Intergenerational Training Course for Trainers and Practitioners

Edition 2

Generations Working Together.org

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Intergenerational Training Course for Trainers and Practitioners

Contents

Introduction

This booklet includes learning outcomes and activities which introduce practitioners to Intergenerational Practice. It is divided into three areas:

- An introduction to intergenerational practice.
- Bringing generations together.
- Planning and evaluating intergenerational practice.

The activities can be used to increase knowledge and understanding around the following areas.

- Intergenerational practice – what actually is it and why is it important?
- Can the benefits and outcomes be demonstrated?
- How to bring different generations together effectively through differing activities in positive, enjoyable, supportive and productive ways.
- Addressing stereotyping.
- Similarities and differences between the generations.
- The language of evaluation.
- Outcomes or Outputs?
- Matching to policies – local and national.
- Evaluating the impact and presenting the evidence and results.

Sew Fabulous

The Context

Intergenerational practice has been around for many years and is expanding rapidly in Scotland with projects taking place in a multitude of settings including:

- Care homes, day and residential care.
- Nurseries, primary and secondary schools.
- Church halls and community centres.
- Recreational facilities.
- Libraries.
- Parks.
- Workplaces.

Generations Working Together (GWT) supports 22 local networks and has a membership of almost 3,000 practitioners and organisations engaged in intergenerational work.

Intergenerational work involves people from different generations coming together to help and learn from each other and work for the common good, isn't new. Traditionally, it would occur as a part of daily living within family and community life however for others it will be less familiar. Over the past few decades we have witnessed demographic and social changes such as those to family structure, childbearing age, dependency ratios for the elderly, a likelihood of four generations families, new roles for women, a delay of life transitions and an erosion of intergenerational trust[1].

Intergenerational work is a proven approach which addresses a range of challenges that we have here in Scotland. The approach is gaining a higher profile within voluntary, public and private sectors and supports the delivery of Scottish Government policies and strategies such as the Scottish Government Strategic Objectives, (Wealthier and Fairer, Smarter, Healthier, Safer and Stronger, and Greener), Curriculum for Excellence, Dementia Strategy, Towards a Mentally Flourishing Scotland, A More Active Scotland and other similar strategies.

[1] Intergenerational Pathways to a Sustainable Society, Kaplan, Sanchez & Hoffman 2017

By using an intergenerational approach projects can create new environments and opportunities to confront ageism, break down the barriers of age-segregation and forge long lasting and life-changing relationships.

As we know, ageism is routed in our society and is fuelled by the separation of our population along generational or age-related lines. The negative story of Age is very powerful, it is ingrained in our sub conscious and broadcast continuously by the media. We acknowledge that there are challenges ahead, however we recognise too that there are huge opportunities.

Young people may have preconceptions of older people and stereotype them and vice versa. Bringing these two diverse groups together can be challenging and thought needs to be given before bringing any group together for the first time – it does not just happen! Bringing generations together happily and confidently to reduce anxiety and shyness needs sensitive and effective planning. Expectations and assumptions need to be addressed.

Work which involves people from different generations can be very successful, with a great 'feel-good' factor, and yet it can be difficult to fund unless outcomes are recorded and there is clear evidence to demonstrate positive impacts and effects. It can be challenging even for experienced practitioners.

Evaluating the effectiveness of intergenerational practice might be perceived in very different ways: as a chore to be completed right at the end of a project; a specialist task for external consultants; a condition of funding; or an aspect of practice which has the least priority for cash-strapped projects and teams. Yet, it should really be something which is at the heart of plans and purposes – it should provide the energy, enthusiasm and motivation to shape and fuel what happens next. It should also help to shape ideas about quality and good practice. Most evaluations to date are carried out in-house however GWT would like to encourage

Balhousie Links

organisations to build in the cost of external evaluations into new projects in order to gather a strong evidence base for the effectiveness of intergenerational practice.

Learning Outcomes

This booklet is divided into three areas with the following learning outcomes.

What is Intergenerational Practice?

On completion participants will be able to:

- Describe what intergenerational practice is and how it can be defined.
- Explain how planned intergenerational work can be relevant to meeting policy aims in different areas of social policy, community development and work with children, families and older people.
- Explain the relationship between intergenerational practice activities, policy and outcomes.

Bringing Groups Together

On completion participants will be able to:

• Give examples of how-to bring generations together to effectively meet challenges and overcome barriers.

• Describe the importance of bringing different generations together during a staged process.

• Demonstrate how to address ageism and stereotyping through a range of activities.

• Describe and demonstrate how intergenerational activities and projects can be accessible and inclusive.

Social Impact

On completion participants will be able to:

• Demonstrate the importance of monitoring and evaluating intergenerational activities and projects in a planned way.

• Evaluate the potential impact which intergenerational practice may have on participants and within communities.

• Demonstrate a range of approaches to monitoring and evaluation.

• Describe the issues around participation and involvement in monitoring and evaluation processes.

• Choose a range of methods for presenting information and the evidence collected during monitoring and evaluation.

Download Documents

Activities are available to download from **www.generationsworkingtogether.org** which will assist you in delivering intergenerational practice in your own workplace or with your own group.

Where an activity has an element to download the following sign will be displayed.

Govan Craft Cafe

What is Intergenerational Practice?

A definition of Intergenerational Practice

As Intergenerational practice continues to develop there is still debate around how it is defined, structured and approached. The most commonly used working definition in the UK states that:

Intergenerational practice aims to bring people together in purposeful, mutually beneficial activities promoting greater understanding and respect between generations and contributing to building more cohesive communities. Intergenerational practice is inclusive and builds on the positive resources that younger and older generations have to offer each other and those around them [2].

An intergenerational approach is an effective way to address a number of issues, many of them key Scottish Government priorities as noted in the introduction.

Historically intergenerational activity would involve younger people aged up to 25 working with older people 50+.

GWT recognises the importance of supporting people of all ages, empowering and engaging them in community life. Projects in Scotland are encouraged to work with the young and old and also across the generations.

Other definitions:

- Intergenerational programmes (projects) provide opportunities for unrelated younger and older people to interact with each other; typically, at a location serving either youth or older adults

- Shared site programmes involve one or more organisations delivering services to unrelated younger people, usually 24 and under with older adults, typically over 50, at the same location, such as a building, campus, or neighbouring buildings[3].

- Intergenerational community refers to a place that (1) provides safety, health education and the basic necessities of life, (2) promotes projects, policies, and practices that increase co-operation, interaction, and exchange between people of different generations and (3) enables all ages to share their talents and resources and support each other in relationships that benefit both individuals and their community[4].

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[2] Beth Johnson Foundation
[3] 2001 Generations United, 2018
[4] Generations United, 2016

What is a Generation?

For the purposes of intergenerational practice, a generation is considered to be a difference of around 20 - 25 years. Over this gap in age, researchers can measure and view marked differences in a number of social aspects of our life. In America, Dr. Jill Novak talks about "Six Living Generations", which are fairly distinct groups of people. Each generation has different likes, dislikes and attributes. Together they have collective experiences as they have aged, leading to similar ideals. Dr. Novak explains that their date of birth may not always be indicative of a person's generational characteristics, however as a common group they will have similarities.

The Six Living Generations in America:

GI Generation born between 1901-1926

- Children of the WWI generation and fighters in WWII and were young in The Depression…
- All leading to strong models of teamwork to overcome and progress.
- Marriage is for life, divorce and having children out of wedlock were not accepted.
- Avoid debt … save and buy with cash.
- Remembers life without airplanes, radio and TV.

Mature/Silents born between 1927-1945

- Lived through their formative years during an era of suffocating conformity, however also during the post-war happiness: peace, jobs, suburbs, TV, Rock 'n' Roll, cars and Playboy Magazine.
- Men pledged loyalty to the corporation, once you got a job, you generally kept it for life.
- Pre-feminism women; women stayed home generally to raise children, if they worked it was only certain jobs like teacher, nurse or secretary.
- In school, the gravest teacher complaints were about passing notes and chewing gum in class.

Baby Boomers born between 1946-1964

- These include the save-the-world revolutionaries of the 60s and 70s and the career climbers of the 70s and 80s.
- The first TV generation.
- The first divorce generation.

Generation X born between 1965-1980

- The "latch-key kids" grew up street smart however isolated. These children were often of divorced or career driven parents. The term "latch-key" is derived from the house key kids wore around their neck, because they would go home from school to an empty house.
- School problems were about drugs.
- Late to marry (after cohabitation) and quick to divorce…many single parents.

Generation Y/Millennium born between 1981-2000

- The 9/11 Generation" "Echo Boomers".
- Prefer digital literacy as they grew up in a digital environment.
- Envision the world as a 24/7 place.

Generation Z/Boomlets born after 2001

- With computers and web-based learning, children leave toys behind at a younger and younger age. They have never known a world without computers and mobile phones.
- 4 million will have their own cell phones.

Further reading at:
https://bit.ly/1moux2B

Principles of Intergenerational Practice (IP)

Researchers (Pinto et al (2009)) suggest a set of 8 core principles that should be considered when adopting an intergenerational approach.

1. Mutual and Reciprocal Benefit

IP is based on the principle of all participating generations gaining benefit and are engaged on equal status. By working together, both groups also ensure that important traditional skills are maintained for future generations.

2. Equal participation

Successful IP is based on the aspirations of the generations participating. As for all successful work that engages with groups of people, the participants are fully involved in shaping the programme and feeling a sense of ownership and power in shaping it and taking it forward. Good IP is dynamic and connects across the generations and within the generations.

3. Asset Based (person centred)

IP is assets based. It works with the generations to help them discover their strengths and then builds on these assets to build success, understanding and mutual respect.

4. Well Planned

IP is not intended to replace natural connections, but instead, reflects a conscious attempt to create positive changes that are in addition to naturally occurring processes. It is based on structured programmes or projects, and the evidence is that the principles of good programme design are just as essential to successful IP as any other project.

5. Culturally Grounded

The rich cultural diversity that exists across Europe means that there cannot be common programmes that will work in all settings. Whilst the principles behind the approach may be the same, the needs, context and attitudes of people may differ widely.

6. Strengthens Community Bonds and Promotes Active Citizenship

IP promotes the engagement of people from across the generations with each other and those around them. Its emphasis on positive connection, recognising and building on people's strengths, is a highly effective way of building stronger, better connected communities with increased social capital and citizens who are more engaged in local democracy and social concerns.

7. Challenges Ageism

The young and old are the victims of ageist attitudes to varying degrees across Europe. IP provides a mechanism for the generations to meet each other, to work and explore together and from this rediscover the reality of who they really are and what they have to gain from being more involved with the other generations.

8. Cross-disciplinary

In recent years increasing professionalisation has led to an increasing specialisation in training and development. IP provides a vehicle and an opportunity to broaden the experience of professionals to working in a more inclusive way and to become involved in cross-training with other groups to enable them to think much more broadly about how they undertake their work.

Pinto et al; 2009 Guide of Ideas for Planning and Implementing Intergenerational Projects Together: yesterday, today and tomorrow. Editor: Teresa Almeida Pinto Association VIDA

Why is Intergenerational Practice Important?

It increases social inclusion.

It strengthens connections among different age groups who might not normally meet.

It develops friendships.

It promotes health and well-being for all involved.

It helps to create stronger local communities.

It brings different views together developing mutual understanding.

It breaks down stereotypes, myths and misconceptions.

It drives down ageism, especially when genuine friendships across generations are formed.

It breaks down social isolation and loneliness (for young and old).

It makes local services more effective for all.

It increases communication skills and understanding between the generations.

It brings people together in practical ways.

It helps to understand the impact of people's attitudes.

It supports volunteering.

It creates a positive pride in the area people live in.

It promotes understanding and reduces disputes.

It creates mutual respect, and this helps to reduce antisocial behaviour.

It helps to recognise the difference between a gang and a group.

It helps in understanding and respecting differences.

It leads to personal involvement from all ages.

It's a strategic tool to enable change.

It increases participation, sharing values and making decisions.

It develops strong partnership working.

It provides opportunities for organisations to share resources.

Activity: Dragon's Den

This activity explores how intergenerational practice is important to achieving targets in many different areas of work. It also starts the thought process behind planning a new activity.

Instructions

- In groups, think of an idea for an intergenerational project which will involve your organisations/groups working together.

- Using the accompanying activity sheet, list some relevant outcomes for younger/older people and for the community. Consider the challenges and barriers to your project and list in the relevant box.

- This should be relevant to at least two broad policy areas and strategic priorities and outcomes.

- Identify local priorities or policy that intergenerational practice would contribute to from your own local authority area, such as Community Plans/Improvement Plans.

- Be prepared to sell your ideas to the Dragons so you gain as many of their votes as possible.

The project ideas created in this activity can be used as a case study for other activities detailed within this training guide.

Activity: Planning an Intergenerational Project

This is a short activity which asks the fundamental questions about the project, which should be considered before you begin.

Activity: Ensuring Intergenerational Practice

This activity asks questions about intergenerational practice in connection with the project and ensures that you include the principles within your work.

Generations on Screen

Building Communities through Intergenerational Work

We know there is a growing need to make our communities better for our ever-growing ageing population, but how can this be done? Traditional, family structures and community structures have changed and eroded. In addition, over the years policy has segregated and focused on specific age groups leading to spaces and places being created for age groups. Too often our younger and older generations are marginalised and left on the sidelines when they should be contributing to discussion around community life. These generations both young and old have great assets which are not yet being developed to the full. It makes sense that we fully utilise and make the most of these assets.

Communities good to grow old in should also be good to grow up in. We must intentionally create ways in which we can build these connections between the younger and older generations.

Generations United suggest that this perspective is reflected in the families, facilities structures, services, policies, and regulations that children, youth, and older adults encounter in the community as well as in day-to-day interactions and relationships. Partnerships between local government, older adult living facilities, schools, colleges and universities, multiservice organisations, businesses, cultural and community organisations, and community members of all ages are essential for intergenerational communities.

An intergenerational community builds on the positive resources that each generation has to offer to each other and those around them. It also advances policies and practices that both acknowledge and promote the better, more efficient results you get when you mix ages[5].

This work is very important and is about opening doors to explore how including people of all ages, specifically the younger and older generations can net greater returns.

There is evidence from a range of sources that intergenerational work can support development of community capacity and build social capital through creation of new community networks and support systems.

We know that most of our communities are multigenerational in their make-up however most are not intentional in their efforts to bridge the generations. If we move towards a more intergenerational community, all our ages would be integral and a valued part of our society.

Social capital describes the pattern and intensity of networks among people and the shared values which arise from those networks. Greater interaction between people generates a greater sense of community spirit. Definitions vary however the main aspects include citizenship, 'neighbourliness', social networks and civic participation.

Connecting Generations

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[5] Generations United **https://www.gu.org**

Social capital offers many benefits to communities

- It allows people to resolve collective problems more easily by reinforcing social norms.
- Relationships between family, friends and neighbours can provide a safety net which can be critical for survival when formal supports and services are absent or inadequate.
- It can help to mitigate the effects of socio-economic disadvantage.
- It can improve the quality of education.
- There is a strong relationship between social capital and better health and the accessibility of health services.
- It can increase sense of belonging.
- It has an ability to make wider connections.
- It can improve trust and civic engagement.
- It can increase confidence and capacity of individuals.
- It enables different groups within the community to get on well together.

Community involvement can help to build social capital

- Increased interaction between individuals and groups cultivates norms of reciprocity through which people can become more willing to help and support each other.
- Improved coordination and communication can make the sharing of information easier, which can increase trust.
- Successful co-operation encourages future collaboration in future enterprises.

Cohesion based on good relations

- IP promotes better relations between different age groups who may have little contact.
- Sharing skills, experiences and ideas, the 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.

National Outcomes and Objectives

The Scottish Government sets out [3]sixteen National Outcomes which describe what they want to achieve and the kind of Scotland They want to see. Intergenerational work contributes to more than half of the outcomes, for example:

- Our young people are successful learners, confident individuals, effective contributors and responsible citizens.

- We live longer, healthier lives.
- We have tackled the significant inequalities in Scottish Society.
- We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.
- Our people are able to maintain their independence as they get older.

Five strategic objectives underpin the Scottish Government's purpose - a Scotland that is Greener, Healthier, Safer & Stronger, Smarter and Wealthier and Fairer.
Greener Improve Scotland's natural and built environment and the sustainable use and enjoyment of it.
Healthier Help people to sustain and improve their health, especially in disadvantaged communities, ensuring better, local and faster access to health care.
Safer and Stronger Help local communities to flourish, becoming stronger, safer place to live, offering improved opportunities and a better quality of life
Smarter Expand opportunities for Scots to succeed from nurture through to lifelong learning ensuring higher and more widely shared achievements
Wealthier and Fairer Enable businesses and people to increase their wealth and more people to share fairly in that wealth.

Outcomes

Intergenerational approaches contribute towards the above areas and benefit participants and the community. Used correctly an intergenerational approach can support local authorities in meeting local outcome improvement plans which are a mechanism for Community Planning Partnerships to deliver improved outcomes for their communities.

The plans are based on a clear understanding of local needs and reflect agreed local priorities, as well as the National Performance Framework developed by the Scottish Government. The outcomes on the next page are not an exhaustive list. In the publication "Guidelines: Bringing Together Local Authorities and Intergenerational Practice in a Scottish Policy Context" they have been shown to align with intergenerational practice.

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[6] goo.gl/j9NADU

Scottish National Priority	Outcomes for the participants and the community	Outcomes for Older People	Outcomes for younger people
Smarter Scotland	• New friendships formed • Less generational conflict • Improved intergenerational relationships • Increased skill set	• Enjoyment of new experiences – interacting with young people • Feeling a shared sense of achievement and having fun together • Improved independence through development of new skills • Becoming a role model and feeling valued • Personal development and increased communication skills through sharing of life skills	• Stronger engagement in education and positive benefits for academic work • Enjoyment of new experiences • Organisational and leadership skills • Technical, practical and creative skills • Personal development – with increased communication skills for interacting with older people
Healthier Scotland	• Social inclusion • Improved intergenerational relationships	• Ability to cope with mental illness • Increased motivation • Increased perceptions of self worth • Improved sense of health and wellbeing • Reduced sense of isolation • Increased ability to make a positive contribution to the life of the community • Social contact, social inclusion, improved independence	• Greater resilience and motivation to avoid 'risky behaviour' • Improved self esteem • Personal development - self-confidence • Less involvement in offending and drug use • Better health • Greater personal resilience
Safer and Stronger	• Increased social capital, cohesion and social trust • Improved intergenerational relationships • Social inclusion • Urban renewal or regeneration • Participation and citizenship • Contributions to preventing conflict • Breaking down barriers between different ethnic groups and age groups	• Reduction in fear of crime • Reduced sense of isolation • Improved perceptions of older people by younger people • Increased ability to make a positive contribution to the life of the community • Greater satisfaction with home and neighbourhood	• Greater resilience and motivation to avoid 'risky behaviour' • Greater participation in positive activities • Improved perceptions of younger people by older people • Less involvement in offending and drug use • Enhanced sense of social responsibility

Generations on Screen

Benefits for older people include:	
Opportunity to develop relationships with younger people.	Increased motivation – self-worth – confidence – resilience.
A sense of purpose.	A valued identity and role.
Learning new skills and sharing talents.	Recognition and use of experience, talents and skills.
Engaging with another generation.	Investing time and knowledge in future generations.
Participating and feeling linked into a community.	Reducing social isolation.
Challenging negative stereotypes of ageing and older people.	Feeling energised and having fun.
Having an impact and changing things.	Being a voice and representing a generation.
Increased social inclusion.	Reduced loneliness and social exclusion.
Positive effects on health and wellbeing (reduced stress, lower depressive symptoms, reduction in dementia risk, fewer aches and pains).	Quicker cognitive ability.
Reducing/challenging stereotypes and stigma.	Legacy.

Older adults who volunteer report lower disability, greater well-being, increase in brain activity and reduced depression.

Benefits to young people:	
Opportunity to develop relationships with older people.	Improve academic performance, confidence and self-esteem, and attitudes towards learning.
Improved school attendance and attainment.	Can help direct youths towards a positive destination.
Increase levels of physical activity, increase consumption of fruits and vegetables = improved well-being.	Decrease time on social media, video games, and watching TV.
Increased resilience.	Learning new skills and sharing talents.
Reduce poor behaviour.	Reduced involvement in offending and solvent abuse.
Increased access to experiences, resources and history.	Having a voice as an individual and in a group – represent a generation.
Being valued.	Access to adults at times of difficulty.
Enhanced sense of social responsibility.	Having an impact and changing things – making a difference.
Reducing/challenging stereotypes and stigma.	Increased knowledge about ageing .
Develop positive attitudes towards older people.	Equal status with older people (breaking norms).

Research suggests that participation in intergenerational programs and meaningful cross-age relationships improves social and emotional skills of children and youth participants[7].

Benefits for the community:	
A sense of belongingness to the community amongst different generations.	Improves public wellbeing.
Shared sites could reduce project costs involving staffing/venue/transport.	Promotes integration.
Decreases age segregation.	Increases community capacity.
Less generational conflict and misunderstanding.	Counters the ageism experienced and challenges negative stereotypes.
Values the contribution of all of its members.	Better cohesion and connection – bringing people together.
Becoming an active citizen.	

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[7] Cameron Camp & Michelle Lee. (2011). "Montessori-based activities as a transgenerational interface for persons with dementia and preschool children." Journal of Intergenerational Relationships, 9, 366-373.

What individuals gain from an intergenerational approach

An opportunity to understand another generation.	Learning about the feelings, thoughts and concerns of another generation.
A rewarding feeling of helping someone achieve their potential.	Personal growth and development.
Knowledge that they have made a real difference.	A chance to do something completely different from normal.
Engaging with generations that reflect family relationships.	Learning how the world has changed between generations.
Investing time and knowledge in future generations.	Feeling linked into a community.
Keeping active and healthy.	

Broader impact

Improve academic performance, confidence and self-esteem, and attitudes towards learning.	Could reduce costs of healthcare.
Improving community cohesion and social inclusion.	Creating safer communities and building more active ones.
Neighbourhood regeneration.	Improving the use of public spaces and community facilities.
Citizenship.	Digital inclusion.
Improving local democratic processes.	Supporting older people in the community.
Designing better quality services for children, young people.	Family interventions.
Healthy living – health promotion.	Promoting physical activity and tackling obesity.
Improving mental health services.	Developing employability.
Volunteering by people of all ages.	Rehabilitation and resettlement of young offenders.

Bringing Generations Together

Context

Bringing different groups of people together when they haven't met before needs planning and preparation, whatever the circumstances or the context. People of all ages can be shy and apprehensive, and these feelings can be magnified in unfamiliar settings or when there is uncertainty about what's going to happen next.

When meetings are informal, the challenges can be even greater, because there are no business conventions to cling to, such as having a formal agenda, or relying on 'the Chair' to guide the group through proceedings.

When different generations meet together for the first time there can be additional things to think about. Some of these are very practical, e.g. access to buildings, or the fact that abilities will not be shared across the groups. There may also be pre-conceived ideas or assumptions about each other, which could influence the first meeting. There can also be very different expectations and styles in the way generations communicate with each other. For this reason, it's suggested that before groups from different generations meet together, they meet separately, and that these first separate meetings are used as preparation – a chance to share ideas, concerns, and pre-conceptions.

The first meetings should be fun – look for ways of creating interest and anticipation and understanding the process so that everyone involved knows what's going to happen next.

Challenges for those bringing groups together for the first time include:

- A need for a staged process – understanding why the process needs to be staged.

- A lack of knowledge and awareness about how to plan and prepare for the staged process.

- A recognition that there may be concerns, assumptions, pre-judgments amongst groups, and these need to be heard, respected and addressed in sensitive ways.

- An understanding about the potential barriers to successful group meetings: these may include practical, psychological, cultural, and physical considerations – more good reasons for careful planning.

- A recognition of the importance of facilitating sessions in ways which help groups to bond, have fun, develop the confidence to make their own decisions, communicate in ways which are honest, respectful, sensitive and positive.

Magic Me, Cocktails in Care Homes/Pat Shaw

Challenges and Barriers

What are the barriers to establishing intergenerational practice:

- Within organisations?
- Within partnerships?
- For individuals?

Being Inclusive: engaging communities

Some of the barriers can include:

- Participants feeling that it's not for them.
- The use of jargon and terminology.
- Understanding key concepts such as 'intergenerational practice' and its difference from 'family learning'.
- Time – the project may be competing with other things, e.g. free time and leisure time, which may take priority.
- Costs and transport for members.
- Language differences.
- Prejudice.
- Local dynamics/history.
- Negativity e.g. the fear of what people think of individuals/groups, negative attitudes and mistrust between the generations.

Ageism

Ageism is defined by the Oxford dictionary as prejudice or discrimination on the grounds of a person's age. It's the most commonly experienced form of discrimination, here in the UK and in Europe. Other forms of discrimination, such as sexism and racism, are rightly regarded as unacceptable however ageist assumptions and attitudes can often go unchallenged.

Research from the Royal Society for Public Health's (RSPH) report 'That Age Old Question' [8] states that ageism harms public health. They suggest that negative attitudes about age can begin to form amongst children as young as six years old and that these attitudes can be generated and reinforced in a number of ways, such as:

- Negative headlines in the media.
- A lack of regular contact between younger and older generations.
- Age-based prejudice in the workplace.

Together these can lead to ageist attitudes solidifying as we grow older, setting stereotypes about our older generations and the ageing process which can be challenging to transform. The report goes on to say that

- Ageist attitudes harm older people as they lead to direct age-based discrimination – which can promote social exclusion, impact on mental health, and affect wider determinants of health like employment.
- Ageist attitudes also harm individuals who, as they grow older, begin to apply negative age stereotypes to themselves. Previous research has shown that those with more negative attitudes to ageing live on average 7.5 years less than those with more positive attitudes to ageing[9].
- There is now a growing body of research evidencing the real-life consequences that negative attitudes to ageing have on individual health outcomes such as memory loss, physical function, and even the risk of developing dementia.

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[8] Levy, B., Slade, Martin D., Kasl, S. V., Kunkel, S. R., (2002), Longevity increased by positive self-perceptions of ageing, Journal of Personality and Social Psychology, 83, no.2, 261-270
Royal Society for Public Health's (RSPH)

[9] That Age Old Question - https://www.rsph.org.uk/uploads/assets/uploaded/010d3159-0d36-4707-aee54e29047c8e3a.

There are many ways in which we the public are exposed to, absorb, and perpetuate stereotypes about younger and older people and how one *ought* to age. The Oxford Dictionary defines Stereotype as a "widely held but fixed and oversimplified image or idea of a particular type of person or thing".

Some examples may include:

• Young people are binge drinkers.

• Older people are loud and impatient.

• Young people are noisy and impolite.

Stereotypes don't always necessarily have to always be negative. Many stereotypes attribute positive qualities to entire groups, such as Jamaicans are really relaxed'. While positive stereotypes may seem harmless enough it is important to recognise that all stereotypes are problematic because they tend to be patronising in tone and damaging in effect.

For instance, belief in the stereotypical notion that 'all Asians are brilliant at school' may lead teachers to assume that all people of Asian origin do extremely well in Maths and other subjects and, therefore, should attempt the higher level papers regardless of the individual person concerned. However, to complicate matters, it is also possible to express contradictory statements about any given group. You may have heard that 'young people' are 'energetic', 'enthusiastic', and 'eager to learn'. However, 'young people', 'youth' or 'teenagers' are also often described as 'binge drinkers', 'loud', 'troublesome' and 'spoilt'.

"Aw Dad, you've done a lot of great things. But you're a very old man now, and old people are useless."

Homer Simpson, to Abe Simpson

When connecting younger and older people together for an intergenerational project it is important to identify the differences between the generations, in the same way as there are differences between different cultures. It is how we deal with these differences that matters and are these differences as great as we imagine them to be? Do we tend to generalise and distort our picture of different generations and where do our ideas come from? Myths and beliefs have much to do with this along with perceptions gained from the media. Often, what is normally undertaken by a few is generalised to include everyone.

"Some people are old at 18 and some are young at 90. Time is a concept that humans created."

Yoko Ono

It is important to note that differing generations coming together will hold these popular misconceptions whether they are aware of them or not. It is therefore also important that this matter is addressed and this needs to be done in a sensitive way. It may require each group to individually address the issue before coming together.

The following activities are designed to do just that and most can be undertaken with individual groups or together depending upon your circumstances.

Best quotes about ageing – for discussion	⤓
The health impact of ageist stereotypes on older adults	⤓
Discussion starters, Older and Younger People Myths Vs. Facts	⤓
Gingerbread activity (drawing activity)	⤓
Negative headlines from the media – for discussion	⤓
Stereotyping statements	⤓
Stereotyping questionnaire	⤓

There are more activities on the web and in training resources which can be adapted to support and build relationships for example Intergenerational Activities Sourcebook, PennState Extension[10].

Group Rules

Group rules follow discussion and agreement about the boundaries of behaviour by participants and facilitator.

Here are some examples which could be included when agreeing group rules. These can be negotiated when bringing different generations together for the first time.

Group rules might begin with agreement about the language used in discussions.

Group rules, by definition, need to be appropriate to all the participants. It may also be useful to discuss what happens if and when the rules are not observed.

- Punctuality/timing/regular commitment.
- Flexibility.
- Mobile phones and social media.
- Air Time (so everyone's voice can be heard).
- Who is "in control".
- Behaviour.
- Decision-making.
- Breaks/refreshments.

Introductory Stages and Activities

It's important to recognise the reality of the gulf that exists between age groups in the minds of some.

One way of addressing this is to build a relationship within each group of older or younger people first, before both age groups meet together.

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[10] https://aese.psu.edu/extension/intergenerational/curricula-and-activities/intergenerational-activities-sourcebook

Why?

- To get to know people.

- To allow them to express themselves honestly.

- To become aware of the challenge.

- To build confidence for the next stage.

- To be able to share ideas at a future stage.

The next stage is to bring people together in a sociable, fun, and informative way. For this first mixed meeting it may be beneficial to use a neutral venue or organise a trip such as a visit to a local museum.

Things to think about in the first meeting together include:

- Creating a relaxed and fun atmosphere – if possible find ways to encourage confidence and involvement in both groups/all individuals. Common topics for introductory activities: hair and beauty, holidays and day trips, funfairs, shopping, transport, cooking and food, gardening.

- Bring out similarities rather than focus on differences.

- Address and respond to issues which separate groups have voiced.

- 'Rules of engagement'! (ground rules).

- Clarify purposes of the project.

- Create space for questions/worries etc.

- Prepare for the planning stage which will involve everyone.

- Choosing the right introductory activity (ice breaker) can be a very useful way of responding to some of the above.

Activities

Similarities and Differences	⬇
Slang Chart	⬇
Circle of Self	⬇
Hand Activity	⬇

Key Factors for Success

Intergenerational work has the potential to produce negative outcomes if not well managed and it is encouraged that practitioners deliver good practice to avoid problems and achieve the potential positive outcomes for all groups concerned. Projects should address the following key factors:

- Sustainability (long-term approach/funding and evaluation).

- Staffing (skills and training, commitment and enthusiasm, time & availability and stability).

- Participants (preparation, characteristics of participants and ensuring mutual benefits).

- Activities (shaped by participants, participatory, varied and diverse and development of relationships).

- Organisations (planning, timetabling and transport).

- Partnerships (strategic and operational involvement).

Generations on Screen

Together younger and older people could:

- Agree what the theme of the project/activity will be
- Plan the outline of the project – where/when and by what means
- Design and disseminate information, from the promotional flyers through to evaluations
- Be involved in recruitment of participants.
- Monitor and gathering information for the evaluation.
- Help organise events such as the launch and celebrations of the project's success.
- Represent the project at meetings, conferences, local community events and the media.
- Help sustaining the project, through planning the next stage and fundraising.

Partnerships are extremely important and have proven to be a key factor in the success of projects. Intergenerational projects provide an opportunity for people from different sectors public, voluntary or private to work together. Partners should be involved in the planning, delivery and evaluation of projects.

Data Protection

Evaluations, collecting of information and displays from intergenerational activities may include the identification of the participants or their work. When collecting this information there is a need for sensitivity and confidentiality.

Data protection laws across Europe have undergone their first major change for nearly 20 years. The rationale behind the changes is to bring ageing data protection and direct marketing practices up-to-date. For intergenerational projects the primary goal is to ensure that your organisation treats the personal data of participants, partners and staff, with respect building trust between your organisations and participants.

The Data Protection Act 2018 is the UK's implementation of the General Data Protection Regulation (GDPR).

Everyone responsible for using personal data has to follow strict rules called 'data protection principles'. These give people specific rights in relation to their personal data and place certain obligations on organisations that use it.

They must make sure the information is:

- Used fairly, lawfully and transparently.
- Used for specified, explicit purposes.
- Used in a way that is adequate, relevant and limited to only what is necessary.
- Accurate and, where necessary, kept up to date.
- Kept for no longer than is necessary.
- Handled in a way that ensures appropriate security, including protection against unlawful or unauthorised processing, access, loss, destruction or damage.

There is stronger legal protection for more sensitive information, such as:

- Race/ethnic background/political opinions/ religious beliefs/trade union membership/ genetics/biometrics (where used for identification)/health/sex life or orientation.

There are separate safeguards for personal data relating to criminal convictions and offences.

Under the Data Protection Act 2018, people have the right to find out what information the government and other organisations store about them. These include the right to:

- Be informed about how your data is being used.

- Access personal data.

- Have incorrect data updated.

- Have data erased.

- Stop or restrict the processing of your data.

- Data portability (allowing you to get and reuse your data for different services).

- Object to how your data is processed in certain circumstances.

People also have rights when an organisation is using their personal data for:

- Automated decision-making processes (without human involvement).

- Profiling, for example to predict your behaviour or interests.

General Data Protection Regulation (GDPR) will affect each organisation differently, given that it's your specific data processes that will be affected. The bad news here is that it means there's no getting away from the fact that someone who is familiar with your organisation's processes must also have a comprehensive understanding of GDPR.

Further information can be found on the Government UK site -
https://www.gov.uk/data-protection

Disclosure Scotland

Disclosure Scotland helps employers make safer decisions when they're recruiting people. It also makes sure unsuitable people don't work with vulnerable groups, including children. If an employer wants to hire someone, they can ask Disclosure Scotland for a certificate which gives details of the person's criminal convictions. If the person doesn't have a criminal record, the certificate will make it clear to the employer that they have no convictions.

Disclosure Scotland manages the Protecting Vulnerable Groups Scheme which is a membership scheme for people who work with children or vulnerable adults. Employers can check a member's record at any time to make sure they're still safe to work with these groups. To keep these records accurate, Disclosure Scotland can access a range of police data, as well as data from other sources.

Newbyres Nursery and
Newbyres Care Home

The PVG Scheme

The Protecting Vulnerable Groups (PVG) helps make sure people whose behaviour makes them unsuitable to work with children and/or protected adults, can't do 'regulated work' with these vulnerable groups.

When someone applies to join the PVG Scheme Disclosure Scotland carries out criminal record checks and shares the results with registered individuals and organisations.

The application process involves gathering criminal record and other relevant information. This can be shared with the potential employer who is providing regulated work, unless the person applies to have a conviction removed from their PVG Scheme record.

Once someone is a PVG scheme member

Disclosure Scotland keeps checking their suitability to continue working with children or protected adults. If they find new information which means someone might have become unsuitable to work with children or protected adults, they'll tell their employer who has registered an interest.

'Harmful behaviour' by PVG scheme members

If the courts, police, regulatory bodies reporting, provide information to Disclosure Scotland which suggests someone may be unsuitable for regulated work, this will trigger a consideration for listing.

How long does it last?

A PVG Scheme member's scheme record paper shows the information available on the day it was created. Membership of the scheme lasts forever though, and scheme members are continuously checked, unless they decide to leave the scheme. If an individual advises Disclosure Scotland that they wish to leave the scheme, Disclosure Scotland will check this information with any organisation who has a registered interest in that individual.

Types of work covered by PVG

The PVG Scheme doesn't apply to all jobs and volunteering. It only applies to 'regulated work'. There are 2 types of regulated work – work with children and/or work with protected adults. Regulated work is usually jobs including:

- Caring responsibilities.
- Teaching or supervising children and/or protected adults.
- Providing personal services to children and/or protected adults.
- Having unsupervised contact with children and/or protected adults.

There are many kinds of roles, both paid or unpaid. Some examples are:

- Nurse/child-minder/girl guide leader and/or dentist.

It can also apply to certain positions of trust within organisations, even where the role doesn't involve any direct contact with children or protected adults. Examples of this include:

- Membership of certain council committees.
- Trustees of charities focused on children.
- Trustees of charities focused on protected adults.

Note: If your organisation is a Qualifying Voluntary Organisation (QVO), you can get PVG applications for free for any volunteers doing regulated work by becoming a registered organisation.

For more information
www.mygov.scot/apply-qvo/ or

Disclosure Scotland
www.mygov.scot/pvg-scheme/

Demonstrating Social Impact

Social Impact

Social impact is the detectable difference that has occurred between "the before" and "after" of the intergenerational project. The difference or social impact must be significant i.e. that it would not have happened or be very unlikely to have happened without the intergenerational intervention.

Social impact must be a lasting difference.

Examples of social impact from intergenerational projects might include the following:

For young people:

- Two younger people will continue to volunteer in the care home after the project finishes with another choosing a career in social work.

- As a direct result of their intergenerational project, P6 have created an intergenerational committee at school which will continue to develop and create intergenerational projects. P6's will mentor the P5's to take over when they move to P7.

- Seven out of the twelve young people said that in future, they would act more sociably towards older people working in local supermarkets and shops

- Children asking parents if they could continue to take them to visit their friend at the care home.

For older people:

- Reduced level of social isolation experienced by older people attending the project by 75% over the project period. Evidence gathered via questionnaires showed that older people attended 1 social event every month at the beginning of the project with attendance increasing to 4 times per month by the end.

- Two older people will now be mentoring young people in school to support their essay writing skills.

Connecting Generations

What is evaluation and why is it important?

Evaluation is a process or a series of steps that is undertaken to measure the effectiveness and difference that your intergenerational project makes. The Charities Evaluation Services states that evaluation involves using information to make judgments on how a project, activity or programme is doing. Evaluation can be done externally or internally however it needs to be an ongoing process throughout the life of a project and not seen as an end of project add on.

An evaluation process seeks to discover what elements within intergenerational activities, projects and events, produce tangible differences. For example, differences may be to:

- Increase understanding between generations.

- Reduce isolation of older people.

- Grow confidence in younger people to speak about issues that concern them.

- Develop friendships.

Sew Fabulous

Such differences are usually referred to as social impacts. The Economic and Social Research Council, UK defines social impact as:

The demonstrable contribution that social activities make to society and the economy…embracing all the diverse ways that those activities benefit individuals, organisations, communities and nations.

These contributions include enhancing quality of life, community, health, social and creative output (equity).

The "discovery process" should explore a project's inputs, outputs, outcomes and impacts to be evaluated.

The evaluation process involves developing a system of regular and routine information collection from all of those involved in an activity. The routine collection of information is usually referred to as monitoring. According to the book, Definition and Purpose by Phil Bartle, PhD, monitoring is defined as:

The regular recording of activities taking place in a project or programme. It is a process of routinely gathering information on all aspects of the project.

Regular gathering of information helps to ensure that the impact/s and results stemming from projects and activities can be directly attributed to the intergenerational practice work (see suggestions for objectives that you can use later on page 29).

If a standard evaluation process is followed i.e. examining inputs, outputs, outcomes and social impacts by projects across Scotland GWT could collate a national view of the contribution that intergenerational practice makes.

There is still much need for research and further evidence to be collated in Scotland around the field of intergenerational practice and it is vital for projects to build small to medium and medium to larger scale evaluations that diligently and systematically record project development, intervention and outcomes. As mentioned earlier GWT encourages organisations to seriously consider when possible, carrying out external evaluations which will gather a strong evidence base for the effectiveness of intergenerational practice as most evaluations are delivered in house.

The goals of evaluation

The generic goal of most evaluations is to provide useful "feedback" in terms of social impact and value to a variety of practitioners, including fellow workers, managers, client groups, volunteers, and other relevant parties like partners and funders.

Most often, evaluation feedback is perceived as "useful" if it improves practice delivery and/or commissioning of future intergenerational activities, events and projects. There is broad consensus that a major goal of evaluation should

be to influence decision-making and even policy formulation, through the provision of evidence-based feedback.

We are aware that intergenerational activities, are very diverse in nature and are often only one part of another project.

When 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, a project where older and younger people spend an afternoon together each week incorporating activities such as a quiz, talks and physical activity. One of the outcomes is the health benefits for older people arising from the physical activity. 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.

The distinction between inputs, outputs, outcomes and social impact when evaluating

This section examines how inputs, outputs, outcomes and social impacts are useful steps to undertaking evaluations of intergenerational practice.

It is commonplace within community activities to muddle inputs, outputs, outcomes and social impact when conducting an evaluation. However, each item needs to be appreciated and recorded on its own and must be
considered as distinct from each other. Inputs, outputs, outcomes and social impacts are different levels of the evaluation process. As such, they are most meaningful when tracked in combination i.e. during routine and regular collection of information when delivering activities, events and projects.

Inputs

Inputs are the raw materials that provide a basis for intergenerational practice activities, events or projects to be delivered. Inputs can include money, technical expertise, relationships and personnel. Inputs will include the deployment of resources like staff and partners that are designed to meet a project's outcomes. Example activities include hiring sessional workers, purchasing equipment, venue use, volunteers, commissioning guidelines, or the provision of other forms of technical assistance.

Outputs

Outputs are the tangible and intangible products that result from project delivery. Outputs may include the number of sessions delivered; number of participants attending; or, numbers of those completing evaluation questionnaires for example. Outputs only describe what was done to implement a project. Outputs do not describe what the benefits or value that intergenerational practice generates.

Outcomes

Outcomes relate to the benefits that a project/intervention has delivered to the attendees as a result of the project or activity. Tracking outcomes is important because they offer a sense to others about what benefits to younger and older people have resulted from intergenerational practice.

Intergenerational projects normally have four main outcomes which are experienced by all participants:

- As younger and older people get to know each other they **develop trust and friendship.**
- As younger and older people get to know each other, they gain a **greater understanding** of the other generations, with their negative stereotypes being challenged and overcome.
- Increased confidence.
- Enjoyment.

"Meeting older people and trying new things has made me more confident, I now speak out so much more in class."
(Young Person, Old's Cool)

For Younger People:

- Acquisition of new skills, such as communication and wider social skills, learning and academic performances can also improve.

- Increased self-esteem – older people providing positive role models.

For Older People:

- Health & well-being – older people become more active as a result of participation - involve fitness and mobility improvements.

- Reduced level of social isolation and loneliness - Older people reported that they normally attended a social event once every two months however with this project they were attending every two weeks.

- Renewed sense of worth – feelings from contributing to the lives of young people.

Connecting Generations

Intergenerational work can and does have an impact at a community level as well as for older and younger people. An intergenerational approach can improve community cohesion and can address community related policy areas, as well as diversifying volunteering and connecting educational institutions, care homes, day care facilities to name a few in becoming more involved in their communities.

To re-cap, the table below summarises the differences between inputs, outputs, outcomes and social impact in terms of evaluating intergenerational practice:

Point of measurement	What matters/items are measured	Intergenerational practice
Inputs	Resources/ingredients	Activity/project resources that were used in development of intergenerational practice
Outputs	Effort/organisation	Implementation/delivery of practice activities, events and projects
Outcomes	Effectiveness	Sustained production of social benefits for intergenerational understanding and tolerance
Social impact	Difference/Change	Difference or social impact made from the original problem/situation that lower intergenerational barriers

Measuring intergenerational practice

Intergenerational activities, projects or events can be judged as successful can be linked to the following:

1. Whether you have achieved the intergenerational outcomes you set out to produce.

   And

2. Whether changes can be detected either to young and/or older people's attitudes (useful to a one-off or short term project i.e. 1-6 months in duration).

   And

3. Whether changes can be detected to young and/or older people's intentions to change their behaviours or actual behaviours that will lower stigma and discrimination within both generations (useful for a long-term project or a series of activities over a longer period of time i.e. 7-months+ in duration).

Recommended evaluation outcomes

To evaluate the difference or social impact that intergenerational practice can make, practitioners and their partners need to collect information regularly from multiple stakeholders using outcomes. They also need to be familiar with a number of easy ways to undertake elements of social research (like surveys or research interviews) to track the genuine difference that activities make.

Evaluations relate directly to the outcomes you set for your intergenerational project.

For example, to derive social impact from intergenerational practice, practitioners might seek to set the following outcomes for their evaluation process:

- Younger and older people will take part in activities that nurture friendships building trust.

- Younger people will increase their confidence levels and communication skills around speaking with older adults and vice versa.

- Both older and younger people will demonstrate in different ways how their stereotypical views of each generation has changed (perhaps even stigma and discriminatory attitudes and behaviours).

- To lower social isolation of older people.

- To remove barriers – social, physical, cultural and institutional - so that older and younger people adjust their attitudes in such a way that increase the chances of lowering instance of intolerance, stigma and discrimination.

Measuring the social impact or difference

The regular and routine collection of evidence should involve all parties that have been involved in an intergenerational activity. For example, parties might include older people, younger people, the activity lead/organiser of the event or activity, volunteers, partners and other third parties such as funders, schools and community organisations etc.

Evidence of social impact can be produced in several ways. It can easily be produced via questionnaires; surveys; interviews and group discussions to track the outcomes and impact of intergenerational practice. The collection of evidence is usually done before each activity commences and then at the end using the same selected method.

For example, if a questionnaire has been used at the beginning of an activity, project or event then the same questionnaire needs to be used after the activity finishes.

Two measures are always needed if any difference or social impact is to be detected.

For example, at the beginning of an intergenerational event the first measure should be taken. The first instance of measurement collects information about what initial views and/or behaviours are held towards each generation before any intergenerational practice has been delivered.

After the activity, event or project is completed, a final instance of evaluation should be carried out to determine outcomes and social impact.

The final measurement detects any differences that have been formed as a result of the intergenerational practice activity. The second measure should use the same method that was used to take the initial measurement.

How can evidence be collected?

Evidence can be collected in several different ways using simple and easy to use research methods at the beginning and end of each activity. For intergenerational projects the recommended types of evidence collection are:

- Questionnaires or online surveys that ask participants to answer questions about the learning, changes and differences that attending the activity has made.

- Focus groups or mini-group discussions that inquire about the learning, changes and differences that participants from each generation have gained.

- 1-2-1 Interviews with both generations about the learning, changes and differences that attending the activity has made.

- A log of written or voice recordings of quotes from participants about the learning, changes and differences that their attending the activity has made.

Cycling without Age

To select the right research method for you, please refer to the **"Credible sources of Evidence"** online resource composed by Advance Behaviour Change Ltd. that outlines how activities, projects and events can be measured to detect the difference that intergenerational practice makes.

Questions within all types of research should be based or focus on issues of understanding (attitudes) and tolerance (behaviours) to detect the greatest extent of change.

What should an impact evaluation report or impact statement be like?

Writing about the difference that intergenerational activities have made within a concise impact evaluation or impact statement report can be very satisfying.

Knowing and reflecting upon which activities made the greatest or the most lasting difference towards increasing understanding and tolerance between generations is highly valuable when planning and delivering effective practice in the future.

There is a standard and recommended way that an impact report should be compiled. This section introduces how an impact report or statement can be written.

What should a social impact report contain?

An impact report or impact statement should have three short sections and should feature images and photos taken at events (if participant's permission has been granted). Effective impact reports and statements should:

- Provide quantifiable evidence of change or difference as a result of the activity, project or events.

- Realistically outline project potential and benefits gained by each party involved.

- Provide only enough detail to be easily understood.

- Point out all societal and public benefits and impacts clearly.

Give other evidence, such as testimonials or anecdotes and quotes from participants to highlight the outcomes and social impact evidence found.

The diagram below recommends a number of sections for your impact report or statement and outlines the purpose of each one:

Connecting Generations

Executive summary - describes an overall story of campaign and its outcomes (2 pages max)

Introduction and samples of campaign activities

e.g. posters, web screens etc (3 pages max)

Measurement methods (1.5 pages max)

Research findings about outcomes (1.5 pages max)

Conclusions - what you found worked best to change target audiences attitudes/behaviours (1 page max)

Recommendations (1 page max)

Magic Me, Cocktails in Care Homes/
Frou Frou Days

Generations Working Together.org

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