awareness and first aid, and during ICT sessions an exhibition of the project was put together as a presentation to capture the whole experience. Parents and children from the Grassmoor New Street Tots group also gave a helping hand, growing their own runner beans from seed in the allotment. The outcome was that new friendships were made in the community whilst taking part in a healthy lifestyles project delivered through positive activities.

The school and the allotments society are fully committed to ensuring children continue to reap the benefits of growing and eating their own food. The project will start afresh with new pupils each September and has been incorporated into the school curriculum. It will be supported by the partnership.

Haywood Engineering College

Haywood Engineering College is a Comprehensive Foundation School for 11-16 year olds which became involved in intergenerational mentoring in 1999, as part of a Year 7 project, co-ordinated by the Beth Johnson Foundation until 2002. The school embedded mentoring into its whole school approach to learning and set up a team that supports its volunteer mentoring initiatives. This includes the intergenerational mentoring programme which enables students to work with older mentors who help with adapting to life at Haywood, supporting the development of their interests and aspirations, careers and further education opportunities.

The positive experience of being involved in intergenerational mentoring has led the school to be actively involved in other intergenerational projects linking with the Federation of Stadium Communities and Age Concern North Staffs on projects that deliver, most recently, on media studies and citizenship elements of the curriculum.

Age Apart Age Concern Oldham

Age Concern Oldham delivers a range of intergenerational projects across Oldham; throughout the course of a year they work with around 110 local primary and senior schools.

Age Exchange looks at participants' own life-stories including recent events in history. Students enhance their communication & ICT skills, along with their understanding of 'the past', as they examine periods in history such as the Second World War and school life pre-1940s, changes in technology and families. Older volunteers work one-to-one with a younger person recalling life memories to them and they produce a personal 'life story' book as part of the project.

The young people show an improvement in their school work and attitude, and once the project finishes, older volunteers are invited back to school for harvest festivals, Christmas concerts, presentation evenings etc.

Growing Up examines the real life differences in 'growing up' in Oldham. Older people are interviewed by a small group of young people about playtime activities, school life, family links and their diet as they grew up. The session looks closely at life as a child some fifty years ago and gives young people a wonderful insight into that era as well as a greater understanding of social and environmental changes. Personal items such as birth certificates, photographs, school reports etc are used to promote discussion.

Building Bridges in Leeds

Building Bridges, a Leeds community project, was commissioned in 2003 to build better relationships between old and young. The project aims to promote better understanding and break down stereotypes by bringing children from Leeds primary schools together with local older people using Circle Time.

Through games and discussions, local older people and pupils at schools get to know each other, share problems and memories, and talk together about their community. 'Building Bridges' is now part of Leeds Healthy Schools Programme. Education Leeds has trained more than 50 primary schools to use 'Building Bridges' in their own areas.

A toolkit has been adopted and republished by a national educational publisher and the project won a Euro cities innovation award in Gdansk, Poland in November 2007 for addressing demographic change and inclusion. A secondary schools' toolkit, Building Bridges 2 is to be launched in November 2008.

Web addresses

There are a number of websites mentioned throughout this document. To make it easier for those wanting to print this information, we have listed the full website addresses below in the order in which they appear.

Beth Johnson Foundation Centre
for Intergenerational Practice
www.centreforip.org.uk

Age Concern – Together we can make it happen
www.ageconcern.org.uk/AgeConcern/Documents/
Intergen_booklet.pdf

Gardening with schools
www.centreforip.org.uk/Libraries/Local/67/Docs/
Gardening schools Eng_final.pdf

Safeguarding Children and Safer Recruitment
in Education
www.everychildmatters.gov.uk/_files/
AD6343FE3EF01D9FC86617FE11940A48.pdf

Scottish Centre for Intergenerational Practice
www.scotcip.org.uk

Wales Centre for Intergenerational Practice
www.ccip.org.uk/

RSVP
www.csv-rsvp.org.uk/site/home.htm

UK Older People's Day
Celebrating the contribution older people make to society

Briefing Paper by the Beth Johnson Foundation: Intergenerational Programmes and Practice

Intergenerational Practice Ministerial Round Table Discussion, House of Commons, 25 March 2008
Chaired by:
Rt Hon Beverley Hughes MP, Minister for Children, Young People and Families

The first intergenerational programmes (IPs) were created in North America in the late 1960's and 1970's as a result of the growing awareness that social and demographic changes in society were contributing to a reduction in the interaction between older and younger people and an increase in negative age-related stereotypes. The first IPs were organised to respond to these changes and myths. These initiatives were generally characterised as a strategic countermeasure to patterns of residential and social segregation of age groups and the negative consequences associated with these trends such as a decline in senior adults' life satisfaction and a reduction in the extent and quality of the social networks of children and older adults (Henkin and Kingson 1998/99; Kalish 1969; and Stearns, 1989).

During the 1980's the purpose of IPs began to change. They started to become concerned with mitigating the problems affecting two vulnerable populations, children/young persons and older adults. These problems have been summarised as low self-esteem, drug and alcohol abuse, poor academic performance, isolation, the lack of appropriate support systems, unemployment and the lack of familial and social ties.

From the early 1990's the scope of IPs has broadened in an attempt to become an agent to revitalise communities through action programmes to reconnect the generations. By the end of the 1990's IPs started to increase dramatically in Europe in response to issues such as the integration of immigrants in the Netherlands, the social inclusion and growth of active aging in the United Kingdom, and the perception of a crisis affecting traditional family solidarity models in Spain.

While there is a large number of intergenerational programmes of different types and sizes now operative worldwide, the number of documented assessments and published evaluation studies that extend beyond providing descriptions of individual programs is relatively small (Kuehne, 1998/99). Nevertheless, there are some notable exceptions. A recent analysis of over 120 programmes in Australia (McCallum et al, 2006) identified sets of clear benefits for participants. For older people, benefits ranged from individual (ability to cope with mental disease, increased motivation, increased perceptions of self worth) to relational (making friends with young people, escape from isolation) and benefits for the community (reintegration, skill sharing, volunteering).

Such findings are consistent with outcomes from research in the field of gerontology which indicates the important role of social relationships and active community engagement in contributing to the physical and psychological health of older adults (Ryff, 1989). Intergenerational researchers are finding that the

most valuable encounters with children and youth are those that afford opportunities for seniors to form deeper relationships, with a sense of emotional connectedness, with young people.

For young people benefits noted in the Australia meta-analysis study included: increased sense of worth, self-esteem and confidence; access to adults at difficult times; enhanced sense of social responsibility; better school results; less involvement in offending and drug use; better health; improved school attendance and greater personal resilience. Results from the U.S. National Longitudinal Study of Adolescent Health (2000), a nationally representative study that explored the causes of health-related behaviours of teenagers and their outcomes in young adulthood, provided additional evidence about the protective role that connections to caring adults other than parents can play in the lives of at risk youth.

In England the Centre for Intergenerational Practice currently supports over 700 organisations either delivering or developing intergenerational projects. This is complemented by organisations such as RSVP and Age Concern England who support their own networks of volunteers and organisations and doesn't include organisations in Wales, Northern Ireland and Scotland.

Analysis of documented case studies, information in the database of the Centre for Intergenerational Practice and evidence gathered from network meetings and other surveys suggest that the main categories of intergenerational practice currently operating are:

- Intergenerational volunteering, within which mentoring, skill sharing and coaching are the main sub-categories.

- Programmes to promote community relationships and promote community safety and address fear of crime.

- Programmes to promote Active Ageing and improved health and well being.

- Programmes to support young people and families through both older family members and volunteer support.

These categories of intergenerational practice are expanded on below in the context of specific settings.

Children's Centres
Without necessarily being labelled as intergenerational a significant proportion of volunteers are older people who often also contribute to management committees.

Schools
Older volunteers undertake a number of vital roles. These include:-
- Literacy and numeracy support

Although we have no detailed figures for the number of such volunteers large numbers of older people are involved in schemes to raise achievement

- Mentoring
  There has been an incremental growth in mentoring programmes that establish relationships of mutual caring, commitment, and trust between young people and people with more experience (Hatton-Yeo 2000). This is an area where there is a much clearer evidence base that notes benefits for at risk youth that include enhanced self-esteem, improved school attendance, decreased involvement in offending or alcohol and drug misuse and improved school attainment. At the same time the older volunteers demonstrate improved well-being, self-esteem and engagement in other community activities.

- Skill Sharing
  A number of programmes exist where older volunteers teach specific skills. This can range from arts and sciences to older bikers working with excluded young men to teach them motorcycle repair skills as a route in to employment. At the same time there is a growth of young people teaching IT skills and the use of the mobile phone. In recent years more and more schools are using older volunteers to help with gardening, cookery and environmental projects.

Older volunteers also provide an important resource for living history and citizenship projects.

Young volunteers also provide reciprocal support to vulnerable older people. Gardening projects with sheltered housing complexes, inviting older people's groups to events and visits, reading to people with failing eyesight or shared projects around curriculum topics all serve to enrich the lives of older people.

Importantly they also enable older adults to experience what young people and their lives are really like and so to challenge the very negative attitudes that many have about today's young people. A recent series of consultation events with young people highlighted how concerned they were by the negative way they felt they were treated by adults.

Youth Initiatives
Volunteering by young people is recognised as an increasingly important mechanism to gain self-esteem, a sense of civic responsibility and the essential life-skills necessary for employment and successful relationships. The link between volunteering and personal well-being and competence has been effectively demonstrated. Intergenerational volunteering by young people will be particularly important in the future because of the ageing of our population. For example a number of successful schemes now operate that link intergenerational volunteering to a positive attitude to employment in the field of health and social care.

Neighbourhoods and Communities

The main focus of intergenerational community initiatives has been either to reduce perceived tension and fear of crime or to build cross-cultural relationships. The arts and the environment have been used with great effect to these ends and the evidence is that often quite simple things can have an appreciable impact.

Increasingly work in communities has begun to look at mechanisms for whole community planning and to engage the young and old in local political process. The establishment of youth forums and older people's forums provides a framework for this.

Organizations such as the International Longevity Centre-UK are playing an active role in drawing attention to programmes, policies, and environmental design practices that help to meet the challenge of creating 'Lifetime Neighbourhoods' (Harding 2007) These are viewed as sustainable communities that offer a good quality of life to all generations and form one element of the Government's Housing Strategy for an Ageing Population.

Supporting Families

The role of intergenerational programmes in strengthening and supporting the family is well developed in North America and has been growing incrementally in the UK in recent years. In addition grandparents and older kin provide an essential childcare support function particularly where both parents work or the child belongs to a single parent family.

Increasingly evidence demonstrates that more and more older kin are taking on the primary role in raising their grandchildren particularly where there are problems over family breakdown or drug and alcohol abuse. It is estimated that 300,000 children may have older kin as their main carers.

Programmes fall in to a number of categories:

i) Support for grandparents who are raising their grandchildren
Mentor UK is the best example of this and is targeted at families where there are specific issues around substance abuse.

ii) Foster grandparent schemes
In these cases an older person befriends and advises a young person and their mother where they don't have other reliable older adults in their lives. Projects have worked particularly with young mothers to support them in their parenting practices.

iii) Support to young carers
Significant numbers of young people help to look after a parent or grandparent. Some young carer's schemes have used older adults to provide support and encouragement to the young person.

iv) Specific skill sharing
For instance groups of older women working with young mothers to help them learn cooking skills and in the process they befriend and offer support for one another.

Sources of Investment and Funding

According to a Survey about Funding of IP recently carried out by the Beth Johnson Foundation (Schlimbach, 2007), the main funding streams are:

- Trust Funding
- Funding from Local Authorities
- Partnership Funding (Organisations undertook projects with partner organisations. The partner organisations (co-)financed the projects)
- Own Contribution (Organisations funded the projects from their own resources)

Most Organisations received funding from different funding streams and used significant amounts of their own financial resources to run intergenerational projects. The Survey showed that at a time when IP has become a political priority funding is still difficult and a main concern for organisations.
There is a lack of long term funding which would secure the sustainability of projects.
In many cases IP only existed to the extent found because of the engagement of the project leaders and with the help of volunteers. Also, a great deal of creativity was required by the practitioners to work with very small funds.

Gaps and Barriers

Although there are a large number of intergenerational programmes in England the majority of these exist on short term funding, which limits the development of consistent programmes over extended periods. The balance to this is that older people do volunteer over extended periods with high loyalty, and volunteering projects often continue to exist after programme funding has finished.

Currently the main gap is the lack of resources to help guide the development of new projects and in particular to locate them within local schemes such as the Local Area Agreement and the PCT's public health agenda, to enable them to be seen as an effective way of achieving the proposed outcomes but for more than one group of the population.

By their nature IPs are often preventative or promote good health and well being. Their outcomes may not, therefore, be simple to demonstrate in the short term which can make output driven funding difficult to achieve. It is hoped that the upcoming literature review undertaken by the NFER, and funded by the Local Government Association, will build a better understanding of the medium term benefits of intergenerational practice.

This funding problem is exacerbated by the limited evidence on outcomes which can make it possible for people to dismiss IPs, particularly community programmes, as 'fluffy' and soft.

A further barrier is peoples increasing concerns over child, young people and vulnerable adult protection. This is a particular concern for community activities where schools and young peoples groups could become so over cautious that certain activities may not be able to happen in future. There is also evidence that older men may be particularly nervous of intergenerational volunteering because of the fear of allegations being made against them.

The lack of a set of agreed national principles that describe intergenerational programmes means that the terminology is open to wide ranging definition and practice further complicating the problem of properly assessing impact and potentially diluting understanding by the lack of a prioritised focus.

Another obstacle that intergenerational practitioners face is the difficulty of working across agencies and sectors with different missions, reporting requirements, policies, and staff training procedures. This tends to make it difficult to work in communities to develop intergenerational programs in a systematic and coherent way.

If we look at the trajectories of IG initiatives, we can identify how many of the obstacles noted above contribute to short-term ("one off") programmes and practices which limits sustainability and the development of a systematic understanding and conceptual framework for intergenerational programmes.

Specific Actions

It is suggested that Government consider the following actions:-

(i)   Commission the development of specific guidance for schools and youth organisations on developing intergenerational volunteering and mentoring to raise the aspirations and achievement of young people at risk.

(ii)   Undertake evaluated pilots of family support projects aimed to:
  a. Support children and young people with limited networks of supportive adults.
  b. Support young mothers and mothers experiencing parenting and related problems to improve their confidence and skills.

(iii)   Develop youth intergenerational volunteering schemes aimed to support isolated and vulnerable older people and hence provide positive examples of young people working in their communities to challenge ill informed negative stereotypes.

(iv)   Investigate the models for lifetime neighbourhoods from an intergenerational perspective and consequently develop a set of principles outlining the factors that promote good cross-generational relationships and social cohesion to inform future local policy, planning and practice.

(v)   Establish pilots to develop joint partnership working between youth forums (or parliaments) and older people's forums to examine how cross-generational democratic participation can strengthen civic engagement and responsibility.

(vi)   Agree on the mechanism to promote the strategic development and conceptual understanding of the scope and limitations of intergenerational work to support the future delivery of programmes at all levels.

(vii)   Work with Local Authorities and PCTs to clarify where intergenerational programmes provide a cost effective mechanism to meet key local objectives such as promoting health and well being.

(viii) To develop specific guidance on organising intergenerational community activities that addresses the issues of registration, risk assessment and appropriate checks in a manner so as to balance concerns over safety and the need for groups to mix and have contact.

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Some illustrative examples of intergenerational projects:

Arts – "Magic Me" Intergenerational Arts Projects

Magic Me is a specialist provider of intergenerational arts projects, using creative activities to bring together young and older people for mutual benefit, learning and enjoyment. Each project has its own aims in relation to community development and individual participant's personal and skills development. To date, projects have used story-telling, creative writing, photography, weaving, drama, dancing, puppetry, carnival, mosaic, ceramics, painting and poetry to bring together young and old participants. In 2006, Magic me started a 3 years intergenerational programme including 10 arts projects using visual arts, performance and digital media.

Community Safety - Young Offenders supporting older People in Care Settings

The Young Offenders Institution in Onley, West Midlands, together with the local community developed a programme of voluntary placement. The young offenders were released on temporary licence to volunteer in local organisations, including two day care settings for physically frail elderly people, including those with dementia. A case study proved the mutual benefits of this mode by:

- facilitating the integration of young inmates back into the community
- reducing the risk of re-offending
- enabling the strength of generations to support each other
- enhancing the ability of young offenders, to raise their self-esteem and self worth
- reduce the exclusion of older people, with physical frailty and those with dementia from mainstream social networks
- reducing negative stereotyping and discrimination, and developing sustainable pathways towards more social cohesiveness.

Reminiscence - British Film Institute: "Screen Dreams"

bfi Education provides many opportunities for Lifelong Learning relating to film and television. Since 2001 bfi Education's Development Officer for Lifelong Learning, Marysia Lachowicz, has been initiating and running a series of reminiscence events. For an example, "Screen Dreams" focuses on valuing the past, creating new memories, sharing old ones and bringing youth and experience together. Taking the Screen Dreams exhibition, created in collaboration with the Age Exchange Reminiscence Centre in Blackheath South London, the bfi aimed to provide a unique set of learning experiences which span generational divides. The schools' project related closely to the History and English National Curricula and offered opportunities for expressive and creative work in the classroom as well as a unique set of interactive experiences for teachers and pupils. The exhibition showed taped interviews and written testimonies combined with photographs and memorabilia to evoke strong memories of films, cinema going and life in London over the last 70years.

Grandparents - Mentor UK Drug Prevention Grandparenting Project

In the UK there are thousands of grandparents who take on full time care of their grandchildren. A significant proportion of the parents of these children have significant drug problems. Many children in these situations have witnessed and even assisted parents in managing their drug problems. Grandparents often lack knowledge about their rights and responsibilities, have access to very little information, are unaware of sources of help or support and often want guidance about the day-to-day practicalities of living with children and young people.

Mentor UK is working in partnership with the Department of Health, Adfam and Grandparents plus to identify what information, support and advice grandparents raising their grandchildren need in order to protect their grandchildren from drug related harm.

Multicultural Learning and Community Cohesion – "Lime"

The "Lime" Project aimed to extend understanding about the factors that contribute or inhibit intergenerational and multicultural learning. Within this project, several activities were developed: 150 participants were involved in workshops of the "Celebration of Family Learning" action day. Each workshop aimed to celebrate diversity and enable different participants to share their experiences with others. The interactive and practical focus of workshops allowed participants of all ages to join in.

Health - PCT Liverpool Intergenerational Active Age Programme

The Intergenerational Active Ageing Programme, run in the school, encourages both generations to engage in discussions related to health, healthy foods, services and helps to identify older people with skills who wish to pass on to the young.

Older people are becoming more confident and vocal towards their needs. They are gaining information regarding health and other services they wouldn't have access to normally, and are acting on that information by improving their health and physical activity levels and using services that they were previously unaware of.

This programme helps in the reduction of falls and empowers older people with the knowledge and skills to improve quality of life and prevent ill-health. It helps to make them feel valued members of the community, and raises awareness of the issues related to younger people, which in turn helps with the process of bridging the generation gap, and making interacting with younger people a more pleasant experience instead of a fearful one.

Skills Exchange: Young to Old - Sixty Plus Intergenerational Projects

Starting with the creation of an Intergenerational Mosaic in 1996, Sixty Plus (London) has developed and consolidated a range of intergenerational projects. The organisation allows young people to provide services to older people by volunteering, the majority of young volunteers work in Reading, Computer and Language Projects. Young people are trained to work with people in their own homes.

The Intergenerational Computer Project aims to increase older people's access to information and communication technologies using the skills and experience of younger volunteers. The young people are sent into isolated older people's homes once a week to provide tailored computer coaching.

In a multicultural area, the Intergenerational Language Project aims to break barriers to participation for older people isolated through a lack of English language skills.

The Intergenerational Reading Project matches older people who are blind or visually impaired with young volunteer readers. The volunteer visits the older person to help with all aspects of domestic administration.

Skills Exchange: Old to Young - Intergenerational Mentoring Projects

The Beth Johnson Foundation successfully ran a number of Intergenerational Mentoring Projects, starting with the year 7 project from 1999 to 2002. The project aimed to promote educational, social and health benefits for both younger and older participants. It was designed to facilitate the development of a sustainable intergenerational mentoring scheme in local schools. In 2002, after an intensive evaluation period, the "Stoke mentoring project" was launched for another 3 years. This project addressed the findings of the year 7 project that prevention should take place at an earlier stage, during the transition from primary to secondary school.

The projects recruited and trained older volunteer mentors to support young people, providing early intervention to pupils who were experiencing particular difficulties, under- achieving, and who are at risk of falling behind within the school system.

The Foundation also worked with an external evaluator to develop guidance materials for schools and a tool in order to identify potential mentees and to detail the outcomes they will be aiming for.

The mentoring scheme has now become mainstreamed as a school based initiative in 2 local high schools and 5 local primary schools. Training, guidance and evaluation materials have been developed to help schools and authorities develop the project locally.

Generations Learning and Playing Together - Go through the Ages

The oriental strategy game of Go is at least three thousand years old and can be played over all ages. The Education Officer of the British Go Association, Peter Wendes, uses Go as intrinsically intergenerational way, introducing Go to children, their teachers and parents, all learning together as all are starting from scratch. Highlights over the last five years have been Family Learning Days, several workshops for the National Academy for Gifted and Talented Youth at Warwick University and a Project tour in Japan. Currently, workshops are run throughout the UK and Europe, and can cater for up to 100 participants, of any mixture of ages, and any intellectual level. There are some 25 tournaments a year, with categories for all ages, and 54 Go clubs around the UK where skills can be honed.

In summary, Go is an ideal intergenerational experience because:

- It needs only the simplest equipment, which is easy improvise.
- It uses very simple, non-arbitrary rules.
- It is easy to handicap, so any two individuals can enjoy a challenge together.
- It demonstrates the value of mutual respect
- It develops thinking skills and focus.

Sports - Crossover Intergenerational Dance Company

Crossover aims to offer dance performances and workshops by and for intergenerational audiences aged 0 to 100 that are physically demanding, artistically challenging, socially inclusive and fun. Providing intergenerational dancing experiences, Crossover addresses the stereotyping that goes with specific ages and particularly research the movement that can accompany these conventions. The company looks at differences and unexpected similarities, promoting the idea that people of different generations can find a common language through dance.

Crossover works with small groups of dancers of widely different ages for a significant and regular amount of time. The dancers develop a performance according to their ideas and feelings about age, the rehearsals leading to a work-in-progress performance.

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