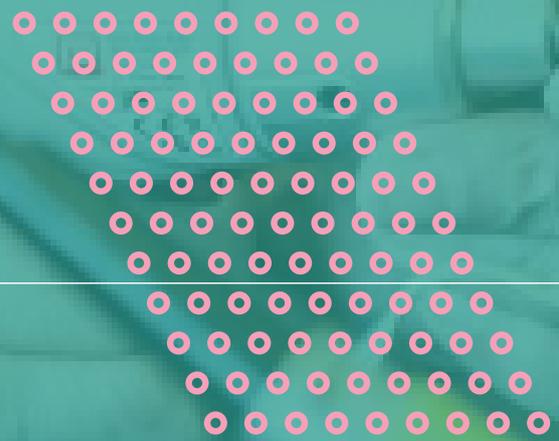




LET'S GO

intergenerational!

**A COLLECTION OF CASE STUDIES
OF INTERGENERATIONAL PRACTICE
FROM GERMANY, UK AND POLAND**



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This publication was developed within the frame of the two year strategical partnership „Archipelago of Generations” and was funded by the Key Action 2 of the EU-program Erasmus +.

Berlin, Warsaw, Belfast, 2017

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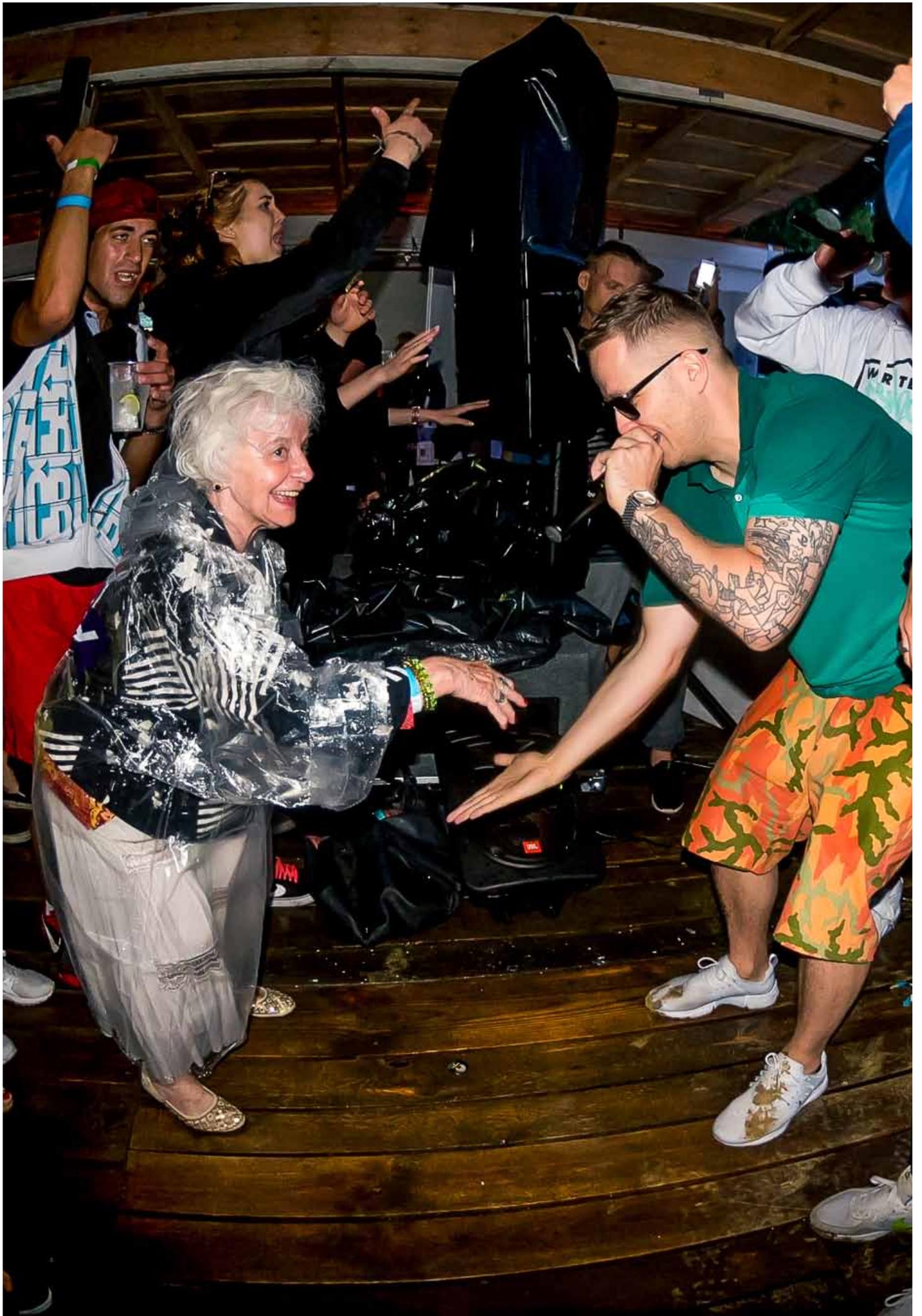
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WELCOME!

In our work, we see the need for wider debate and recognition about the application of intergenerational practice, the benefits of this practice and its role in solving local problems. With this in mind, it is important to create space for gathering and exchanging experiences, both positive and negative, between intergenerational practitioners. Intergenerational activities are often perceived as a form of support for the elderly, solving problems that we stereotypically associate with older people, such as loneliness, inactivity and social inclusion. It is important to recognise the benefits of intergenerational practice for young people and indeed the whole community. Participation of a variety of groups in the debate about the development of intergenerational activities is extremely important and can lead to a deeper understanding of the potential and the social influence of such activities. We hope that this publication can contribute to this debate.

This publication is intended to be a resource for practitioners, policy makers and researchers. Section One traces the beginnings of intergenerational practice and outlines the definitions and principles that we currently accept. Section Two discusses policy and the evidenced benefits of this practice. Section Three provides a range of examples of how intergenerational practice has been applied to a selection of key opportunities. We have described these issues as opportunities, but they could also be viewed as challenges. One of the key purposes of this Erasmus + project was to share learning from Germany and UK with our Polish colleagues and that is why each challenge/opportunity has a piece relating specifically to the Polish perspective. Whilst we have 'matched' case studies to particular 'challenges/opportunities', the nature of this work is that there is considerable overlap. For example, contact between generations which follows good practice guidelines and principles will help to tackle ageist stereotypes, but it may also address a local community issue. Section Four is an overview of the role and status of intergenerational practice from across the three countries in this partnership project: UK, Germany and Poland.

We hope you find it a stimulating and inspiring read!

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ACKNOWLEDGEMENT

The project team would like to particularly acknowledge the important contribution of each case study author. Their names are highlighted as the contact person for each case study. Without your contributions and your innovative intergenerational practice, we would be unable to produce this publication. Many of the case study projects in this publication were visited by participants during our EU Erasmus + project, which involved study trips to each partner's country between 2015 and 2017. We were inspired by the work of others and we love the passion that shines through in all of our intergenerational practice. Please, keep on being amazing!

SECTION ONE:

INTRODUCTION TO INTERGENERATIONAL PRACTICE

1.1

THE OBJECTIVES OF THIS PUBLICATION ARE TO:

- Build public interest and awareness on the role and value of intergenerational practice in society;
- Highlight and promote important and innovative concepts, initiatives and practices that may inspire and empower generations together throughout Europe;
- Demonstrate how intergenerational practice represents collective action to tackle significant societal and economic challenges;

1.2

THE DEVELOPMENT OF INTERGENERATIONAL PRACTICE IN EUROPE

We are living in an era of unprecedented human longevity. It is well established that our global ageing population is the most dramatic demographic shift since records began. This phenomenon is identified as a challenge for governments, families, communities and policy makers as we are still only beginning to explore and understand what we need to do to successfully adapt our social and economic systems.

Alongside this ageing, some argue that we are increasingly apart. The technological revolution, changes in family structures and levels of trust in society means that we may be less connected to each other and the 'traditional' means of social support are less available.

The concept of generations connecting is historically embedded in the "familial and patriarchal relationships of different cultures"¹. Although elements of intergenerational practice have been around for decades, it was recognised in the 1980s as being particularly relevant to addressing a variety of social problems and issues that were affecting two of the most vulnerable population groups, namely older and younger people. From the 1990s onwards, intergenerational

practitioners started to recognise the relevance of the practice to community regeneration. By the end of the 1990s the practice of connecting generations was building pace across Europe, in response to such issues as the integration of immigrants, the need to enhance social inclusion, active ageing and the perception of the breakdown of familial solidarity. By the beginning of the 21st century, intergenerational practice was progressively seen as a way of addressing tensions between the generations, and the practice was being established internationally. The United Nations Plan of Action on Ageing was adopted in 2002 at the Second World Assembly on Ageing and added considerable impetus to efforts to tackle the issues.

Within Europe there are regional networks aiming to provide opportunities for members to promote their work, share information, exchange views and debate issues. The European Map of Intergenerational Learning (EMIL) produced publications that inform and guide practitioners in the field (<http://www.emil-network.eu/>) while the European Network for Intergenerational Learning (ENIL) created a mechanism for practitioners to connect (<http://www.enilnet.eu/>). The European Certificate in Intergenerational Learning (ECIL) project was developed to support practitioners in building understanding and skills. ECIL has been adapted perhaps most successfully by The University of Grenada, Spain, who have an active online course. This case study publication is one product of an Erasmus + funded programme (Archipelago of Generations) and is a further development of the foundational ECIL materials, now developed, adapted and translated for Polish practitioners.

1.3

DEFINING INTERGENERATIONAL PRACTICE

As intergenerational practice has evolved, so has the debate and discussion about how it is defined, structured and approached. It was initially constructed as younger or older people 'doing things to/for' the other generation, with less emphasis on relationship building and meaningful contact between the generations. Many early projects were school-based, focusing on mentoring schemes².

¹ Hatton-Yeo, A. and Ohsako, T. (2000). Intergenerational programmes: Public policy and research implications: An international perspective. Hamburg, Germany: UNESCO Institute for Education.

Building on this, projects were then broadly defined as activities or programmes that increase cooperation, interaction or exchange between any two generations³. In the practice of the authors of this publication, we place the exchange between generations centrally, recognising that we can learn from, about and together with each other. We wish to underline that intergenerational practice is no “one-way-road” delivering knowledge from the elder towards the younger generation, or vice versa. The importance of the principle of mutual benefits remains central to our practice.

More recently, the potential for intergenerational practice to contribute to the building cohesive communities and promote civic engagement has been recognised. This has been accompanied by a conceptual shift in how our practice is defined and understood. There is a move away from a singular emphasis on structured programmes of intervention, to a wider emphasis on the cultural and communal outcomes in bringing older adults and younger people together. Accordingly, intergenerational practice is no longer limited to individual participants and how they benefit, but relates directly to intergenerational relationships in the wider community and society. More programmes are recognising this shift and are increasingly concerned with such outcomes as the creation of social capital; the potential to develop the capacity of communities; the diversification of volunteering; and the greater involvement of educational institutions in their communities⁴. This involves an understanding of intergenerational practice as having the potential to transform society and to shift long-held conceptualisations of the role of different generations. We are arguing that nothing short of a revolution of our conception of age is required for modern living, and intergenerational practice is at the fore front of this movement.

It is also important to consider intergenerational practice as a part of a broader diversity approach, keeping in mind, that there will be other factors of distinction in a society, which influence people’s lives, such as social origin, “race”, gender, disabilities, sexual orientation, etc. Whilst our practice has a particular focus on age, it is important to keep an eye on the interconnections of these factors with age.

Our accepted definition of intergenerational practice:

“Intergenerational practice aims to bring people together in purposeful, mutually beneficial activities which promote greater understanding and respect between generations and contributes to building more cohesive communities. Intergenerational practice is inclusive and builds on the positive resources that the young and old have to offer each other and those around them”⁵.

² Bernard, M. (2006). Keynote 1. Research, policy, practice, and theory: Interrelated dimensions of a developing field. *Journal of Intergenerational Relationships*, 4(1), 5–21.

³ Kaplan, M., Haider, J., Cohen, U., and Turner, D. (2007). Environmental design perspectives on intergenerational programs and practices: An emergent conceptual framework. *Journal of Intergenerational Relationships*, 5(2), 81–110.

⁴ Springate, I., Atkinson, M., and Martin, K. (2008) *Intergenerational practice: a review of the literature*, LGA Research Report F/SR262, Slough: NFER.

⁵ Hatton-Yeo, A. (2006). *Intergenerational Programs: an Introduction and Examples of Practice*. Stoke-on-Trent: Beth Johnson Foundation.



1.4

OUR ACCEPTED PRINCIPLES OF INTERGENERATIONAL PRACTICE

⁶MATES (2009). Mainstreaming Intergenerational Solidarity (Online). Available at: <http://www.matesproject.eu/>.

We use the principles of intergenerational practice⁶, as follows:

MUTUAL AND RECIPROCAL BENEFIT

Intergenerational Practice (IP) is based on the principle of all participating generations gaining benefit.

ASSET BASED

Traditionally, the approach to social policy and practice is most often used to identify something as a problem and then to try to remove these circumstances or behaviours. IP is assets based. It works with the generations to help them to discover their strengths and then builds on these assets to build success, understanding and mutual respect.

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.

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.

PARTICIPATORY

Successful IP is based on the aspirations of the generations participating; What do those participating want to and expect to get out of it, are you managing their expectations and are you aiming to achieve what they want to achieve?

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.

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.

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.

1.5

SOME SETTINGS FOR INTERGENERATIONAL PRACTICE

Intergenerational practice and learning can take place in a variety of contexts and settings, which may include, but are not limited to, the following:

WORKPLACE

As we are living longer, so the patterns of our lives will change. Notions of retirement may shift and it is more likely that many generations will be working more closely together. These partnerships may face particular challenges because of the different generational identity of these workers. Human resource managers could consider discussions about intergenerational relationships throughout the process of team-building and team-work to enhance collaboration.

FAMILY

Connections between generations are one of the most important social bonds in all societies. While much intergenerational practice focusses on links outside the family, it is important to remember the importance of building generational support within the family. For centuries, in most cultures, the family was defined by “blood relatives”. But today, in addition to the traditional family, families exist in many different forms such as single parent, grandparent-grandchild, childless, same-sex couples, step and blended families.

EDUCATION

It is essential that people of all ages have opportunities to learn together and from each other. As such, intergenerational work is an important part of lifelong learning, within both formal and informal education settings, where the generations work together to gain skills, values and knowledge. For example, linking with schools to create mentoring and volunteering ties are potentially lasting approaches which can help to raise the profile of intergenerational practice within education.

COMMUNITY DEVELOPMENT AND CIVIC ENGAGEMENT

Including people from all generations is central to sustainable communities and to the development of more inclusive public spaces. Misunderstandings and even conflict between people from different generations in neighbourhoods is relatively common. Younger and older people are more likely than other groups to lack social capital and access to resources and services, and are less represented in public life. Traditionally, services for older and younger generations have been planned separately. In response to such issues, there has been a rapid rise in interest in intergenerational practice as a community development approach in many European countries.

FAITH BASED COMMUNITIES

As well as the faith based institutions themselves bringing generations together, this also includes intergenerational practice/activities in conjunction other organisations such as schools, hospitals and community centers; as well as intergenerational practice and activities conducted by religious congregation in partnership with local secular social service agencies, such as senior centres.

CARE SETTINGS

Many older people, in the latter stages of their lives, live in accommodation which is age segregated. Intergenerational practice has much to offer in these settings, especially when people have had to move in due to health and/or care issues.

SECTION TWO:

MAKING THE CASE FOR INTERGENERATIONAL PRACTICE

2.1

POLICY DRIVERS AND DEVELOPMENTS

As we have already mentioned, countries throughout Europe now have an ageing population that is living longer and in better health. Over the past 50 years, life expectancy has climbed by 8 years, and demographic projections foresee a further 5-year increase over the next 40 years. It means however that, together with the low birth rates of the past decades, Europe's population is ageing fast. This is a world-wide phenomenon which has particular pace in the global north. The European Statistical Office projects that by 2060 there will be only two people of working age (15–64) in the EU for every person aged over 65, compared to a ratio of four to one currently. The strongest push in this direction is expected to occur during the period 2015–35 when the 'baby boomers', (born in the two decades after World-War II), start to retire. More specifically, the number of people aged 85 years and older is projected to rise from 14 million to 19 million by 2020 and to 40 million by 2050⁷.

According to the European Commission (2009), this demographic evolution will be accompanied by profound social changes in terms of social protection, housing and employment. Therefore, interest in intergenerational practice and what it can achieve has grown amongst policymakers in Europe since the 1990s⁸. At a public and policy level, this has found expression in what is called 'the generational equity debate' which has an almost exclusively negative viewpoint on the challenges of ageing, such as the need for increased expenditure on pensions, health care and social protection systems. Such systems are dependent on the concept of intergenerational solidarity, an integral part of the European economic and social system and, therefore, a crucial factor in this debate⁹.

But others¹⁰ highlight that current concerns are primarily economic, with the focus on older and younger generations sharing or competing for scarce resources. These concerns around intergenerational equity are exacerbated by on-going commentaries, especially in popular media, about the so-called breakdown of the social contract between the generations. Notwithstanding the recent debates noted above, intergenerational solidarity has been an important element of European agendas for some twenty years or more.

Reflecting governmental concern over growing segregation between the generations, 1993 was designated as the 'European Year of Older People and Solidarity between Generations'. This in turn led to the 2002 Second World Assembly on Ageing being titled, Building a Society for all Ages, and to the development of the Age-friendly movement. European policy makers subsequently began to reflect on how best to respond to the challenge of Europe's ageing society. At a conference held in 2008 in Slovenia: Intergenerational Solidarity for Cohesive and Sustainable Societies, attendees examined ways of re-forging social bonds between the generations and initiating political changes aimed at strengthening intergenerational solidarity. During this conference the Slovene Presidency of the European Union designated April 29th as the first European Day of Intergenerational Solidarity and Cooperation in 2009. Then 2012 was declared the EU Year of Active Ageing and Intergenerational Solidarity¹¹. These campaigns and declarations have played an integral part in raising awareness of the need for policy change and encouraging EU policy-makers to place intergenerational issues higher on the European agenda, although

⁷ http://ec.europa.eu/public_opinion/archives/ebs/ebs_378_en.pdf accessed Aug 2016

⁸ Abrahams, C., Hatton-Yeo, A., Lishman, G., Tree, D. and McKee, V. (2007). Improving Outcomes and Creating Stronger Communities through Intergenerational Working: a Joint Paper from Age Concern England. Unpublished report.

⁹ European Commission. (2009). Intergenerational solidarity: Analytical report, flash Eurobarometer (Online). Available at: http://ec.europa.eu/public_opinion/flash/fl_269_en.pdf.

¹⁰ Bengtson, V. L., and Putney, N. M. (2006). Future conflicts across generations and cohorts? In J. A. Vincent, C. Phillipson, and M. Downs (Eds.) *The futures of old age* (pp. 20–29), London: Sage and the British Society of Gerontology.

¹¹ AGE (2012). Roadmap towards and beyond the European Year for Active Ageing and Solidarity between Generations 2012 (EY2012). AGE Platform Europe.

this has not necessarily been matched in all countries throughout Europe.

Building better relationships between generations is frustrated by many other accepted policy drivers, such as the fact that young people often spend the majority of their time in either school or childcare, middle generations at work, while many older adults now live and socialise in age-isolated environments, leaving limited time and opportunities to come together. Naturally occurring opportunities for exchange and interaction between the generations are not as prevalent in contemporary societies. Yet it is widely recognised that these separated generations have many valuable resources to offer each other. They often are experiencing common problems but society chooses an age segregated response to issues such as community safety, mental health, educational attainment and age discrimination.

As public resources shrink, collaborative approaches to the delivery of services and programming at the local level are becoming not only options, but essential and necessary strategies and policies to address changes in modern society. More specifically, intergenerational practice can serve, and provide support to the generations simultaneously, increase the potential for sharing resources and foster relationships, build cohesive communities and act as a tool to address many other implications of an increasingly ageing and age-segregated society.



2.2

DOCUMENTED BENEFITS OF INTERGENERATIONAL PRACTICE

But what are the concrete educational and social outcomes of intergenerational practice? In what way can participants of all ages and communities profit from such an approach? Participants of all ages have the opportunity to pass on their experiences and knowledge to the other generation. This leads to positive outcomes for all age groups, including: older people stay better connected in society, overcome social isolation and practice lifelong-learning competencies which contribute to positive ageing. Younger people gain important knowledge for their further professional and personal development, developing and sharpening life-strategies while exchanging viewpoints with older people. They also receive individual rewards, by experiencing themselves as learners and teachers at the same moment, what goes beyond our classic social role models. Apart from this they learn how to interact in socially diverse groups. Besides this there are joint outcomes for younger and older individuals relating to understanding, confidence, enjoyment and friendship. This helps to foster community cohesion and increases volunteering in the wider community. The graphic below¹² outlines the identified outcomes of intergenerational practice.

International research has consistently indicated that the use of effective and informed intergenerational practice delivers improved well-being outcomes for the individual participants of all ages, contributes to building stronger, more cohesive communities and a connected and collaborative society. There is also evidence that intergenerational practices and learning add value to other service design and delivery.

The following are a number of benefits of Intergenerational Practice which were identified through an extensive literature review in 2008¹³.

- Promoting greater understanding and respect between generations
- Contributing towards building more cohesive communities

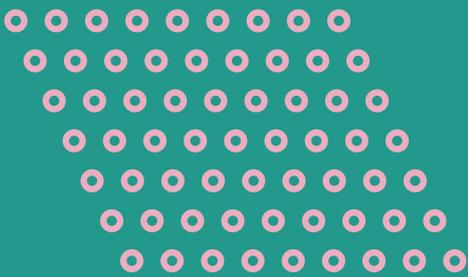
- Being inclusive, building on the positive resources that the various generations have to offer each other and those around them
- Improved health and well-being;
- Reducing social isolation (i.e. older people have the opportunity to interact with other people, participate in activities and make new friends);
- Learning new skills and sharing skills;
- Increased self-esteem and confidence through interaction with other generations;
- Developing new friendships;
- Learning new skills by gaining access to new experiences and resources;

The outcomes for individuals described above inevitably have an impact at a community level. Although intergenerational relations are part of the social make-up of individuals, they also affect the community through their impacts on social interactions, the use of public space and the level to which people participate in the wider community. The following are a number of suggested benefits of intergenerational practice for local communities and wider society:

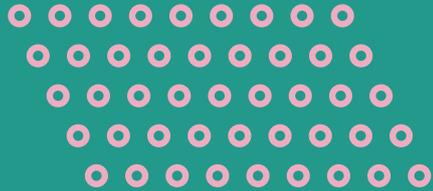
- Build social capital and community cohesion (positive attitudes and beliefs about others in the community can improve community cohesion);
- Enhancing civic participation and active citizenship among both young and older people;
- Promoting active and healthy living for people of all ages;
- Creating active and safer communities (IP can offer help to address many social issues, including fear of crime, racial tensions, community safety and neighbourhood regeneration);
- Designing better quality services for all generations (i.e. improving the use of public spaces and community facilities, promoting the integration of health care and social services for all ages);
- Improving volunteerism and employability by/for people of all ages.

¹² Springate, I., Atkinson, M. and Martin, K. (2008). Intergenerational Practice: a Review of the Literature (LGA Research Report F/SR262). Slough: NFER

¹³ Ibid

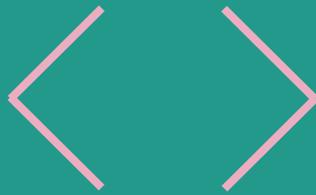


OUTCOMES OF INTERGENERATIONAL PRACTICE



OLDER PEOPLE

Reduced Isolation
Health & Wellbeing



YOUNG PEOPLE

Self-esteem
Skills

increased understanding
friendship
enjoyment
confidence



COMMUNITIES

community cohesion
diversification of volunteers
other community-related policy areas
increased involvement in community of educational institutions



SECTION THREE:

OPPORTUNITIES/ CHALLENGES FOR THE DEVELOPMENT OF INTERGENERATIONAL PRACTICE

OPPORTUNITY/CHALLENGE 1:

HOW SHOULD WE ENGAGE AGE-SPECIFIC INSTITUTIONS, SUCH AS SCHOOLS AND OLDER PEOPLE'S RESIDENTIAL ACCOMMODATIONS?

As our societies have industrialised and we began to recognise a distinct phase of the life-course that we called 'childhood', we have increasingly organised European society around the segregation of age groups. Children and young people are primarily in educational institutions from a young age and we anticipate that we will enjoy a slower-paced version of our lives at the end of a long period of work, in our older age. Housing for older people in supported living environments further segregates us as we age.

It is argued that this social separation of young and old contributes to the continuation of ageist stereotypes¹⁴. How can we disrupt age-segregated institutions, how can we introduce the other generation in to such an exclusive environment? Challenges here include workers such as teachers, youth workers or carers, who are comfortable in their skills with one age group and may lack confidence and/or do not see the point of bringing the other generation in to 'their' space. It is important therefore that there is motivation externally provided. In Northern Ireland, this comes in the form of government strategy which encourages schools to see themselves as resource for the community, so that schools are interested in engaging with adults and local community initiatives.

¹⁴ Hagestad, O. and Uhlenberg, P. (2005) The Social Separation of Old and Young: A Root of Ageism. *Journal of Social Issues* Vol 61, issue 2 pp343-360

THE POLISH PERSPECTIVE:

Stimulating activities that support social assistance centres and private rest homes in developing collaboration with the local community is an important challenge in Poland. Unfortunately, volunteers are still unwelcome in many institutions for fear of bringing irregularities in the way they operate to the public eye. For this reason it is advisable to present good practice and encourage thinking about the inhabitants of such homes as the members of the local community. In 2016 a new draft amendment to the act on alternative care and social assistance provoked heated debate. Proposed amendments would make it impossible to place educational care facilities in the same building or in the vicinity of care facilities for senior citizens. Reasons presented in the justification of the proposed changes are worth pointing out: the authors claim that the presence of the elderly - ailing people struggling with loneliness - will have a negative effect on the children's educational care process. This line of thought surely offends senior citizens and leads to even deeper isolation between different age groups. In order to make children and the youth sensitive to seniors we need to introduce education about old age at school and offer children and the elderly the opportunity to meet and collaborate. We encourage everyone to read the conclusions of the pilot educational programme formulated by gerontologist Walentyna Wnuk and implemented in educational facilities in Wrocław, Poland. The programme was added to the Golden Book of Best Practices for Social Participation of Elderly Persons of the Polish Commissioner for Human Rights. <https://zlotaksiega.rpo.gov.pl/pl/content/miasto-pokolen>



INTERGENERATIONAL MENTORING NETWORK

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University of Strathclyde
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101 St James Road
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G4 0NS

Website: www.intergenerationalmentoring.com
Contact person: Katie Hunter 0141 444 8111

LOCATION

Mentoring takes place in 6 secondary schools and two primary schools in Glasgow. A new project is also beginning in Fife.

WHEN DID IT HAPPEN?

The Intergenerational Mentoring Network began in 2010 with 12 volunteer mentors in Springburn Academy, Glasgow to support pupils who were considering going to university. The project now supports around 100 mentoring relationships. In expanding our scope, we have developed a primary school based project again drawing on intergenerational mentoring. 'Help a Child Learn to Read' has been successfully piloted and is currently being developed in primary schools.

WHY DID YOU START THIS PROJECT?

In 2006, our research team based at the School of Education, University of Strathclyde began collaborating with Springburn Academy in Glasgow. The aim of this work was to try and establish interventions that would support young people from the school entering higher education and getting into some of the most competitive professions such as medicine and law.

Some further research with a group of 28 of the highest achieving pupils at the school, aged 15–16 years old, indicated that these young people had narrow social networks in terms of access to others with experience of higher education, the professions or highly skilled employment.

A key dimension of the project has been to draw on the experience and knowledge of older adults and particularly retirees who form the majority of our mentors. In matching young people with a mentor it was anticipated that:

- Young people would benefit from access to people who could expand and strengthen their social networks, and to enhance their personal, social and educational growth.
- That there would be an increase in the overall number of young people from participating schools in disadvantaged areas of Glasgow that progress into higher education and particularly those highly competitive degree courses that lead into the professions.
- That the project would provide opportunities for older adults to engage with young people and contribute to the overall project development.

PARTICIPANTS

IMN currently supports 70 mentors delivering mentoring support to around 100 young people. With the project now in its 7th year, some mentors and students/ graduates are also still in touch and meeting regularly.

Young people are identified by school staff and are given the opportunity to meet with a mentor.

Mentors have been recruited through a variety of streams including the Centre for Lifelong learning at the University of Strathclyde, the university alumni and local press.

ACTIVITIES

Young people (aged 15–16 years old) are offered the opportunity to engage in weekly one-to-one mentoring by receiving academic, social and personal support from a volunteer mentor as they prepare for their Higher examinations and plan their future careers.

Through an examination of the mentoring process, we ask mentors to feedback on weekly meetings. The project has developed iteratively, with learning and overall project design responding to the needs of participants. We have developed a website which contains case studies and resources which support mentors.

The website has also been designed as a recruitment tool.

REFLECTIONS

At the beginning of the project we knew that young people needed very practical support in terms of their academic work and the process of applying to university. As the project has progressed, we have come to understand the value of a more mentoring based relationship offering not just support in these practical areas but, more importantly, very personal encouragement and emotional support at what can be a stressful and confusing time for young people as they plan their futures.

- Intergenerational mentoring provides a supportive relationship in which the young people gain knowledge, understanding and confidence.

- In parallel we have discovered the fulfilment that our volunteers experience in their role as mentor. Many have told us how rewarding and exciting they have found the project and how they have enjoyed the opportunity to get to know and support a young person.
- The intergenerational mentoring programme enables young people to meet and get to know older people from outside their local communities that they would otherwise not have the opportunity to meet and get to know. As the project is now growing we are keen to look at ways to encourage a more community based dimension to the project enabling young people and mentors to meet and engage with each other within their own school and between schools creating wider networks of support.
- Intergenerational mentoring offers a very promising way to support young people across different communities. Equally it offers older adults a mechanism for engaging with young people outside of their own community and networks.

FUNDING

Initial start-up funding came from the Centre for Lifelong Learning at the University of Strathclyde and Glasgow City Council. This was followed by a substantive 3 year project funded by the Big Lottery.

OUTPUTS

We have a project website, four academic research publications and we also have a film about the mentoring project. (See <http://www.intergenerationalmentoring.com/>)

WHAT ABOUT NOW?

The project is currently being established as a social enterprise which can attract funding to sustain this work. As well as supporting mentors in our existing projects, we are currently supporting the development of new projects.





INTERGENERATIONAL ENCOUNTERS

Organisation: Generation Bridge Germany
("Generationsbrücke Deutschland")
Rollefstr.4
D-52078 Aachen

Website: www.generationsbruecke-deutschland.de
Contact person: Holger Schmidtke
schmidtke@generationsbruecke-deutschland.de

LOCATION

Aachen-Brandt Marienheim
Berlin: John-F.-Kennedy School (JFKS)

WHEN DID IT HAPPEN?

2009 was the year of foundation in Aachen.
2012 was the project start at JFKS together with the retirement home "Arche" in Zehlendorf.

WHY DID YOU START THIS PROJECT?

We are moved by the idea of bringing children and adults together in retirement homes. The aim is to bring generations closer together which do not encounter each other anymore in our society. This is our answer to the demographic change in our society.

PARTICIPANTS

At JFKS all students of the 4th grade visit a retirement home in their proximity once a month and engage in an active encounter with the seniors. At the beginning of the school year the students get prepared for the encounter. At the end of the school year we conduct a farewell activity which includes a thank you gesture from both sides and a handover of certificates.

ACTIVITIES

The meetings have a set time and activity frame. This includes songs, a physical activity and an activity for the respective pairs (student and senior). A handbook with diverse methods is available for the employees.

REFLECTIONS

We have been conducting the encounters between the 4th-graders and the residents of the senior homes for 5 years. Approximately 600 students were able to make such an experience within that time.

The employees, nurturers and educators learnt about our concept and how to introduce it into their daily work routine in advanced trainings.

FUNDING

At the beginning of the project we needed to raise the money for the advanced trainings. During the encounters we needed some additional funds for consumables (pens, glue, paper, etc.). The retirement homes made money available for such purposes. Additionally, we asked for donations from parents and relatives who wanted to support our work.

OUTPUTS

You can find movies on youtube when you enter "Generationsbrücke Deutschland". Furthermore, there is a book by Rocco Thiede: „Die Generationsbrücke, Wie das miteinander von Alt und Jung gelingt“ herder, 2016 ("How the togetherness of old and young will be a success") Additionally, there are articles in newspapers. You can find them on our website.

WHAT ABOUT NOW?

In 2016, the Protestant- Lutheran community in Wroclaw became our cooperation partner. Since then, 6 additional partners have joined who now practice the generation bridges in their homes.

Several times a year, we offer advanced trainings in Berlin and in other places in Germany. Once a year the practitioners meet each other in a symposium to further educate themselves and to exchange experiences and knowledge with each other.



OPPORTUNITY/CHALLENGE 2:

AGE-FRIENDLY

How can we support the inclusion of intergenerational practice as part of the building of age-friendly communities and how can we get wider recognition of the importance of the age-friendly movement?

The World Health Organisation promotes the Age-friendly movement as one way for us to begin our processes to adapt to our ageing populations. This movement had its birth in the late 1980s and 1990s. In 2002, the Second World Assembly in Ageing in Madrid addressed the global challenge of 'building a society for all ages'. The resultant plan developed in to the 2007 'WHO Global Age-friendly Cities Guide', which recommends activity in 8 domains/themes, outlined in the 'petals' of the flower image below.



Membership of the WHO Global Network of Age-friendly Cities and Communities is a reflection of a place's commitment to listen to the needs of their ageing population and work collaboratively to develop effective systems and infrastructure that meet those needs.

The domains were identified through a participative process which engaged older people from 33 cities across 22 countries. There are currently (Summer 2017) 400 cities and communities, 11 affiliated programmes, 37 countries and 146 million people engaged in the WHO network¹⁵.

It is often the case that spaces are viewed as being used more by one age group and the age-friendly movement seeks to challenge these ideas. For example, libraries are an example of places which have been opened up for all age groups to use, albeit often at separate times! The age-friendly movement recognises the importance of intergenerational solidarity and in 2012, 29th April was designated as EU Day of Solidarity between Generations, in an attempt

THE POLISH PERSPECTIVE:

As of 2017 three Polish cities joined the WHO Global Network for Age-friendly Cities and Communities: Ostrów Wielkopolski, Poznań and Gdynia. One of the conditions a city has to meet in order to become a member is developing a long-term local strategy answering the challenges resulting from demographic change. Participation of senior citizens in implementing changes is also an important factor.

Each year there are more towns and cities that develop local programmes for senior citizens. More than 250 municipalities have senior councils that perform counselling and consultancy functions. Despite the fact that senior councils are still in the process of learning the most effective ways to represent the elderly and to collaborate with local authorities - they have already conducted some successful projects: initiative to establish senior clubs in Suwałki, participation in a study of the needs of senior citizens (Przemysł, Miechów), organising public consultation of park revitalisation projects (Prudnik, Elbląg). While considering age-friendly communities it is critical that we design solutions that take into account the needs of all generations. This is a challenge for senior groups as well. It is important that they work not just for the sake of the needs and interests of seniors, but of the whole local community. In order for that to happen, intergenerational dialogue and collaboration are of vital importance.

to raise the profile of the importance of relationships between generations across the EU. The WHO states that an Age-friendly world¹⁶:

- enables people of all ages to actively participate in community activities
- treats everyone with respect, regardless of their age
- makes it easy to stay connected to those around you and those you love
- helps people stay healthy and active even at the oldest ages
- helps those who can no longer look after themselves to live with dignity and enjoyment.

¹⁵ <https://extranet.who.int/agefriendlyworld/> accessed Aug 2017

¹⁶ <https://extranet.who.int/agefriendlyworld/about-us/> accessed Sep 2017



AN AGE-FRIENDLY SCHOOL PROJECT

Organisation: Linking Generations Northern Ireland
(Beth Johnson Foundation)

43-45 Frances Street
Newtownards
County Down
BT23 7DX

Website: www.linkinggenerationsni.com
Contact person: Lynn Johnston lynn.johnston@bjf.org.uk

LOCATION

Belfast, Northern Ireland

WHEN DID IT HAPPEN?

This project ran from April 2014 to January 2015.
The school involved has continued to engage with local older people's groups.

WHY DID YOU START THIS PROJECT?

We were engaged with the Healthy Ageing Strategic Partnership in Belfast and they had funding to promote Age-friendly activity in the city. As intergenerational practitioners, we wanted to make the point that in order to have an age-friendly community, we need to build more positive relationships between generations. We wanted to work with a youth-focussed group and we met with the Acting Principal of Cregagh Primary School (age 4 to 11yrs) who expressed an interest in building the project with his pupils.

The objectives were to:

- Work with local services to identify and support older people at risk of social isolation through a partnership with Cregagh Primary School and Cregagh Community Association

- Raise awareness and build capacity about social isolation, older people and the age-friendly movement through discussions between generations
- Engage and support older and younger people to become more connected

PARTICIPANTS

We worked with 29 children who were P5 (aged 8 or 9) at the start of the project and were P6 (aged 9 or 10) at the end. We engaged 35 older people from Cregagh Community Association. We recruited participants by asking for volunteers who wanted to get involved and hosting a workshop to build age awareness and talk about our work.

ACTIVITIES

We had an initial meeting with everyone together to help to build a programme of activities, so that everyone had an input and the project was led by participants. The group decided to meet each month and took part in the following activities: planning day, physical activity, lunch and bingo, creative IT sessions, 3 x drama/performance sessions, Christmas party, final celebration event.

We used existing resources from other community services available locally and paid some specialist facilitators when necessary but we were able to use the skills of school staff and community members at very low or no cost to the project.

REFLECTIONS

The outcomes were:

- Increased societal engagement between older and younger people
- Older participants reported increased feelings of community and social inclusion
- Older and younger people reported more positive perceptions/attitudes towards other age groups
- Creation of a good practice example in building age-friendly environments

FUNDING

The project received just under £8000 sterling from the Belfast Health Development Unit via the Healthy Ageing Strategic Partnership under their Age-friendly: Reducing Social Isolation grant scheme in 2014.

OUTPUTS

We produced a report about the project which we have used to promote our ideas about engaging young people in Age-friendly activities. It is called 'An Age-friendly School Project Report Cregagh Community' and can be found on our website.

WHAT ABOUT NOW?

Cregagh Community Association and Cregagh Primary School continue to have links and local older people are welcomed in to the school during the year.

Following on from this project, Cregagh Community Association got some funding from Belfast City Council to create a project where local older people joined up with the youth club (ages between 10 and 17) to build more positive relationships.



RADIO TO IPAD

Organisation: The Józefa Bergelówna
Municipal Public Library
ul. Szkolna 43
32-410, Dobczyce, Poland

Website: <http://www.biblioteka.dobczyce.pl/>

Contact person: Paweł Piwowarczyk
Tel / Fax: 0048 12 271 10 74, pawelpiwowarczyk@tlen.pl

LOCATION

Dobczyce is a town in the Lesser Poland Voivodeship in Poland. It has approx. 6500 inhabitants.

WHEN DID IT HAPPEN?

The classes were organised over a period of 10 months – September 2014 – June 2015. These were our first intergenerational workshops at the library. New intergenerational activities supported by the Library grew from this project.

WHY DID YOU START THIS PROJECT?

Ryszard Dulski is passionate about technology. When he retired he moved from Kraków to Dobczyce. He wanted to remain active. He approached the local library with an idea to organise an exhibition of his extensive collection of old radio receivers. He also wanted to share his knowledge. – When I retired I settled in Dobczyce and I wanted to offer “something” to the place that became my home. The young generation was particularly important to me – says Mr. Dulski. And so, together with Paweł Piwowarski, the director of the Library, they came up with intergenerational radio-making workshops.

It was important for Mr. Piwowarski to make the library premises a meeting place for the townspeople, so that they could use the space and equipment, develop their passions and engage others into action. Mr. Dulski's idea was a perfect fit with the goals of the Library.

PARTICIPANTS

The project was popular. We had 28 applicants aged from 5 to 75. The organisers thought that only boys would be interested. It turned out that girls, too, are keen on handiwork. Parents and grandparents wanted to participate, as well. The call for applications was open during the radio exhibition and lectures by Mr. Dulski. It was also announced on the local media.

ACTIVITIES

The activities were initiated with an exhibition of radios from Mr. Dulski's collection and his lecture. The exhibition was so popular, that it was extended from 1 month to 2 months and the number of lectures grew to around a dozen. Participants met during weekly workshops, once a week, on Saturday. Young people built their own radios with the support of a group of elderly men and parents. The intergenerational group soldered, worked with condensers and resistors. The moment of constructing casing for each radio was important. There were as many ideas as participants – from an old clock to a vintage casket, a remote-controlled car, a music box and even a painting.

During the meetings older gentlemen shared their experiences and memories related to the use of radio receivers. They motivated to work, helped in overcoming difficulties and made sure everyone used all machines in a safe way.

There was a number of issues – Mr. Dulski says – once a 12-year-old boy started to cry. I approached him. We left the room and started talking. It turned out he didn't know how to do something. I told him that on such occasions he can let me know and we will do these things together. And so we did. His radio was very neat and inventive. In his life he will meet many difficulties. But from now on he won't break down when he faces them.

Soon the situation was turned around and young people became experts. They shared their knowledge about the latest communication devices – cell phones, tablets and iPads.

The project was concluded with an exhibition of radio receivers built by our participants. The exhibition took place at the local library, but also at the regional library in Krakow. A special publication was created, where each participant describes his or her idea and feelings related to the project. There are many photos in this album.

REFLECTIONS:

Attracting elderly men to the Library was our success in this project. Before the project they rarely participated in our events. The project led to the creation of an informal group of technology lovers and it encouraged more intergenerational undertakings.

Children had contact with physics and technology in an out-of-school environment. Building a radio receiver from scratch gave them the feeling of ability and convinced

them that technology is not that complicated. Experimenting is a good idea. Maybe some of the young people will be encouraged to develop their engineering skills.

Working together, drilling etc. let kids and parents look at one another from a new point of view. They could be close in action, in problem solving and in celebrating success.

Young people now don't know that every device available in stores can be made on our own - Mr. Dulski stresses. They don't get the opportunity to uncover their possibilities and creativity in the realm of technology, as they have no contact with communities that could inspire them in that direction. School doesn't do it. They only see ready mades. So we have this dream-slogan around here: "polytechnicisation at the library".

If someone wants to learn about technology, you cannot use jargon with them, but approachable, even witty language instead. Otherwise we build a chasm. Nobody wants to listen and participants resign.

Setting a clear goal is also crucial for workshops that last many weeks: a goal of making something concrete as a result of all this DIY. And that this "something" will play. Then the group strives for the final result. A friendly atmosphere and sharing ideas is also important. Now when our older participants meet school age participants at the library, they always have a chat. A bond has developed between our participants.

FUNDING

The project received financial support of the Association of Creative Initiatives "ę" and the Polish-American Freedom Foundation within the framework "Seniors in Action".

OUTPUTS

A publication summarizing the workshop and a film prepared by participants.

WHAT ABOUT NOW?

A group of elderly technology lovers was established. They meet and initiate new activities. One of them was to renovate an old railway model donated by one of the seniors. Schoolchildren and adults participated in this project. Another undertaking was a series of intergenerational workshops and film shows.



OPPORTUNITY/CHALLENGE 3:

AGE STEREOTYPING AND USING INTERGENERATIONAL PRACTICE TO TACKLE THIS

One of the over-arching features of intergenerational practice is that it has a significant contribution to make to tackling ageism. Based on Gordon Allport's¹⁷ well established contact theory, prejudice across social groups can be addressed by contact between the age groups. His work and others since¹⁸ have shown that there are several optimising conditions which, if present, will increase the likelihood of prejudice reduction to continue beyond the contact. These are: if both groups have equal status in the exchange, if the combined group shares common goals, if the duration of the contact is maximised, if opportunity for genuine emotional engagement is present and if external institutions can provide support for the contact (ibid).

THE POLISH PERSPECTIVE:

In the research study 'Seniors as Seen by the Youth, the Youth as Seen by Seniors'¹⁹ younger and older respondents point to the lack of friendly space close to their homes (for example a day room, a community centre, a common room at the housing association) where they could meet and talk in a natural manner. Usually the elderly and young people meet on the bus, at the clinic or while doing shopping – these are spaces where territory can be disputed and where negative feelings might arise. Creating opportunities for collaboration is vital – it helps overcoming stereotypes on both sides. The above mentioned study shows that the elderly perceive the youth as noisy, void of thought or ideology, rude, cheerful and always in a hurry. The image of the elderly as seen by the youth is ambivalent: on the one hand there is respect, but also distance and a belief that old age brings illness, mental stiffness, excessive religiosity and turning into a know-all. There are also positive associations with the life of seniors: time for yourself, closeness with loved ones, propriety, huge knowledge about history.

The youth and the elderly want to tackle different topics. Young people are glad to explain how the contemporary world works. They want to share their knowledge about new technologies. They are happy to listen about local history, about what life used to be, about their grandparents' love. Young people are curious about the way people used to live, but they are looking for inspiration rather than for specific patterns to follow. Seniors are mostly interested in topics related to upbringing and education – how one should behave; which values are important. They are also willing to discuss choosing the right life path and to talk about what to focus on in professional life. Seniors are often too directive in their approach to young people. Their huge life experience makes them force their opinions too much – they want to teach young people rather than to hear them out. The authors of the report stress that in intergenerational relations seniors should most of all stop acting as teachers and start acting as storytellers and listeners instead.

¹⁷ Allport, G. (1954) *The nature of Prejudice*, Addison-Wesley Publishing, Boston

¹⁸ Pettigrew, T. and Tropp, L. (2011) *When Groups Meet: The Dynamics of Intergroup Contact* (Essays in Social Psychology). New York and Hove: Taylor and Francis

¹⁹ Original title: "Osoby starsze w oczach młodzieży, młodzież w oczach starszych". The study was conducted by Research House Maison on the commission of the Office of the Commissioner for Human Rights in 2012 with substantive support of the Association of Creative Initiatives "e".



SONGS OF GENERATIONS

Organisation: Kreisau-Initiative e.V.
c/o Allianz , An den Treptowers 3
12435 Berlin, Deutschland

Website: www.kreisau.de
Contact person: Lisann Nolte:
+49 (30) / 53 83 63 63 / nolte@kreisau.de

LOCATION

Kreisau / Krzyżowa (Poland)

WHEN DID IT HAPPEN?

Since 2009 Kreisau-Initiative has conducted this project as an international encounter of people of all ages. The project took place once a year until 2016.

WHY DID YOU START THIS PROJECT?

By opening up our international encounters and welcoming people of all ages, we would like to contribute to a fair and balanced dialogue of generations in Europe. We think this is necessary due to current challenges, which came about with the demographic development in aging Europe. Only when people of all ages act together they will be able to create a good future for everyone. Using the unique learning opportunity of an international short-term project, we foster intergenerational dialogue in Poland and Germany.

PARTICIPANTS

Every project consists of about 24 participants of all ages coming from Germany and Poland. They were recruited by an open call, representing various milieus in both countries.

ACTIVITIES

Participants meet once for five intense days in the international youth meeting centre in Kreisau / Krzyżowa (Poland).

During the workshop participants are invited to discuss the meaning of music in their personal lives and to share memories of different melodies, which are connected to their own biography. They also deal with the role of music as a medium of social protest, change and opposition against totalitarian regimes. The programme contains many different workshops and methods, e.g. “Musical Life Line”, a workshop on Adultism and Ageism, or interactive discussions of the terms “generations” and “intergenerational dialogue”. Everyone has the chance to engage fully in the workshops as the selected methods of non-formal education heavily rely on active participation. This enables authentic international and intergenerational dialogue.

REFLECTIONS

Music is a perfect medium for an intense intergenerational dialogue as it is fun, connects people and enables us to communicate without words. Everybody has his/her favourite song, regardless of age.

Music is also quite suitable to discuss social issues, as tunes very often represent the time in which they have been written. Some of them are strongly connected to political movements (for example).

International short-term projects offer a perfect space to practice intergenerational dialogue, reflect age-based stereotypes (Adultism, Ageism) and discuss the role of “age” in German and Polish societies.

Recruitment of participants was much easier in the older age groups. There should be a differentiated search for participants using different languages. The setting is multi-layered and quite complex, as besides the category of “age”, the categories “nation” and “gender” came into play, as well. All aspects should be treated as interlinked, therefore, well-trained facilitators are needed.

FUNDING

Even though funding was a difficult issue (because of the project’s combined intergenerational and international nature), ultimately, we were able to generate different funds for the project. These were:

- Freya von Moltke Foundation for the New Kreisau (<http://www.fvms.de/en/welcome.html>)
- Citizenship-Programme of the European Commission (http://eacea.ec.europa.eu/europe-for-citizens_en)
- German-Polish Youth Office (<http://www.dpjw.de>)

OUTPUTS

In 2009 we produced a publication to disseminate the project idea. Please contact Kreisau-Initiative e.V. for an online-version.

WHAT ABOUT NOW?

In 2013, we combined the fields “Education for Sustainable Development” and “Dialogue of Generations”, as the question of sustainability of a society necessarily entails the question of intergenerational justice, as well. Therefore, we continue to offer regular international projects for people of all ages which are conducted in Kreisau / Krzyżowa.



INTERGENERATIONAL DANCING

Organisation: Intergenerational Dancing
<https://www.facebook.com/dancingmiedzypokoleniowy/>
<https://www.instagram.com/dancingmiedzypokoleniowy/>

Contact person: Paulina Braun
paulinabraun@gmail.com, tel. +48 507291154

LOCATION

Warsaw and other Polish towns: Sopot, Gdańsk, Wrocław, Katowice, Opole

WHEN DID IT HAPPEN?

The first Intergenerational Dancing took place in Warsaw in 2011 at Rozdroże Square. The UFO landed by the fountain located there (Unexpected Fountain Occupation) – a dozen international artists, architects and designers took control of the fountain (out of service at that time) and built an artistic installation – a mixture of a club, hostel and relaxation space. Paulina Braun is a cultural animator. She was invited to animate this space and to draw local people to the UFO. Youngsters and seniors dancing together was one of her suggestions and it turned out very successful. Intergenerational Dancing parties are still organised in Warsaw and in other towns.

WHY DID YOU START THIS PROJECT?

The Intergenerational Dancing is aimed at breaking stereotypes related to our perception of old age, at fighting social exclusion of the elderly, at bringing generations together. It teaches tolerance and courage. It inspires people to develop their passions regardless of age. One of the project's important goals is also creating jobs for the elderly which leads to improving the quality of their lives.

PARTICIPANTS

Seniors, including those lonely and living alone, who are looking for social space where they can spend time with their peers and with young people; young people who spend free time in music clubs and are open to conversations with seniors.

The seed community of Intergenerational Dancing was that of seniors attending DJ Wika's dancing events as well as Paulina's personal relations with seniors. With time, as the group started to attend trendy youth music clubs, a trend emerged among young people and seniors alike, to have intergenerational fun. New participants learned about the events from the media and through the grapevine.

ACTIVITIES

Intergenerational Dancing parties are organised in popular clubs. Seniors and young people spend time together - usually it's from 100 to 250 people. Our oldest participants were over 90. We also encourage home parties, low-key dancing parties in the homes of our seniors.

Our events create space for collaboration between younger and older DJs. DJ Wika, a senior who only used to play at dancing events for seniors, became part of the project at the very beginning. This collaboration is crucial. Wika became the face of the project, and a resident of Intergenerational Dancing. Paulina Braun also initiated another project, the Senior DJs Academy, where Paulina and young DJs conduct workshops for senior DJs, who then take part in the dancing parties. Seniors bought laptops, installed music mixing software and try their hand at DJing. They play popular Polish songs from the time of their youth but they also search and experiment.

There is also the Senior Casting Agency operating based on the Intergenerational Dancing community. Film producers are encouraged to engage seniors as extras and actors, as well as to rent their apartments for film locations. Invitations to other towns soon followed - Paulina and senior DJs were invited to organise Intergenerational Dancing parties there and to show how to organise such events. Paulina Braun wants to develop into the stage of granting licenses to organisations and institutions from other cities so that they can organise Intergenerational Dancing parties. She plans on spreading her activities outside Poland as well.

REFLECTIONS

Young people say that thanks to the project they could meet many seniors who don't just talk about medicines and illnesses, but who lead normal lives. Young people stopped being afraid of old age - says Paulina Braun.

"Seniors have more courage in entering the world of the young. And vice versa. The fashion for intergenerational events grows from the debris of stereotypes" WPROST weekly magazine.

The parties motivate seniors to be active. They often have cancer, diabetes, have undergone coronary bypass surgeries or suffer from 5 problems at the same time, but they always try to get to the party, go to the radio interview or attend a meeting in order to plan another event. A community of regular participants has emerged - they support one another in trouble, in sickness and in a poor state of being.

In Poland seniors enjoy little space for an interesting life, there are few role models – and yet there is so much more to life than just taking care of grandchildren and sipping tea at the senior club. Intergenerational Dancing parties inspire and show that they can keep learning and growing. The project could not have succeeded without the engagement and visibility of seniors. Promoting senior celebrities is crucial. The project has a VIP group – they are the forerunners of the lifestyle of a cool, trendy and courageous senior.

The use of social media is very important, just as encouraging seniors to using new technologies. Thanks to the internet, social networking sites, and smartphones, seniors get to know new people, find new hobbies and workshops. That broadens the influence of the project and helps us reach young people effectively.

FUNDING

Currently Intergenerational Dancing parties don't receive any funding. The project develops its business relations. In 2014 Paulina Braun received the scholarship of the Ministry of Culture to develop InterGenerational Dancing.

OUTPUTS

<https://www.youtube.com/channel/UCFAPAqoWYsvE77jyLvGaGaQ>
<https://www.youtube.com/watch?v=Rg4oXwkqmdw>
<https://www.youtube.com/watch?v=ACiBGCoX5CY>
<http://swiatsiekreci.vod.tvp.pl/23747388/dancing-miedzypokoleniowy>

WHAT ABOUT NOW?

Paulina, the founder of the project, would love it to operate as a social enterprise, to create jobs and acquire funds for its activities. She is currently developing this idea at the Academic Business Incubator.





CELEBRATING AGE

Organisation: Linking Generations Northern Ireland
(Beth Johnson Foundation)
43-45 Frances Street, Newtownards BT23 7DX

Website: www.linkinggenerationsni.com

Contact person: Lynn Johnston
lynn.johnston@bjf.org.uk 02891813022

LOCATION

Across Northern Ireland

WHEN DID IT HAPPEN?

Each year in April since 2014. In 2014, 2015 and 2016, we were celebrating EU day of Solidarity between Generations (29th April). In 2017, given the forthcoming Brexit, we rebranded the project as #allagesapril

WHY DID YOU START THIS PROJECT?

We wanted to celebrate 29th April, EU day of Solidarity between Generations, encourage generations to come together and promote our work across NI

PARTICIPANTS

In 2014, we had 29 projects and approx. 600 participants. In 2015 we had 38 projects with 1573 participants. In 2016 we had 34 projects and 1199 participants and this year (2017) we had 49 projects which engaged 3050 participants.

We used our contact list and social media and community connections to promote the project. We asked people to join us to celebrate age in April by organising an event or activity in their community/workplace/school which brings generations together for fun.

ACTIVITIES

We offered grants of up to £150 per group so that they could do so. Groups had to apply for the grant using a simple form and then we communicated with each group thereafter to monitor their activity and provide as much support as we could.

Over the 4 years, there have been 150 separate events/activities organised by groups and organisations all across Northern Ireland. These groups spoke to their participants and decided what activity to plan. As a result, the events included lots of arts based activity such as dancing, drama, singing and crafts. Lots of people hosted parties and grandparent days in schools and sporting activity was also popular. The grant required the intergenerational engagement to be just one event. We were delighted that many groups choose to organise more than one session.

REFLECTIONS

In the past 3 years, we gathered information from almost 1500 participants. On average, over 90% of them stated that taking part made them feel better connected to their neighbours and more included in their community. Over 90% also stated they thought it was important that people of all ages have opportunities to come together.

Each year we have delivered this project, we have learned how to do it more effectively. We started giving out bigger sums of money but discovered the smaller amount encouraged those groups who do not usually apply for funding, to do so.

We streamlined the application process and created better systems of communication and monitoring through our experience of delivery.

We are happy to put trust in the skills of others to deliver projects. Each year we are inspired at the creativity and enthusiasm of the volunteers who organise and deliver the activities which bring generations together to celebrate age.

FUNDING

In 2014 we used funding that we had through a core funder of our work, The Atlantic Philanthropies. In 2015 we secured funding from the Public Health Agency in Northern Ireland, on the basis that this project would help to alleviate loneliness and social isolation amongst older people. The project cost approx. £15,000 in 2015 and 2016 and then we expanded it in 2017 and secured approx. £20,000 from the same source.

OUTPUTS

There are annual reports and evaluations for each year since 2015 and videos to show what people did on our website.

WHAT ABOUT NOW?

On average, 95% of the project leaders stated that they used their experiences to inform other work they do and over 98% stated they had developed a lasting relationship with participants.

Every group which applied for a small grant to celebrate age was added to our contact list, meaning that our reach across Northern Ireland grows, enabling us to communicate our vision of a 'Northern Ireland where generations are respected, understood, connected and engaged together in their communities'.

OPPORTUNITY/CHALLENGE 4:

HOW CAN INTERGENERATIONAL PRACTICE BE USED TO TACKLE SPECIFIC PROBLEMS IN LOCAL COMMUNITIES?

There is perhaps a distinction to be made between different applications of intergenerational practice. It can be viewed as both an approach to tackling an issue as well as an aim in itself. For example, one may decide to tackle a social issue, such as the educational under achievement of young people by taking an intergenerational approach. The approach in this case might be to engage older volunteers as mentors or tutors. An example of the intergenerational connection being situated more centrally might be bringing generations together for the sole purpose of developing more positive relationships between older and younger, with the activity they are pursuing being a secondary outcome (typically, artistic activities). Whilst the first example also is likely to build more positive relationships, the primary objective is to achieve something more than 'just' positive intergenerational relationships. In our view, both approaches are useful but it could be argued that the case where a superlative goal is set increases the likelihood for multiple positive outcomes.

The examples chosen include a project which builds relations between cultural groups and provides opportunities for restorative justice and a project set up to support children's education.

By harnessing the resources of generations together and working with age groups collectively, grass roots community groups can be more powerful than those which work with older and younger people as separate categories.

THE POLISH PERSPECTIVE:

Recently, the idea of bringing generations together has become popular in Poland. The media enthusiastically present projects and activities based on the collaboration of children and seniors and the call for developing intergenerational collaboration is becoming a part of strategic documents of the government and of local authorities. But it's easy to feel that these slogans aren't followed by real consideration of the meaning of intergenerational practice and its potential influence on the life quality of citizens and wider communities. And consideration is necessary to gather strong arguments that can make local governments believe that long-term investment in intergenerational practice is worth the effort.

Condescending thinking regarding intergenerational practice is still too popular - they are often perceived as "making teatime more pleasant for senior citizens", not as tools effective in solving specific social issues. Interestingly, interviews we conducted with community facilitators, teachers and librarians show that intergenerational projects are generally perceived in the context of the needs and problems of the elderly, while benefits for other age groups and for communities aren't seen in full. This inhibits the realisation of the full potential of intergenerational practice. That is why it is so important to engage a variety of communities in the conversation, such as schools, community centres, care facilities, etc.



COCKTAILS IN CARE HOMES

Organisation: Magic Me
18 Victoria Park Square,
London, E2 9PF

Website: <https://cocktails.magicme.co.uk/>
<https://magicme.co.uk/>

Contact person: Phoebe Grudzinskas,
Cocktails in Care Homes Project Manager
phoebegrudzinskas@magicme.co.uk / 020 3222 6064

LOCATION

In care homes and extra care schemes in six London Boroughs – Tower Hamlets, Waltham Forest, Southwark, Islington, Westminster and Camden.

WHEN DID IT HAPPEN?

Began in 2010 and is an ongoing project.

WHY DID YOU START THIS PROJECT?

Evenings are the loneliest part of the day, care home residents told us, as there are very few visitors or activities. In 2010, we piloted CiCH in three homes in Tower Hamlets that Magic Me were already working with and now we are in 10 homes across five London boroughs.

The aim of the project is to combat social isolation of older people, boosting their self-confidence and activity levels. We want to connect care homes with the wider community. We engage and train young adult volunteers with the aim of building their understanding and awareness of the needs of people with dementia.

PARTICIPANTS

Participants are residents of the care homes and extra care schemes.

Volunteers come to us via our website, we also have partnerships with various corporates, such as, EY, Clifford Chance, Bank of England and Schroders. Each volunteer has to do an induction where we introduce the project and give basic training in communication and dementia.

In 2016/17 we delivered 98 cocktail parties, with 332 residents and 281 volunteers attending.

ACTIVITIES

We run Cocktails parties every month in each care home, excluding the month of August. Each party has two Volunteer Party Managers who host and support the volunteers and residents.

The parties run on a Wednesday or Thursday evening from 6 – 7.30 pm.

We decorate the room the party is in to transform the space and put music on. We supply drinks and snacks and the Volunteer Party Managers serve the residents and volunteers. Sometimes we have games, such as, jenga or dominoes. In the past few months, we have had a volunteer theme each party using donations from visual merchandisers and high street shops – British Sea Side, Summer Fun Fair and Spring Tea Party.

REFLECTIONS

Our resident participants enjoy new faces and change in the homes or schemes, they look forward to the parties and family members join in the parties too. One family member said “It’s like going to the pub with my dad again.” One resident said, “I have not worn lipstick in 7 years and I now I have a reason to.” Another resident said, “Fantastic experience, made you realise there was still a world out there.”

For our volunteers there is an increased understanding of ageing, dementia, care homes and extra care schemes. Volunteers also feel more connected to their community, whether it’s the wider volunteer network or the residents in the homes and schemes.

One regular volunteer said, “I feel involved with my community in a much wider sense, and connected to the other volunteers that care about tackling social isolation and caring for older members of our community.”

With Cocktails, I feel we are constantly learning lessons. Each care home and extra care scheme is very different. Each one needs a different approach in how to work with them. Patience is the key.

With the project itself, we are working on volunteer retention, hoping to streamline our sign up and keep volunteers coming back. We are doing this by giving more details about the homes on the sign up page and in the inductions. We ask for feedback from our volunteers a lot to make their volunteer experience better.

Theming the parties has been a great success over the past few months. Having different props and decorations are great tools for communication. For example, at the British Seaside parties we had postcards which facilitated many conversations about holidays and different countries.

FUNDING

Yes, we have. We are funded by grants, trusts, foundations and individual donors – People's Postcode Lottery, The Headley Trust, The Henry Smith Charity and The ExPat Foundation.

OUTPUTS

We have our website which is cocktails.magicme.co.uk where you will find our video.

WHAT ABOUT NOW?

Cocktails is an ongoing project. For 2017/18 we are expanding to new homes – 2 new homes in Camden and 1 new in Hammersmith & Fulham. We are also looking at 3 more new homes in Westminster, Lewisham and Lambeth.





OFFENSIVES ALTERN E.V INTERGENERATIONAL HOUSING PROJECT FOR WOMEN

Organisation: Offensives Altern e.V.
Ortolanweg 88, 12359 , Berlin

Website: <http://offensives-altern.de/>

Contact person: Maike Lino info@offensives-altern.de

LOCATION

Berlin

WHEN DID IT HAPPEN?

In May 1999 the first women and children moved in but it started long before that: The idea of women of all ages living together emerged in the beginning of the 1980s by a group of older women in a community centre for women in Berlin-Kreuzberg. They decided to find a suitable building or to build one. It took nearly 20 years to realize that dream – in cooperation with a big communal housing corporation a new house was built. The project is continuing till today.

WHY DID YOU START THIS PROJECT?

Of course the women who have been living here over the years have very different reasons to initiate an intergenerational housing project or to live in it today – so there are a lot of voices on what can be achieved or changed. Some of them are:

- to live together with other women as an alternative to traditional family structures. This can help to counter the isolation and difficulties both younger (especially single mothers) and older women face in their lives.
- to form a community of mutual help in all circumstances, in which women interact tolerantly and openly with each other.

- to strengthen this community by common leisure activities, such as regular house meetings, celebrations and trips and weekly activities such as cooking together, yoga, reading books together or painting
- to further include in all these activities the people from the neighbourhood.

PARTICIPANTS

Throughout the years a lot of different women lived in the project or supported it in many ways. In 2017, there are 27 adult women and 7 children with an age range of 1-87 that are living in the housing project.

ACTIVITIES

Every one of us has their own flat with a balcony.

We share a garden, some common rooms, an elevator and two postal codes.

Whoever wants to, is taking care of a spot in the garden.

We romp around the garden, we argue with each other, we celebrate, because we are in the age of 1 or 87 – or in between age.

We are women and we like to be women.

We like to bring together people and meet new people. We also love men. And turtles.

We are of different ages, we are thick or thin, we have smaller or bigger noses.

We use walking frames, bikes or information highways.

We meet each other, we work in the garden, we read, we cook and eat, we travel.

In fact, eating together is our big passion. Chocolate is the currency.

REFLECTIONS

Sometimes we really love to live together. Sometimes it is really annoying.

Sometimes it is completely normal – that is life!

FUNDING

The house is part of the communal housing corporation “Berliner Bau - und Wohnungsgenossenschaft von 1892 eG “. The house was built by public funding in the context of council housing – the flats were to be given to women with lower income.

OUTPUTS

In 2000, there was a publication about the first year of living together published by the housing corporation. Now, from time to time there are articles about us in the press or a documentation on television. Most recently, we were interviewed and mentioned in the publication “Annerose Siek, Weiberwirtschaften (Gemeinschaftlich wohnen und leben auch im Alter)”, published by ueberreuter-Verlag in 2014. Every year we have a summer fete for the neighbourhood and the public and in the last years we organized two exhibitions of our painting group. We also have a homepage (see above).

WHAT ABOUT NOW?

Yes, the project is going on – we are still living together and learning from each other.



OPPORTUNITY/CHALLENGE 5:

HOW CAN INTERGENERATIONAL PRACTICE CONTRIBUTE POSITIVELY TO WORK PLACES?

The global ageing demographic means that we may need to shift our understanding of our lives as being lived in the three broad stages of education, work and retirement. With our increasing longevity and the proportion of the population likely to live beyond 100 increasing every year, it is suggested that we need to view our lives in more than 3 stages and that the 100 year life will mean in the future that our working age will shift well beyond our current expectations²⁰. The assumption of a 'deserved' retirement is simply not feasible within our current economic model, especially if the retirement stage of one's life is likely to last a similar period as the working stage!

This inevitably will mean that there will be teenagers and centenarians together in workplaces. The common discourse of generations, as 'X,' 'Y' or any other letter; 'millennials'; 'baby boomers' and so on may not be a helpful way to begin our conversations. Such labels seek to group generations based on birth cohort together and assign them common characteristics. Whilst it may be designed to enhance understanding, this categorisation runs the risk of stereotyping and creating simplistic answers for what are complex questions: What will our ageing demographic mean for workplace relationships? Will employers have to make adaptations for this shift in age range? These are questions that are as yet not fully considered or answered.

²⁰ Gratton, L. and Scott, A. (2016) The 100 year life: Living and Working in an Age of Longevity, Bloomsbury Publishing, London

THE POLISH PERSPECTIVE:

An increasing number of employers are beginning to consider the influence of the ageing society on the daily operations of their companies. They know they have to tackle many issues, such as: How to increase the effectiveness of older employees? How to avoid intergenerational tension in teams? How to value and keep the knowledge and experience of long-standing employees who are the "memory" of a company? How to invest in the development and health of employees at different life stages?

To answer these questions a company might want to deploy an age management strategy that enables employees to use the benefits of an age-diversified team. The most popular age management tools are:

- turning experienced and older employees into mentors who help new employees settle in;
- introducing flexible working hours not just for young parents but also for older employees in order to enable them to work part time or telework - which is especially important for those who work and take care of a child/grand-child or an older parent;
- introducing programmes that prepare employees for retirement;
- integrating employees - for example, creating intergenerational project teams, organising family picnics, etc;
- adjusting work stations to the ergonomic needs of seniors and/or people with disabilities;

Recommended reading: "ZARZĄDZANIE WIEKIEM SKIEROWANE NA OSOBY 50+" published by the Academy for the Development of Philanthropy in Poland:

<http://www.filantropia.org.pl/publikacje-arfp/category/19-active50>

Collaborative Networks Programme



AGE COLLABORATIVE NETWORK

Organisation: Business in the Community
Northern Ireland Bridge House
Paulett Avenue, Belfast, BT5 4HD

Website: www.bitcni.org.uk
Contact details (tel/email): 02890460606
deborah.mcconnell@bitcni.org.uk
Contact person: Deborah McConnell

LOCATION

Northern Ireland (NI)

WHEN DID IT HAPPEN?

June 2016 to March 2017 with view to initiating actions based on the outcome report

WHY DID YOU START THIS PROJECT?

- Need identified due to issues such as; people living longer and wanting/needing to work longer, default retirement age being removed, change in skills required for work and our ability to work as we age.
- We brought together a wide range of businesses from the public and private sector and other stakeholder organisations to discuss the issues and potential solutions.

PARTICIPANTS

Representatives from a wide range of businesses and organisations including community voluntary. Including: Belfast Health & Social Care Trust, First Source Solutions (lead), Belfast City Council, Linking Generations NI, Business the Community, Invest NI, Labour Relations agency, Greiner Packaging, Survitec, Pricewaterhouse Coopers, Ulster

University, Police Service of Northern Ireland, NI Housing Executive, Age NI, Bank of Ireland, Addiction NI.

These were recruited through linkages with existing contacts and also through promotion on website, social media and email.

ACTIVITIES

Facilitator recruited to manage the process.

Participants came together as a network over 6 meetings.

Each meeting best practice shared, discussion facilitated and external speakers invited. From discussions key issues relating to ageing workplaces were agreed and sub groups met to discuss solutions.

Final report completed with recommended solutions, actions and projects.

REFLECTIONS

The outcome of this project culminated in a report which has provided recommendations and actions for solutions based on feedback from those involved and wider research.

The purpose of this network approach was to provide an opportunity to discuss the current and real issues faced. The recommendations for action have provided a framework for ongoing work.

FUNDING

Funding came from the Invest NI collaborative network programme which paid for a facilitator.

Participants gave their time in kind to match this.

OUTPUTS

The report is the output which gives recommendations for actions; this process is ongoing.

WHAT ABOUT NOW

One of the recommendations within the report as a solution was to develop an inter-generational vice versa mentoring programme teaming up older and younger workers. LGNI hope to lead on this piece of work and are currently working with the network members to access funding support for this.



PICTURES OF OLD AGE

Organisation: Federal Ministry for Family Affairs, Senior Citizens, Women and Youth
Glinkastraße 24, 10117 Berlin

Website: <http://www.programm-altersbilder.de>

Contact person: Thomas Bosch 0049-30-18555-0, info@bmfsfjservice.bund.de

LOCATION

Nationwide programme of Federal Ministry for Family Affairs, Senior Citizens, Women and Youth

WHEN DID IT HAPPEN?

It was started in January 2015 and is still ongoing.

WHY DID YOU START THIS PROJECT?

The Federal Ministry for Family Affairs, Senior Citizens, Women and Youth would like to foster and mainstream realistic and diverse pictures of old age and ageing in the German society. That means discussing the effects of different perceptions of old age in different life spheres, sensitising stakeholders to potential negative effects of some perceptions.

PARTICIPANTS

The website functions as a central resource for gathering information, launching campaigns and fostering discussion on a nationwide level. Everybody can be part of a potential target group, as the whole resource is available online.

ACTIVITIES

On the website there are links to various activities, reports, conferences, competitions, exhibitions, connected to different life spheres, such as work, culture, local communities, education or care issues.

REFLECTIONS

Various life styles of older generations are presented in order to provide realistic perceptions of old age. This encourages older people to engage in society, bringing in their competencies. Younger people are invited to readapt their perceptions of old age. Those realistic perceptions of old age lead towards acceptance, openness and intergenerational dialogue, supporting also social cohesion.

FUNDING The ministry itself funds the programme.

OUTPUTS <http://www.programm-altersbilder.de>

WHAT ABOUT NOW? The Platform will be continued.

OPPORTUNITY/CHALLENGE 6:

THE CHANGING CHARACTERISTICS OF MODERN FAMILIES

The changes in society that we are continuing to experience at a furious pace this century are changing family dynamics and intergenerational relationships within families. Issues such as women's equality, children's rights, the technological revolution, migration patterns as well as the world wide trends of individualism and globalisation, all have the potential to have significant impact on familial relations.

Older adults are less likely to own smart devices²¹ and so the new ways of connecting through social media may create distance between generations. The role of women in both public and private arenas is continuing to change so that society can no longer rely solely on women to be the primary carers of children and elderly relatives (although this is still common place). As previously mentioned in Section One, our concept of family is changed with lone parenting, grandparent-grandchild, childless, same-sex couples, step and blended families impacting both negatively and positively on generational relationships. The availability of relatively quick and cheap global air travel means that younger generations may be more likely to migrate,

leaving older relatives with less support and living alone. In the UK, our insatiable appetite for property ownership has led to millions of people living alone as they age, removing the traditional support of family, where, in the past, grandparents very often lived with families when they needed additional support in later years. These are just some of the issues of modernity that impact on intergenerational relationships in families and I'm sure you can think of more!

Overarching all of these issues is our increasing longevity, so that it is not unusual for families in the global North to balance relationships and support mechanisms between 4 or 5 generations. Families have proved to be a very adaptable structure, but they may need additional support in these testing times in order to keep linkages between generations healthy.

²¹ http://www.huffingtonpost.com/suren-ramasubbu/from-gen-x-to-y-and-z-tec_b_7645410.html



GRANDPARENT SERVICE

Organisation: Berlin Women Association
(Berliner Frauenbund e.V.) 1945
Warschauer Str. 58a, 10243 Berlin-Friedrichshain
Ansbacher Str. 63, 10777 Berlin-Schöneberg

Website: <http://www.grosselterndienst.de/>
Contact person: Ms. Krull
+49 (0)30 - 213 55 14 / +49 (0)30 - 292 03 22,
grosselterndienst@t-online.de

LOCATION

Ansbacher Straße 63, Berlin and Warschauer Straße 58a, Berlin

WHEN DID IT HAPPEN?

The grandparent service has existed since 1989. It was founded to support single parents and to offer older women a useful engagement, once they were not working anymore. Nowadays, however, we broadened our scope and also have wish grandfathers.

WHY DID YOU START THIS PROJECT?

One reason was that children these days often grow up quite far from their biological grandparents and, therefore, rarely have contact to the older generations. We regard it as very important to establish this contact, so that the children are able to get to know intergenerational togetherness and communal life.

Often, the biological grandparents live hundreds of kilometres away and can only see their grandchildren for special occasions. With their wish grandparents, however, the children can also share their everyday lives.

On the other side, the older people stay in contact with younger ones, they can actively take part in their lives and thereby gain new possibilities, for example, to get to know social media in an easy way.

As a result, the appreciation between the different generations increases.

PARTICIPANTS

At this time we have about 430 wish grandparents who are in contact with about 600 families with about 800 children.

We usually get contacted via different media – in earlier years it was mostly via newspaper articles but today the internet is used a lot, as well. Additionally, mouth-to-mouth propaganda and different volunteer agencies play an important role. Many parents and grandparents also do their own internet research and find us there.

In the last years, we have been active at different volunteer markets and promoted our work there.

It became apparent, overall, that the request for wish grandparents exceeds their availability by far.

ACTIVITIES

The wish grandparents have the possibility to take part in different events every month. There are, for example, a monthly breakfast, frequent discussion circles for new wish grandparents, educational workshops and excursions.

REFLECTIONS

The result is that there are so many wish grandparents now, some of whom have been with their families for a long time and have established family-like relationships. Many happy parents, wish grandparents and wish grandchildren have found each other. Our oldest wish grandson is 32 now and is still in regular contact with his wish grandparents.

We have learnt not to take ourselves too seriously as project coordinators. The people need to fit to each other – not to our ideas. Apart from that, a continuous coordination is crucial. Trust and emotions play a big role in our work, this is where consistency becomes very important.

FUNDING

We rarely get any donations. We are financed by contributions of the Senate of Berlin for social issues. It is an uncovered demands financial system, so the donations are set against the contributions and the contributions get reduced accordingly. Only a small part of the donations needs to be present as self-funding for the project.

OUTPUTS

We distribute flyers, postcards and bookmarks. The grandparents get them and the programme 3x a year via post. On Christmas they also get a small giveaway – our way to say thank you. For our booth we also have some pictures, a roll up and a poster.

WHAT ABOUT NOW?

Of course, it is still happening, it is our daily business! We also help others who would like to establish a similar project – we get national and even international requests for that. As a result, there is a small network of grandparent services nationwide.

SUPERGRANDMA AND SUPERGRANDPA SCHOOL

Organisation: Free Polish University Society, Lublin division
Narutowicza 41/1, 20-016 Lublin, Poland

Website: <http://www.superbabcia.org.pl>
<http://superbabciaisuperdziadek.pl/>

Contact person: Zofia Zaorska: z.zaorska@wp.pl

LOCATION

Lublin and other towns

WHEN DID IT HAPPEN?

The first SuperGrandma and SuperGrandpa school was established in 2008 in Lublin and it still operates. In the recent years new branches were created, in Warsaw, Wrocław, Poznań, Białystok, Kraków, Ozimek (nearby Opole) and Rajgród, and more. Some were only active for several months, some lasted longer.

WHY DID YOU START THIS PROJECT?

The School's mission is supporting grandparents in being with their grandchildren, particularly in getting to know the world, acquiring the skills of initiating interesting and stimulating games and playtime activities, and initiating school-related duties. It is also important to support older people in self-development, taking care of their own health and activity.

The School was established by Zofia Zaorska, an educationist and gerontologist. For years she has been the director of the Lublin University of the Third Age. Mrs. Zaorska had a personal motivation for establishing the School - her grandchildren, Kuba, Zosia and Marysia, were born.

- It's been a while since I had any contact with small children. And throughout the years the approach to them has changed significantly. There are different activities and games. And you have to be able to come up with things to do. You need ideas, you need to take care of the children's development - not just make sure they've eaten and went out for a walk. That is why I decided to find women who want to become modern grannies - (founder).

PARTICIPANTS

Each year we have approx. 25 ladies (men are very rare).

Most participants are women aged 55-65, who engage in caring for their grandchildren. They have performed a number of different professions but what they have in common is that they care about the development of their grandchildren and they want to support their children. There are also ladies whose grandchildren live in another town or country, but who want to engage in activities with children in kindergartens and dayrooms.

The call for applicants is advertised in local and national media, parishes, leaflets and word of mouth. The project is very visible in the media, but it is also difficult to break the “granny” stereotype – the image of a lady who raised her own children and so she believes she knows best how to take care of her grandchildren. She doesn’t need to learn anything.

ACTIVITIES

Activities are organised once a week at a local community centre (partner organisation providing rooms for our meetings).

What’s important is that the School is a workshop based environment. There are no lectures. We focus on group work, conversation, sharing information and opinions. This approach results from the conviction that grandmas know a lot – inviting them to come and then just telling them that they should change something in their approach to grandchildren isn’t sufficient.

During workshops participants learn new modes of communication, they get familiar with the rules of a healthy diet, they learn to suggest interesting games, they learn the rules that let kids use modern technology safely. They also learn to support their grandchildren during their first schoolyears. Several times a year we organise family events (holidays) and excursions with grandchildren. There are also activities planned to engage older grandchildren, like location based games and excursions along the trail of cross-cultural historical treasures.

Every year we spend the most time with psychologists specialised in communication with children and their parents. During these workshops grandmas work through difficult situations with their grandchildren. They perform role-play where e.g. it takes their grandchildren longer than agreed to come back home from school with friends. The psychologist acted as the grandchild and 30 grannies gathered in the room had to react. Finally one of them said that she’d hug the kid. The psychologist said: “At last”. The participants remembered this workshop because it let them understand the problem. We are all stuck with the habit of correcting and reprimanding children: “Where have you been?” “Why are you so late?” However first we should hug the kid who took the long way home. We should be glad that they’re back and open the conversation later.

Our graduates who didn’t want to end the meetings established a SuperGrandma Club where they develop theatrical classes for kids. They made puppets and they perform in plays. The theatre has wonderful scenography and it has performed more than 100 shows for local kindergartens and children’s hospitals. One of the project’s participants is the coordinator of the theatre and the director of its plays.

REFLECTIONS

In more than 100 families in Lublin almost 500 children felt that they have SuperGrandmas.

But most importantly the position of grandmas and grandpas in the families has changed. They have something to offer. Families notice that and grandmas are approached like skilled adults. They have better contact with their grandchildren. Their inventiveness is impressive. The children’s theatre lets grandmas discover their creative skills. After a computer workshop most of them opened email addresses.

Our participants are more self-confident now and many friendships have been established... We are glad when our workshops inspire our participants to deeper consideration of numerous stereotypes that are worth fighting.

A suggestion to organisers of such projects would be – remember that this is a common initiative. It is created by all participants and all of them can bring their ideas and turn them into reality. It's advisable to give participants space for individual actions.

FUNDING

The project received financial support of the Association of Creative Initiatives “e” and the Polish-American Freedom Foundation within the framework “Seniors in Action”. The project also received financial support from the Ministry of Family and Social Policy as well as of the local government.

OUTPUTS

A publication “How to Establish a SuperGrandma School”:
<http://e.org.pl/wp-content/uploads/2013/03/JZSSBiSD.pdf>

WHAT ABOUT NOW?

In 2016 in Kraków we had a meeting of approx. 80 delegates from all active Schools. Their organisers are in touch. They exchange experiences on a regular basis. Everyone who wants to establish a new school is encouraged to come for a study visit at another School that has operated for several years. Zofia Zaorska, the founder of the School, dreams of a special edition of workshops for grandmas and grandpas dedicated to communication with teenage grandchildren.



OPPORTUNITY/CHALLENGE 7:

HOW CAN WE APPLY INTERGENERATIONAL APPROACHES TO REMINISCENCE AND MEMORY WORK?

With increasing longevity, we have increasing numbers of people living with dementia. In the UK, there has been a significant campaign in the last few years for 'dementia friendly' communities and environments, connecting with the age-friendly concepts. Whenever generations come together, memories are often the topic of conversation, as most people enjoy listening to stories about other peoples' lives.

Reminiscence and memory work has been shown to be important in helping to maintain well-being as we age, particularly if dementia is an issue. The use of younger people, through intergenerational activity, as active listeners may be an effective way to sustain this work. If one is living alone or in an institution where carers and/or family members are too busy to take time out, it can be difficult to find someone to listen. Experience of our intergenerational practice suggests that younger people enjoy listening and learning from stories about times gone by and that older people benefit greatly from the opportunity to talk, tell stories and remember.

Remembering who we are and our life story is integral to maintaining identity, both personal and social. But from a wider perspective, finding a way to genuinely listen to and share learning from others' lives might just be the critical thing missing in society. How many times do we hear the phrase that 'history is repeating itself'? Perhaps there is another way to listen, including placing more value on individual lived histories.

THE POLISH PERSPECTIVE:

Most ideas for bringing generations together proposed to the "Seniors in Action" grant programme held by the Association of Creative Initiatives "ę" are related to memory and local stories. Activities based on gathering stories told by seniors and getting to know their personal and subjective point of view on the place they live in and its history - are very popular. Local archives, publications and websites gather memories, recordings and photos. These activities strengthen the feeling of identity and make it easier to learn about one's roots. They are very valuable for the young and the old alike. They can tell about the time of war (Women from Ravensbrück <https://vimeo.com/42286833>), about now non-existent factories (The Shipyard is a Woman, <http://stocznia-jest-kobieta.org/>) or focus on old customs (Oh, what a wedding! <https://vimeo.com/45209613>). Educational and creative activities organised on lands influenced by post-war forced resettlement are a very interesting example (Identities Reclaimed. Interventions <http://tozsamosciodzyskane.e.org.pl/>). Foreign activities related to memories aimed at people suffering from dementia are very inspiring - these seniors can be invited to many operating programmes and new initiatives can be developed with them in mind.



SCOTLAND'S URBAN PAST

Organisation : Historic Environment Scotland
John Sinclair House, 16 Bernard Terrace, Edinburgh

Website: www.scotlandsurbanpast.org.uk
Contact person: Chiara Ronchini 0131 651 6772
Chiara.Ronchini@hes.scot

LOCATION

Scotland wide. SUP is a five-year nationwide programme about the history of Scotland's towns and cities, led by Historic Environment Scotland and funded by the Heritage Lottery Fund. We operate in Scottish urban areas of over 3,000 people (as per Scottish Government definition of 'urban')

WHEN DID IT HAPPEN?

October 2014-September 2019 (five-year programme)

WHY DID YOU START THIS PROJECT?

The programme aims to support communities across the country to investigate, record, engage with, and celebrate the heritage of our towns and cities.

The urban environment has a considerable impact on all our lives. More than four million people live in 220 urban settlements across the nation, representing 80% of the population. What this means is that a significant majority of Scottish people have a stake in the urban past.

Through the delivery of 60 projects in different towns and cities, SUP aims to inspire a new sense of value and understanding of our urban past through active participation and collaboration.

PARTICIPANTS

All projects are community-led, and the projects' ideas are spurred on by the communities themselves. Potential community groups apply to the SUP programme by submitting

their proposal. The location, nature and scale of each project is therefore determined by the participants and facilitated by SUP. All sectors of the community are encouraged to participate, including local groups already interested in their urban heritage, young people, and 'seldom-heard groups' – i.e. audiences traditionally less likely to be involved in heritage activities.

So far we delivered 33 community projects. Amongst our 33 projects, we initiated four intergenerational projects: Home Educators, Stonehaven, St Stephen's School / Sheltered Housing, Clydebank, Oban Schools and Communities Trust, Oban, Govanhill Baths, Glasgow.

Other projects, such as Glasgow Disability Alliance, Parkour Communities in Edinburgh and Abbot House in Dunfermline have intergenerational aspects, such as interaction during training in filming and oral history recording.

ACTIVITIES

As part of the SUP programme, a dedicated team of eight specialists offers expert (free) training and support to motivate people across Scotland to explore the rich heritage, social and personal histories of their towns and cities. Groups and individuals have grown their understanding of the distinctive characters of their urban environments, exploring how things have changed over time, and sharing their findings with wider communities. Since the start of SUP, currently just over half way through the programme, we delivered 33 projects, covering a total of 26 different urban areas, including four cities (Glasgow, Edinburgh, Stirling and Inverness). These projects include:

- 12 projects led by audiences who never engaged in history projects before
- 8 projects led by a more traditional audience
- 13 projects led by young people

4 of these projects are inter-generational (Home Educators, Stonehaven; St Stephen's School/Sheltered Housing, Clydebank; Oban Schools and Communities Trust, Oban; Govanhill Baths, Glasgow).

As part of these 4 intergenerational projects, we delivered the following:

- oral history training
- ceramic workshops with artists
- film and photography training
- puppetry workshops
- survey and recording training.

Depending on the type of project, participants in our intergenerational projects met with different frequency:

- Home Educators, Stonehaven (7 young people and 4 adults): 1 day training in historical document research, storytelling and filming of their puppet show involving children and parents
- St Stephen's School / Sheltered Housing, Clydebank (51 young people and 7 senior citizens): 2 project development meetings; 4 training sessions (digital mapping, community mapping, ceramic)
- Oban Schools and Communities Trust, Oban (5 young people and 49 adults): 1 historical document research training, 3 filming sessions, 2 oral history sessions

(project still ongoing). Training was delivered in Gaelic and English

- Govanhill Baths, Glasgow (19 young people and 12 senior citizens): 2 oral history recording sessions (project still ongoing).

As part of the wider SUP programme, we also delivered (so far):

- 214 special skills training sessions (Surveying and Recording 35, Researching historical docs and maps 34, Digital mapping and illustration 8, Community Mapping 28, Photography 33, Filming 22, Oral history recording 21, How to plan and manage your project 5, Promoting your project 7, How to work with different groups 1, Other 15)
- 5 Teachers CLPL training sessions in Paisley, Elgin and Ayr.
- 29 Digital Crowdsourcing Workshops
- 80 events, including 72 talks and two exhibitions. We also delivered 2 community events as part of our launch; 6 community get-togethers (Oban, Aberdeen, Inverness, Glasgow and two in Ayr); and 2 youth-led events.

REFLECTIONS

In general, SUP has delivered intergenerational aspects for the majority of our projects. Usually, the main outcome is about sharing experience, stories and heritage values across different generations and with a wider audience.

Another example of intergenerational work is our project with Glasgow Disability Alliance, a network of young people and adults with different disabilities who investigated their urban environment. The main outcome of this project was to ensure that this community could have their voice heard and could celebrate what heritage means to them. As a result, new material was added onto the National Record of the Historic Environment and a digital map of their favourite places (and stories) was made available online. As an additional outcome since our project, this community group was invited to participate in policy discussions about heritage and accessibility.

FUNDING

The SUP programme is funded almost entirely by the Heritage Lottery Fund and the remainder is funded internally by Historic Environment Scotland

OUTPUTS

The Home Educators project produced a film of their puppet show inspired by the fishing industry of Stonehaven. St Stephen's Primary produced community maps and ceramics in conjunction with the residents of the nearby Sheltered Housing. Their work was inspired by the Clydebank blitz during the war and its impact on the town. Both, Oban Schools and Govanhill Baths projects are still ongoing.

WHAT ABOUT NOW?

We have a few more intergenerational projects in the pipeline, which will be delivered as part of SUP up until the end of the programme in September 2019. A legacy for sustaining SUP activities beyond its life is currently being explored.

The organisation does not have a dedicated intergenerational programme, but currently has only ad hoc projects. We are in the process of establishing a more all-encompassing engagement strategy, which will look into inter-generational issues as well.



LIVING LIBRARIES ON FLIGHT AND SEEKING REFUGE – STORIES FROM THE PAST AND THE PRESENT

Organisation: Anne Frank Zentrum (“Anne Frank Centre”)
Rosenthaler Str. 39, 10178 Berlin

Website: www.annefrank.de

Contact person: Bianca Ely
e-mail: ely@annefrank.de or zentrum@annefrank.de
Tel.: +49 (0)30 2888656-00E

LOCATION

The project took place in 4 different smaller cities or communities in the rural areas of Eastern Germany: Fürstenwalde an der Spree, Kyritz & Wusterhausen (neighbouring communities), Greifswald and Königstein. The Anne Frank Zentrum provided high quality training and coaching for the project partners. In total 3 seminars took place in Berlin.

WHEN DID IT HAPPEN?

The project took place from January 2016 until April 2017.

WHY DID YOU START THIS PROJECT?

Anne Frank Zentrum - remember and engage.

The Anne Frank Zentrum is the German partner organisation of the Anne Frank House in Amsterdam. The Centre reminds visitors of Anne Frank and her diary with exhibitions and an array of educational programmes. It facilitates learning opportunities in which children and young people can examine history and link it to the world in which they live today. They learn how to take on social responsibility, and how to engage with freedom, equal rights and democracy.

We have had prior experiences with intergenerational dialogues, especially in rural areas of Eastern Germany. Based on our experiences with testimonies of eye-witnesses,

we were intrigued to try out a format that would provide space for dialogue and mutual exchange of life stories.

Furthermore, the arrival of many asylum seekers to Europe and Germany in the year 2015 created a new discourse on flight and refuge. Racist attacks against asylum seekers and/or refugee centres were dramatically on the rise. Therefore, we aimed at creating spaces for dialogue, story-telling and personal encounter.

PARTICIPANTS

Intergenerational dialogue events have taken place in 4 different cities or communities. Around 300 people took part in those events. In each of the project cities, around 10 – 15 people of all ages and backgrounds were recruited as so-called »living books«, meaning they told their life stories within the living library events. They took part in a preparation as well as a follow-up meeting. A number of 15 people took part in the training course and individual coaching provided by the Anne Frank Zentrum.

ACTIVITIES

In spring 2016, the Anne Frank Zentrum published a call for application for small cities or communities in the rural areas of Eastern Germany to take part in the project. From all applications, 4 cities (mentioned above) were chosen. The neighbouring communities Kyritz and Wusterhausen took part as senior partners, as they had already participated in prior intergenerational projects conducted by the Anne Frank Zentrum.

A training course as well as individual and network counselling on-site were mandatory for the project partners of all cities. At the same time the dialogue events were prepared. For the most part, the preparation consisted in finding people who were interested in telling their stories, in creating a well-rounded set of participants and preparing the »books«, meaning the people sharing their life stories during the events.

The living library events themselves took place in all the partner cities over the autumn month.

The Anne Frank Zentrum organized a conference, in which over 70 educators, researchers, community workers and social workers participated.

Following the conference, a brochure was published as well as a set of 4 video clips giving an insight into the project.

REFLECTIONS

In all the partner cities unique and successful events in intergenerational dialogue on life stories and flight took place. With one exception, the format »living library« has been completely unknown to the project partners. Many people came in touch, who probably would not have met otherwise. Many of the elderly participants never told their life stories before. As a consequence, the social cohesion within the cities and communities grew.

Our most important lessons learnt: The living library is a very suitable format for creating a space for dialogue and bringing different stories and experiences together. It does not take much to organize such an event, both financially as well as logistically. However, the most important preparation is to be completed with the »books«, those who tell their stories. Another focus of our consulting was laid on the reflection of the commemoration discourse in Germany. Which stories are being told? Which aren't so much spoken

of in public spaces? How is it possible to integrate life stories of people, who has been perished and whose stories are present through their absence?

FUNDING

The project has been fully funded by the programme "Zusammenhalt durch Teilhabe" of the Federal Ministry of Interior.

OUTPUTS

As part of our media partnership with the Couragiert-Magazin, 4 short video clips have been produced. In addition to that, a brochure has been published, which includes aids and tools for multipliers, who are interested in organizing a living library on life stories and flight themselves. All media have been published online www.annefrank.de/lebendige_bibliothek

The brochure is also available in a printed version.

WHAT ABOUT NOW?

The intergenerational dialogue is still relevant in our educational programmes. It is very much linked to the approach of biographical learning, meaning that historical and political topics are being taught through concrete biographies.



SECTION FOUR:

REFLECTIONS ON OUR INTERGENERATIONAL PRACTICE (FROM POLAND, GERMANY AND UK)

4.1

REFLECTION FROM THE ASSOCIATION OF CREATIVE INITIATIVES “e” (POLAND)

The Association of Creative Initiatives “e” has been supporting inhabitants, cultural animators and local leaders for 15 years now, so that they can develop their ideas of socio-cultural activities across Poland. In the first years (2002–2007) we worked mostly with young people but it wasn't long before we realised that ideas and the will to act for the sake of our surroundings are completely unrelated to age. In 2008 we began to invite mature people to action and encouraged idea submissions from animator duos: a person older than 60 and a person younger than 35. The grant project “Seniors in Action” established with the financial support of the Polish–American Freedom Foundation was crucial for the development of our intergenerational activities.

We invest in grassroots activities and ideas of young and mature animators as well as in collaborations, because we believe that way we support the creation of a civic society, where different generations can be active, influence local issues, support one another and be heard. Experiencing one's agency and feeling significant are important for the young and old alike.

In order to make it possible for seniors to initiate activities they want to participate in, that can help solve local problems, we took a number of steps meant to break age-related stereotypes of retirement as the time of well-earned relax and non-activity. Seeing old age as an unproductive period – or productive only in the realm of “hobbies” – is one of the reasons for low senior activity in Poland and for wasting their time and skills. We try to change the image of old age by showing examples where seniors can become very successful managers of new initiatives, not just receivers of an offer prepared particularly for the elderly. Shifting the point of view in thinking about old age turned out very important for partnership between younger and older activists and animators.

The intergenerational approach is an inherent part of project management in all of our activities. We encourage younger and older people

to collaborate in defining and implementing local initiatives. This promotes exchange of experiences, brings individual skills and capacities together in synergy. This model of collaboration is effective in launching activities that engage people of different ages – an older leader knows the needs of seniors and their community better, a younger person can select classes and publicity methods directed at the youth more effectively. Working together brings people closer. It enables young and old people to understand their partners' language, priorities and points of view.

The activities of the “e” Association work like an incubator: people and teams who want to develop social and creative activities receive support in turning their ideas into reality. In the creative process we meet people of different ages coming from a variety of backgrounds: from towns big and small, of different professions and interests. This diversity is the basis for creativity and the exchange of experiences. When we started working with seniors we wanted to use our experience and knowledge about young people – we wanted both groups to meet in creative collaboration for their communities. We knew we didn't want to run programmes addressed solely to senior citizens. We were interested in meetings of different generations – meetings that ignite creative ferment and lead to interesting – often tempestuous – conversations and to collaboration.

When we initiated the “Seniors in Action” programme in 2008 we weren't sure if senior citizens would be able to find young people willing to collaborate and participate in workshops together. But this form turned out successful and year after year the number of projects organised by intergenerational pairs keeps growing. 400 intergenerational projects all over Poland were brought to existence with our financial support and consultancy. We built a network of 70 flying animators and sociologists who organise workshops and counselling sessions in order to support and inspire whole generations to developing their activities and ideas. We gathered many

examples proving that collaboration of younger and older people facilitates the integration process of local communities and contributes to solving specific problems.

In the first several years, our activities were experimental. We learned from foreign experience and we kept looking for the right means of intergenerational collaboration for Poland. We kept learning, watching and we drew conclusions. Now we share our knowledge gladly. We conduct workshops and training sessions for employees of cultural institutions and social organisations.

In Poland intergenerational activities are strongly perceived as a form of support for the elderly, solving the problems of loneliness and the excess of free time. The subject of benefits for young people and of their needs that can be met thanks to such programmes – as well as the benefits for the community as a whole – is neglected. Participation of a variety of groups in the debate about the development of intergenerational activities is extremely important and can lead to a deeper understanding of the potential and the social influence of such activities.

The strong belief that intergenerational activities are in fact only for seniors caused the fact that the topic of intergenerational activities only appeared in the public debate when senior organisations began to integrate, consolidate and be heard. This happened relatively late. Research and integration-focused activities and initiatives conducted by the Academy for the Development of Philanthropy since 2002 were very important in this process, including the first grant programme focused on the collaboration between the young and the old "Bringing generations together" (2005–2007) with the funding of the PZU Foundation.

The year 2010 was a turning point in the process of strengthening intergenerational activities – the EU proclaimed it the European Year for Active Ageing and Solidarity Between Generations. Numerous conferences, debates, NGO meetings

and the first Congress of Universities of Third Age were organised that year. That same year the government decided to establish a department for senior policies and to initiate a grant programme for active ageing and intergenerational collaboration (Project of the Government Programme for Social Participation of Senior Citizens, the ASOS programme). Developing intergenerational activities was defined as an important goal of senior policy (document: "Założenia Długofalowej Polityki Senioralnej w Polsce na lata 2014–2020" ("Premise for Long-term Senior Policy in Poland 2014–2020"). Governmental support enables a growing number of local organisations, including Universities of Third Age, to develop such initiatives. In the recent years intergenerational collaboration was also added to many local government programmes and local senior policies.

The Office of the Commissioner for Human Rights undertakes a number of steps for the promotion of the concept of dialogue between generations – including conducting a research study about mutual perception between young and old people, organising panel discussions and publishing "Dialog międzypokoleniowy. Między ideą a praktyką" ("Intergenerational Dialogue. Between Concept and Practice").

Currently we are at a point where it is very important to create space for gathering and exchanging experiences between people who organise intergenerational activities. Showing good practices is just as important as drawing conclusions from failed and troubled projects. We need wide debate about the benefits and the influence of activities that bring generations together and about their role in solving local problems.

4.2

REFLECTION FROM KREISAU-INITIATIVE (GERMANY)

WHY INTERGENERATIONAL?!? – WE ARE DOING YOUTH WORK...

KI has been conducting international intergenerational projects for almost 8 years now. We use the unique non-formal learning opportunity of an international project to foster intergenerational dialogue, as we think, that solidarity between generations will be a crucial issue for Europe's future.

Looking back, one has to admit, that this was not a linear process at all. It all began with our Polish-German project for fathers and their children ("giants meeting dwarfs"), which is up to now quite unique in the field of Polish-German youth work. While we were very satisfied with this project, we have never conducted any research to figure out, if it makes sense to broaden such intergenerational activities. Instead we just followed our intuition, the feeling that there was "the right thing going on". Additionally, the project came at the right time, as it went together with the phase of professionalizing our organization, which lead to the formulation of our main project fields. As a result, the "department" of "Dialogue of Generations" was created in 2009- one year after carrying out the first edition of "giants meeting dwarfs". A common reaction of others in the sector of international youth work to this department is reflected in the chosen headline above – "Why intergenerational?!? – We are doing youth work...". There was and still is much hesitation, when we approach practitioners with the idea, to open up the sector of international youth work for intergenerational practice. Regardless of such reactions, we developed a certain set of meeting-formats and methods to tackle intergenerational issues within international project meetings. A big help during this process was the "project-office for intergenerational dialogue".

However, it was not by chance, that we came up with our idea of intergenerational dialogue in international youth-work; it was somehow "in the air" in Germany.

Since 1997 the ministry of family affairs supported the "project-office for intergenerational dialogue", which should become the linking knot for intergenerational practice in Germany, offering conferences, network-meetings and other services. As it was put on their website: "Intergenerational approaches, which till the beginning of the 1990ies were just a by-product of a few groups and organizations, was put in the focus of public attention. [...] During the last years several approaches in different fields have been developed: intergenerational housing, mentoring, cooperation between child care and geriatric institutions, school projects with contemporary witnesses, intergenerational learning in the field of community work and so on." Therefore, it was not by chance, that we got appropriate contacts of organizations from all over Europe (Netherlands, Brussels, Slovenia, and France) to get our first bigger funding from the Citizenship Programme in 2011, organizing a conference with regard to the upcoming "European Year of active aging and intergenerational solidarity" 2012, linking up to organizations from 11 European countries.

Unfortunately, funding remains the crucial point up until today, as there are only few funds supporting intergenerational work in the international field. Quite detailed scientific work has been published during recent years, although the explicit examination of intergenerational learning is a relative young field of practice and research in German adult education. Thanks to this, we were able to develop methods, sharpening our approach on the meta-level while constantly fighting for funding. For a while, the topic seemed to get rooted in the sector as "IJAB - International Youth Service of the Federal Republic of Germany" offered a workshop on intergenerational learning in international youth work in 2011 but unfortunately, this turned out to be only a flash in the pan.

Against all odds we held on to the idea that intergenerational learning in youth work is important. Thus, in 2013, we combined the fields "Education for Sustainable Development" and "Dialogue of Generations", as the question of sustainability of a society is of course a question of intergenerational justice.

4.3

REFLECTION FROM LINKING GENERATIONS NORTHERN IRELAND (THE BETH JOHNSON FOUNDATION, UK)

In 2008, a group of like-minded people came together in Northern Ireland (NI), led by David McConnell, who at that time worked for an older person's charity in NI called Age Concern. We were successful in obtaining funding to build intergenerational projects in one local area in Northern Ireland. The Beth Johnson Foundation, with Alan Hatton-Yeo at the helm, supported our work from the outset and our first worker became an employee of BJJ in 2008. At that time, BJJ had the 'Centre for Intergenerational Practice' which connected practitioners across the UK. The centre no longer exists and Linking Generations NI represents BJJ's intergenerational team.

We have a small team of 5 (most of whom work part time) and we continue to support and lobby for intergenerational approaches in NI. Since 2008 we have pursued a vision where all generations are respected, understood, connected and engaged together in their communities.

We work to lobby for the inclusion of intergenerational approaches in a range of domains. Our work involves working with all sorts and all ages of people in all sorts of different places. We promote intergenerational practice as a method to tackle a range of issues and we also develop

and deliver projects to showcase the application of intergenerational practice in NI.

We were delighted when, in response to extensive lobbying and in recognition of our work to that point, the 2012-2017 Community Safety Strategy for NI included commitments to support and promote intergenerational activity in order to reduce fear of crime amongst older people and build more positive perceptions of young people in communities. In the last few years, the World Health Organisation's global Age-friendly movement is gaining momentum in NI and we want to lobby local government to recognise and include intergenerational practice within their developing plans to create Age-friendly environments.

Our experience has taught us that working with age-based organisations can yield powerful and sustainable outcomes, so that our recent emphasis on the use of schools and older people's accommodations as hubs for intergenerational practice.

Our website provides examples of our work to date and contact information. We are always open to exploring new collaborations.

4.4

AND FINALLY....

We believe that the case studies in this publication have each:

- Identified a need in their community;
- Taken an IG approach which adds value;
- Successfully initiated communication between people of different ages (Including the aspect of “winning new audiences/participants”) and fostered these relationships;
- Worked effectively with partners involved (including intended participants);
- Demonstrated positive outcomes and lessons learned – highlighting what difference the project/programme has/will make.

Thank you for your interest in this work, we hope that you will be inspired to develop your intergenerational practice and make connections with the people we have highlighted as expert practitioners through this publication.

COME AND JOIN US IN BUILDING COMMUNITIES WHERE ALL GENERATIONS ARE RESPECTED, UNDERSTOOD, CONNECTED AND ENGAGED TOGETHER IN THEIR COMMUNITIES.



Kreisau-Initiative

INVOLVED PARTNER ORGANISATIONS

KREISAU-INITIATIVE

www.kreisau.de

As committed citizens of the European continent we are supporting the integration of Europe and “New Kreisau”. Based on the ideas of the Kreisau Circle and Central and Eastern Europe opposition movements we connect people of different origins through active remembrance, mutual perception and constructive creation.

Kreisau-Initiative is an important partner of the “Krzyżowa” Foundation in Germany and a creative mind in the Kreisau network. We want to keep on being a vivid nongovernmental organisation in the future, one that people from all over Germany get involved with. Furthermore, we want to deepen and broaden the connections of Kreisau/Krzyżowa with the civil society in Germany and Europe, introduce Kreisau-Initiative to a broader public and win over decision makers to help the realisation of our ideas.



LINKING GENERATIONS NORTHERN IRELAND (LGNI)

www.linkinggenerationsni.com

LGNI is part of The Beth Johnson Foundation (BJF). BJF is a national charity in the United Kingdom dedicated to making a future for all ages. LGNI has a vision of an Age-friendly NI and since 2008 we have pursued our vision of a Northern Ireland where all generations are respected, understood, connected and engaged together in their communities.



We work with many partners to connect generations across Northern Ireland in all sorts of places and for all sorts of purposes. We adhere to the core principles of intergenerational practice, meaning that we work collaboratively, our work is participatory, asset based, well planned, culturally grounded, challenges ageism, build community and provides mutual and reciprocal benefits for participants.



ASSOCIATION FOR CREATIVE INITIATIVES „e“

www.e.org.pl

Since 2002, we have been realizing socio-cultural projects all over Poland. We carry out projects arising from our passions and the way in which we observe the world. We incubate socio-cultural and inter-generational projects. With our support amateurs of all ages realize their own initiatives in their neighbourhoods, cities or villages. We run a network of flying amateurs, gathering experienced trainers from all over the country – to support the local leaders. We promote young documentary work in Poland and abroad.

