



Generations Working Together

Excellence Awards

Guidelines 2023



**Generations
Working
Together**

Generations Working Together is pleased to announce the categories for the 2023 Excellence Awards in Intergenerational Work. The awards provide an opportunity for individuals and groups to celebrate their learning and success in building relationships between younger and older generations.

Intergenerational relationships have an important contribution to make in the building and rebuilding of our communities. Although the approach is growing it is so important for everyone to raise awareness of the impact these intergenerational relationships have on improving health, physical and mental well-being for older and younger people and on reducing ageism.

Our award winners will be announced during our International Conference on Wednesday 8th March 2023 in the Technology and Innovation Centre, University of Strathclyde, Glasgow.



Highly Commended - Menzieshill House

To support the growth of intergenerational learning there is a need to raise awareness about intergenerational (IG) good practice and what it looks within the context that the intergenerational learning is being applied. Intergenerational learning for example can look different in early years than in youth work.

Currently GWT advocates and promotes the nine intergenerational **core principles** (quality standards) as good intergenerational practice within its training programmes. We feel there is a need to raise the profile of intergenerational good practice and the different elements within it, and the natural place to do that is through the Excellence Awards by linking them to the categories.

This year there are six award categories to choose from:

1. Tackling age discrimination and stereotypes (Standard 3)

This category is open to IG projects that have a particular focus of challenging ageism and stereotypes (both young & old) and breaking down barriers between generations. For example, a project between teenagers and older adults with the aim of reducing tension and conflict within the community.

2. Valuing generational diversity (Standard 2)

This category is open to IG projects that advocate diversity and inclusion such as working with participants with physical or mental health disabilities, or those that promote social cohesion through intergenerational justice and equity. For example, this could be an intergenerational project between older adults from a nursing home and school pupils.

3. Encouraging reciprocal learning (Standard 1)

All intergenerational projects should be based upon reciprocal learning between generations. This category is open to projects that have a specific focus on promoting learning through an exchange of resources between different generations. For example, a Scout/Guide group and an older adults group swapping skills or sharing hobbies, with both generations exchanging information and learning about and from each other.

4. Building on wider knowledge (Standard 6)

This category would be open to projects that draw upon fields of theory, research and practice (from social sciences, humanities, the arts and so on). For example, this could be a project that focuses on using music or the arts to connect generations based on research that highlights the benefits of this approach to bring people together or an intergenerational project that uses a social prescribing approach model.

5. Evaluating impact (Standard 8)

As an emerging field it is important that all intergenerational projects are monitored and evaluated. This category is open to projects that have utilised a range of appropriate and creative monitoring and evaluation tools to measure and capture the impact of their work, with everyone involved in the project being involved in the process.

6. International Award

This additional category recognises the importance of sharing intergenerational practice at an international level in the development and creation of a set of universal intergenerational quality standards. It is open to all students who have completed the International Certificate in Intergenerational Learning (ICIL), the International Diploma in Intergenerational Learning (IDIL) or the International Certificate in Intergenerational Practice (ICIP) and have gone on to develop an intergenerational programme or project in their own country.

Award eligibility & process

These awards provide individuals, groups and organisations with an opportunity to showcase their work, creativity and innovation, demonstrating how they were able to, and how they plan to, connect different generations together through using an intergenerational approach.

To be eligible for any of these awards, nominees must:

- Deliver their work in Scotland (Awards 1 – 5).
- Bring people together in purposeful, mutually beneficial activities, which promote greater understanding and respect between generations, and contribute to building more cohesive communities.
- Involve people from different generations, generally with a minimum 25-year age gap between participating generations.
- Clearly show how relationships have been built and changed between participating generations.
- Seek to actively generate mutual benefits.
- Award 6 is only open to ICIL/IDIL/ICIP students who have completed the course.

Award process

Nomination forms to be submitted by Tuesday 13th December 2022 at 12 noon to **Bella Kerr**.

- Email applications should be sent to **bella@generationsworkingtogether.org** and hard copies sent to Generations Working Together, Brunswick house, 51 Wilson Street, Glasgow, G1 1UZ.
- A project can only be entered for one award category and should meet all of the relevant criteria.
- Nomination forms for projects can be submitted by projects themselves, or by individuals or agencies on their behalf.

All nominations must include:

- the name and contact details of an independent referee. This should be someone with knowledge of the project or an individual who is willing to be contacted in relation to the nomination. Please note that not all referees will be contacted.
- a maximum of three high resolution photographs which in some way capture the essence or activity of the project. These pictures will be used as part of promotional material for the awards and may be included in subsequent GWT on and off-line publications. **It is therefore important that the appropriate consents are in place for this use.**

Assessment process

All eligible applications will be assessed by a panel of GWT Trustees and staff. Individual assessors will score each project using the following framework:

Assessment criteria	
Planning	<ul style="list-style-type: none">• Clearly stated aims and goals.• Has a clear rationale for adopting an IG approach.• Well planned (within the context of good intergenerational practice).• Has a strategy for sustainability.
Delivery	<ul style="list-style-type: none">• Gives equal priority to the needs of the participants.• Develops relationships between participants from different generations.
Impact	<ul style="list-style-type: none">• Can evidence positive impact from bringing the different generations together.
Innovation	<ul style="list-style-type: none">• Is innovative (within context).
Improvement	<ul style="list-style-type: none">• Clearly identified need and scope for improvement.• Clear improvement in the quality of practice and on impact.
Levels of contact	<ul style="list-style-type: none">• Clearly show on the continuum that tracks the levels of contact with and between participating generations as seen on the following page (Kaplan Levels).

Scores will then be compiled to give an overall score for each project.

Please note that nominees must be willing to be interviewed should they make the shortlist as special films will be recorded for the award presentations at the conference.

Winners will be supported to write a case study about their project so that their good practice can be shared on the GWT website.

Kaplan Levels of Intergenerational Contact

Intergenerational Practice can take many forms, linking together a range of processes that build positive relationships between generations, bringing mutual benefits to all involved.

LOW  HIGH	1. Learn about the other age group Participants learn about the lives of people in other age groups, though there is no actual contact of any kind. Example: "Learning about Ageing" curriculum in school districts where children learn about older people but never meet an older person.
	2. Seeing the other age group but at a distance Project participants find out about each other, but there is no actual contact. Examples: Making and exchanging videos, writing letters, sharing artwork with each other.
	3. Meeting each other There is a meeting of some sort between a group of young people and older people, but the meeting is planned as a one-time only experience. Examples: a group of students visit a nursing home as a one off event; young and old come together for an arts event.
	4. Annual or periodic activities These meetings occur on an annual or regular basis. They are typically tied to established community events or organisational celebrations. Examples: Intergenerational activities at a school on Grandparents Day; an annual community dance where young people and older people participate.
	5. Demonstration projects These initiatives involve regular meetings and involve a number of meetings or shared activities. The intergenerational dialogue, sharing and learning can be quite intensive. Examples: A group of younger and older people work together to develop and perform a play; older volunteers coach young people in job skills, interview techniques and work preparation on a ten week programme.
	6. Ongoing intergenerational programmes These are intergenerational programmes from the previous category that have been deemed to be successful/valuable from the perspective of the participating organisations. These have been integrated into their general activities and gained support to become a sustainable part of the organisations future working practices and approaches. Example: A school-based volunteer programme in which structures are established to train older volunteers, place them in assignments, and provide them with continuing support and recognition on an ongoing basis as an integral part of the school.
	7. Intergenerational community settings Values of intergenerational interaction are infused into the way community settings are planned and function. Opportunities for meaningful intergenerational engagement are abundant and embedded in social norms and traditions. Examples: a community developed as an intergenerational setting with facilities for children and young people (such as a preschool or an after-school programme); a community park designed to attract and bring together people of all ages and accommodate varied (passive and active) recreational interests.

Adapted with permission from Kaplan, M, Toward an intergenerational way of life, Journal of Family & Consumer Sciences, 96 (2), 5-9, 2004.

What do we mean by Impact?

The impact of a project is the difference that it makes to people and communities.

This depends on the nature of your project and what you are trying to achieve.

For example:

Project Focus	Examples of short-term Impact
Confronts age discrimination and stereotypes	<ul style="list-style-type: none"> • Younger and older people feel more connected and have increased their time of connection. • Younger and older people are less likely to stereotype the opposite generation. • Participants have developed positive relationships with each other.
Values generational diversity	<ul style="list-style-type: none"> • Participants have more positive attitudes to people from different generations. • Increased empathy towards different generations. • Participants feel safer in their community.
Reciprocal intergenerational learning	<ul style="list-style-type: none"> • Participants have developed positive relationships with each other. • Participants make new friends and feel less isolated. • People enjoy more regular social contact with others.
Building on wider knowledge	<ul style="list-style-type: none"> • Project coordinators have increased knowledge, confidence and skills. • Participants and practitioners have increased motivation and deeper understanding of intergenerational practice. • Practitioners increase personal and professional networks.
Must be evaluated	<ul style="list-style-type: none"> • Strengthens the quality of existing and future projects. • Supports ongoing learning. • Influences future actions and decisions. • Provides evidence to celebrate, share and be proud of.
International Award	<ul style="list-style-type: none"> • Participants have more positive attitudes towards people from different generations. • Projects are stronger due to the knowledge attained from the training.

What do we mean by evidence?

When we talk about providing evidence of impact, we're simply trying to find out how you know what difference you are making.

Evidence can be gathered in many ways – some participant questions could include:

- what did you enjoy most?
- what has been the biggest surprise about interacting with other generations?
- has it changed how you think, feel and act around other generations?
- what difference has the project made to your learning?
- what is the most positive thing you have to say about being with people of a different age?

To staff, family members and volunteers, ask questions such as what changes have they observed regarding the participants behaviour as a result of interactions.

Other evidence could be collated via personal stories and gathering “before” and “after” information. Measuring impact will help you to know how well you are doing and therefore will help you to develop and improve your project.

You will almost certainly be collecting this information as part of your work. All we ask is that you tell us **what difference you are making** and **how you know what difference you are making**, when submitting your nomination.

The Awards will be announced at our Conference on Wednesday 8th March in Glasgow.

Submit nominations by Tuesday 13th December at 12 noon to [Bella Kerr](#).

Good luck!





Generations Working Together
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Winners – Edinburgh Garden Partners



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Scottish Charitable Incorporated Organisation (SC045851)

