

# GWT's Excellence Awards 2024

## Guidelines



**Generations  
Working  
Together**

Generations Working Together is excited to announce the categories for the 2024 Excellence Awards in the intergenerational field. Recognising individuals and groups for the quality of their intergenerational work enables GWT to challenge the perception that intergenerational work is just a 'nice' thing to do rather than an 'essential' thing to do.

The awards provide an opportunity for individuals and groups to celebrate their learning and success in building relationships between younger and older generations and highlight the impact that this important work has within communities.

**Intergenerational relationships** have an important contribution to make in the 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.



This was recognised by the **World Health Organisation** in their recent [Global report on Ageism](#) in which increasing intergenerational opportunities is listed as one of three recommendations to reduce ageism.

Award winners will be announced at a Parliamentary Reception on **Tuesday 11th June 2024** in the Scottish Parliament, Holyrood, Edinburgh.

As an emerging field, information about intergenerational work grows with every programme that takes place and with every written evaluation, case study and academic report that is shared. As awareness of the benefits of intergenerational work increases so does the demand for information. It is important to recognise the significant role of grass roots practitioners in this evolution, highlighting the need for identifying and sharing good practice.

Intergenerational practice in Scotland plays an important part in this over the next two years, trialling quality indicators of good practice as part of a National Lottery funded pilot across the UK.

At the centre of this pilot are the intergenerational core principles and quality standards that GWT advocate as good intergenerational practice within all of its training programmes. For the first time last year we linked the Excellence Awards to the standards of good practice. The idea behind this was to raise the profile of good practice and the different elements within it, and as a result the Award judges commented on the increase in the level of quality within applications.

To continue this good work the categories for this year's awards remain linked to the standards allowing practitioners opportunities to continue to discuss and embed them within the work they do.



# Award Categories

## **1. Intergenerational work confronts age discrimination and stereotypes (Standard 3)**

This category is open for intergenerational projects that tackle ageism (both young & old).

## **2. Intergenerational work values generational diversity & inclusion (Standard 2)**

This category is open for intergenerational projects that advocate diversity and inclusion e.g., working with participants with physical or mental health disabilities, or those that promote social cohesion through intergenerational justice and equity.

## **3. Intergenerational work encourages reciprocal learning (Standard 1)**

This category is open to projects that promote learning through an exchange of resources between different generations - co-sharing.

## **4. Intergenerational work relies on a cross-disciplinary knowledge base (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).

## **5. Intergenerational work must be evaluated (Standard 8)**

This category would be open to projects that have utilised a range of appropriate and creative monitoring and evaluation tools to measure the impact of their work.

## **6. International Award**

This additional category recognises the importance of sharing good quality intergenerational practice across the global intergenerational community so that we all continue to learn, reflect and improve. It is open to GWT International Members and 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

The awards provide individuals, groups and organisations with an opportunity to showcase their work, creativity and innovation, detailing how they were able 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 built and changed between participating generations.
- Seek to generate mutual benefits.
- Award 6 is only open to ICIP/IDIL and ICIL students and current international members.

## Award process

Closing date for nominations - **Friday 15th March 2024 at 12 noon.**

- Email applications should be sent to **Moira Cuthbertson**, 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 relevant criteria.
- Nomination forms for projects can be submitted by projects themselves, individuals or agencies on their behalf.

## Nominations must include:

- The name and contact details of an **independent referee**. This should be someone with knowledge of the project/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 capture the essence or activity of the project. These pictures will be used as 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.**

**An online session** launching and giving practical tips on completing your nominations will be held on **Thursday 1st February 2024 from 10am – 11.30pm**. [To register click here](#).



## Assessment process

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

Assessment criteria	
<b>Planning</b>	<ul style="list-style-type: none"> <li>Clearly stated aims and goals.</li> <li>Has a clear rationale for adopting an IG approach.</li> <li>Well planned (within the context of good intergenerational practice).</li> <li>Has a realistic plan for sustainability.</li> </ul>
<b>Delivery</b>	<ul style="list-style-type: none"> <li>Gives equal priority to the needs of the participants.</li> <li>Develops relationships between participants from different generations.</li> <li>Embeds IG quality standards and principals within its work.</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>Raises awareness of IG work within the community and/or with key organisations.</li> <li>Making and can evidence positive impact.</li> </ul>
<b>Innovation</b>	<ul style="list-style-type: none"> <li>Is innovative (within context).</li> </ul>
<b>Improvement</b>	<ul style="list-style-type: none"> <li>Reflective practitioners and partners.</li> <li>Clearly identified need and scope for improvement;</li> <li>Clear improvement in the quality of practice and on impact;</li> <li>On-going learning through training and networking.</li> </ul>
<b>Levels of contact</b>	<ul style="list-style-type: none"> <li>The project can be clearly shown on the <a href="#">continuum that tracks the levels of contact</a> with and between participating generations as seen on the following page (Kaplan Levels).</li> </ul>



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 Parliamentary Reception.

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.

<b>LOW</b>  <b>HIGH</b> 	<b>1. Learn about the other age group</b> 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.
	<b>2. Seeing the other age group but at a distance</b> 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.
	<b>3. Meeting each other</b> 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.
	<b>4. Annual or periodic activities</b> 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.
	<b>5. Demonstration projects</b> 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.
	<b>6. Ongoing intergenerational programmes</b> 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.
	<b>7. Intergenerational community settings</b> 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.

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





## What do we mean by evidence?

When we talk about providing evidence of impact, we're simply encouraging you to reflect on the following:

- How you know what difference you are making?
- How do you know what you know?
- Why do you do what you do?
- How can you act on what you have learnt?

Evidence can be gathered in many ways – some 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 being with people of a different age?
- To staff, family members and volunteers ask questions like what changes have they observed regarding the participants behaviour as a result of interactions?

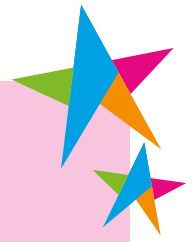
Other evidence could be collated via personal stories and gathering “before” and “after” information. Measuring impact will help you to know how well you are doing and to help you develop and improve your project.

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.



## Final notes

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 Parliamentary Reception.



The Awards will be announced on Tuesday 11th June 2024 at a reception in the Scottish Parliament, Holyrood, Edinburgh.

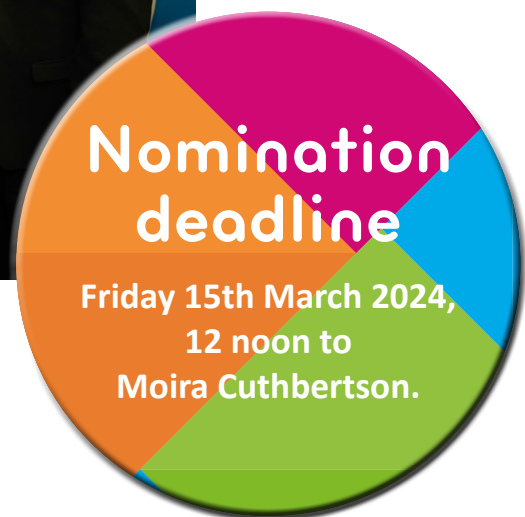
Congratulations again to our 2023 excellence award winners who are shown in the pictures of this guide. Find out more about our winners and watch their short films detailing their intergenerational work [here](#).

Remember to check out our launch event for tips on your nomination taking place online on **Thursday 1st February 2024, 10am - 11.30am**.

Click [here](#) to register.



Winner - Braehead and Crosslet



Generations Working Together  
**Excellence Awards**



Award winners and Highly Commended



## Generations Working Together Excellence Awards

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Scottish Charitable Incorporated Organisation (SC045851)

