

# Co-AGE Volunteers

## Slovakian-Austrian Network for Intergenerational Volunteering

INTERREG V-A SK-AT/2016/04

### D.T1.1.2

## Catalogue of international best practices in terms of intergenerational solidarity



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## Introduction

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

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

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

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

This document- Catalogue of international best practices in terms of intergenerational solidarity, **Deliverable.T1.1.2 (hereinafter as Catalogue)** provides overview of selected examples of intergenerational volunteering activities. Each best practice example follows the pre-set structure:

- Main objectives – summary of best practice main goals
- Description- summary of activities provided
- Impact- summary of resulting impact of activities
- Evaluation- evaluation approach

**The document is being developed within the project Co-AGE Volunteers, funded by the crossborder INTERREG V-A SK-AT programme.**

## Co-AGE Volunteers summary

Due to arising demographic imbalance and aging population, Europe is facing great economic and social challenges for the coming decades. The most obvious consequence is of financial nature – expenses of pensions, health and long-term care will not be able to be covered by the contribution of later generations under current policies, for example. But behind financial challenges Europe needs to combat also the damages on social cohesion. What are the socio-economic circumstances in which elderly people live? What is the nature of the social network they are embedded in? How can we support a better understanding and solidarity between generations?

From this aspect, the motto of the European Year 2012, “Active aging and solidarity between generations” has obtained a more serious meaning in the last years and inspired us to develop the concept of Co-Age Volunteers in order to improve intergenerational cooperation in the border region of the Slovak Republic and Austria.

Our project’s vision is to establish a cross-border network of regional actors in order to support the commitment of young volunteers and to promote intergenerational solidarity and transnational volunteering of youngsters in the border region, as an answer for the above described challenges and in accordance with the EU Youth Strategy.

In addition, volunteering is an excellent example of non-formal learning for young people and plays an important role to develop social skills and other labor market relevant soft skills. Further important aspect of the project is to show how young people can utilize all personal, social and labor market relevant advantages of the voluntary work.

# DOROT Teen Volunteer Program

## Main objectives

- To foster mutually beneficial interactions between the generations while exposing young people to a positive volunteer experience;
- To foster in teen interns a concern for elders while giving elders the opportunity to share their accumulated knowledge and wisdom;
- To build volunteer skills and deepen understanding of aging issues;
- To enable teens to gain practical work experience by assisting isolated and homebound seniors;
- To provide an array of essential services to the elderly while also fulfilling school community service requirements;
- To benefit from professional staff training, guidance supervision, self-reflection, and engagement.

## Description

Teen interns provide a critical adjunct to DOROT staff, providing direct service such as food shopping, grocery delivery, making home visits, and bringing birthday and holiday packages. Teen Interns also take part in intergenerational cooking and baking sessions, where they prepare food for clients in DOROT's Homelessness Prevention Programme. They also assist staff in helping seniors move from DOROT's temporary shelter into permanent homes. With all of these interventions there is a focus on linking elders to the community in practical, social, intellectual and cultural ways, as well as emphasis on youth and elders developing friendly relationships. At the end of each service day every young person must complete a feedback form. Supervisors immediately read and discuss the student's feedback with them. DOROT's social workers communicate with the elders to ensure that the visits are going well.

There are several ways that young people develop ongoing friendships with elders through DOROT's Family, Youth & College Volunteer Services Department. Many high schools require students to fulfill service-learning or community service credits in order to graduate and DOROT helps them obtain these credits by providing two youth volunteer avenues:

- (a) Service Learning
- (b) Teen Internships

Social workers interview and assess the needs of older adults referred to DOROT. A comprehensive array of social services, friendly visiting, learning opportunities, cultural enjoyment and social occasions are options for older adults who register with DOROT. Depending on interests, an elder will sign up for an individualized package of services delivered by a host of volunteers through different projects. The elders may be homebound or somewhat limited in strength and mobility. They may be receiving home assistance or personal assistance managed through a care agency. What DOROT provides is the social contact in a multitude of ways, which enhances or broadens the lives of its clients.

From the client perspective interaction with high school students happens in a wider context of the multi-generational community that DOROT fosters through its many programs and opportunities for connection. Social workers match elders to volunteers, linking people who are likely to be compatible and share common or complimentary interests. There are weekly home visits from youth to do an oral history project or help with a task, there may also be visits and assistance from a college student or an adult, and on occasion, whole families, or small groups of students pay visits. Key to satisfaction for the parties is careful matching and continuous follow-up and support program.

## Impact

### *Students*

- Gain some understanding of the needs of frail elderly and challenges presented by aging, loss, and loneliness;
- Gain practical experience in the work force;
- Earn course credit or community service credit;
- Gain experience in the not-for-profit world;
- Receive mentorship and guidance;
- Develop communication and social skills;
- Develop a sense of responsibility;
- Gain self-esteem.

### *Elders*

- Nurture the growth of a younger generation;
- Receive assistance with everyday tasks or chores;
- Share skills acquired over their lifetimes;
- Reflect upon and share life experiences;
- Learn about today's adolescents;
- Help build bridges between the generations that enhance communication--developing trust and understanding;
- Pass on their values to youth;
- Serve and be served, give and receive;
- Leave a legacy.

## Evaluation

Program efficacy is monitored and assessed at many junctures. Teen Interns take pre-, mid- and post-surveys. The Home Visit questionnaire that students fill out after every home visit is an important daily exit tool. It focuses attention on student perspectives and observations about the person visited, and it advances communication between students and staff, and facilitates supervision. The information is immediately passed along to the community social worker, which may prompt a phone call to



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the senior. Teens are also encouraged to write in the Student Logbook, which facilitates monitoring and peer sharing. Additionally, volunteers randomly call seniors to get feedback on their level of satisfaction with services.

[www.dorotusa.org](http://www.dorotusa.org)





# Isabella Caring Partners Program

## Main objectives

- To provide elderly and frail residents with more personal attention;
- To give students the opportunity to develop intergenerational relationships;
- To expose students to the expectations of the work place;
- To provide an opportunity for students to explore health careers;
- To reward students with a much-needed stipend;
- To offer a safe haven for students during weekday evenings and weekend mornings;
- To offer students the constructive experience of engaging with their community.

## Description

Caring Partners work on the nursing units as part of the team. They take assignments from the Charge Nurse each day. They are expected to maintain an open and active line of communication with the staff. They provide residents with person-to-person attention, helping with the non-personal chores that the Certified Nurse Aides would otherwise need to do for the residents. They are expected to get to know the individuals they are helping. When residents are willing to accept the Caring Partner's attention, the actual job emphasis for the young person becomes developing rapport with the resident.

The formal duties of the Caring Partners are to:

- (1) visit and engage the resident,
- (2) answer call bells,
- (3) escort residents off the unit,
- (4) focus on each resident as an individual and respond to their needs accordingly,
- (5) assist with meals,
- (6) administer surveys—Resident Satisfaction, Volunteer Needs, Geriatric Depression Scale,
- (7) perform light housekeeping for the residents—straighten rooms, sort, check labels and fold laundry, etc.,
- (8) make unoccupied beds,
- (9) run errands as requested,
- (10) conduct small group activities—discuss current events and play cards and board games

Students work after school from four to seven, on Mondays, Wednesdays and Thursdays--or on weekend mornings--Saturdays and Sundays from nine to one-thirty. Both Weekday and Weekend Caring Partners work nine



hours a week, from October through June. Before being assigned to the unit for the first time they attend two days of orientation and basic training. They continue with training classes, once on the job. Then they are assigned to nursing units individually or in pairs. The Intergenerational Coordinator within the Volunteer Department manages the Caring Partners. She is available at all times to support and supervise the students. The Volunteer Department manages, trains, supervises, supports and monitors the Caring Partners, in coordination with the Nursing Department.

### Impact

The program broadens the lives of both residents and youth, according to supervisors and the students' written work. Ms. Sessler, former Director of Volunteer Services, reported that students develop empathy and sensitivity to disabilities. Students feel that they are making a difference. They feel needed and the acknowledgment they receive is very important to them. Based on surveys taken by the three cohorts involved (staff, student and resident cohorts):

- Staff is "less stressed because they can rely on additional help from the students;"
- Residents feel their weekend mornings and weekday evenings are enriched with the students' visits at a time when the staff presence is lower;
- Youth have learned to "respect the unique individuality of the residents, regardless of their confusion or frailty;"
- Youth feel "bonded with the institution and have gained a sense of responsibility and self-worth;"
- The program provides a "safe haven and constructive opportunities" for the young participants;
- Students learn about the nursing profession and the importance of empathy.

### Evaluation

Isabella is working to develop an evaluation tool. The first step was to send graduate students to a training offered by Department for the Aging so that they could design a qualitative data set for outcome measurement. The information needs to be packaged in a way that can be electronically transmitted, to satisfy funders. Fifteen new Caring Partners were given a pre-test this year. Prior to this development, mostly qualitative and anecdotal data was gathered.

[www.isabella.org](http://www.isabella.org)



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# Intergenerational Work Study Program / IWSP

## Main objectives

- Encourage students at risk of dropping out of school to improve their attendance and make progress toward graduation,
- Prepare students for the world of work and related responsibilities,
- Provide enhanced services for older adults at senior centers and nursing homes,
- Foster awareness and understanding between young and old persons to reduce their respective prejudices and fears.

## Description

Students work twelve or fifteen hours per week at assigned worksites. They work during or after school, depending on the plan created by their school-based Intergenerational Coordinator. Some students go to their worksites on weekends. They are given a variety of assignments at the skilled nursing facility. They may assist with group recreational activities such as Bingo, exercise class or cooking. They may provide direct services such as escorting, letter writing, reading to visually impaired residents, or giving nail salon sessions. At senior centers they may provide telephone reassurance, or make calls to seniors who are absent. Sometimes they work with the site's administration, helping with office tasks, helping with meal service, setting up for events and decorating for holidays.

The Intergenerational Unit staff encourage the work site supervisors to seek out elders who are interested in nurturing the youth and benefiting the young with their life experience. The site supervisors make every effort to encourage intergenerational relationships that are reciprocal and have mutual benefit to both elders and youth. In conjunction with the students' service, elders are given the opportunity to develop a natural role and rapport with the students, acting as friend, mentor, counselor and even tutor—and the nature of these hours is duly documented.

Usually each worksite receives a cluster of students from one school in the neighborhood. The coordinators at the school and worksite collaborate to oversee the students' participation and to "provide a well structured closely supervised positive work experience" (*IWSP Policies and Procedures*, p.3, 2005). The worksite coordinator gives the students an orientation and on-the-job training, introduces them to staff with whom they will be working, keeps daily records of attendance, provides periodic





evaluations of each student, meets with parties to discuss any problems that arise and holds weekly meetings with the students to “discuss issues of working and aging, and strengthening student motivation to attend high school daily, pass classes and graduate” (2005).

There are different arrangements schools make to incorporate IWSP into the curriculum. Students may officially enroll in IWSP as a service-learning elective instead of gym or art. Through a Department of Education program called LEARN qualified students receive a stipend. Project LEARN students would otherwise need to find outside employment and could not participate in the IWSP. Project LEARN operates through the Department of Education’s Career and Technical Education (CTE) division. In this program students complete a high school core curriculum while learning on-the-job workforce skills, earning credit toward graduation (NYSED-Approved CTE Program, 2005).

The IWSP students meet as a group at school once a week with their Intergenerational Coordinator. They discuss their service learning experiences and talk about working with the elderly. They discuss how the work impacts their academic lives in the present and how it might relate to their future interests. The youth bring to the table, whether they intend to or not, a wide range of complexities having to do with family circumstances, adolescent aspirations and vulnerabilities. Because closer supervision and attention to students is required by the IWSP, the school coordinator often becomes more involved with students’ issues and interests. Sometimes coordinators find it critical to develop individualized teachable moments that encourage students “to think critically about their connections to the world and their identity within it” (Rhodes, p. 36, 2002). Coordinators also arrange field trips and seminars for the students pertaining to health careers and higher education.

The IWSP runs through the full calendar year, from September to September. During semesters, students must juggle schoolwork with their internships. In the summer, high performing students are offered positions within the IWSP network, usually at a new site, and they receive paychecks through a special City of New York provision for student summer jobs.

### **Impact**

Anecdotal information comes through continuous conversation between the collaborating schools, worksites and the Department and by written testimonials and reports. All report that the program is significant. Teachers and site supervisors write about each student--and students write about their experiences. Its widely acclaimed early success led to the replication guide, *Between Friends*, prepared in 1990 (New York City Department For the Aging, 1990, p. ii).



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### Evaluation

Approximately two years after the program was launched as a dropout prevention program, an independent evaluation was conducted by the public policy research organization INTERFACE. It found that “60% of students markedly improved their school attendance, 80% improved their accumulation of credits toward graduation...85% went on to graduate high school...50% who have graduated have ...been accepted by colleges and vocational training programs,” (New York City Department For The Aging, p. 6, 1990). In the *Child and Youth Services Journal* Mr. Brabazon describes a statistical study of IWSP, which investigated whether or not structured intergenerational relationships affected school attendance or the drop out rate for students at academic risk (1999). Research showed that these relationships did correlate with increased school attendance, credit accumulation and graduation in a timely manner.

[www.nyc.gov/html/dfta/html/volunteering/workstudy.shtml](http://www.nyc.gov/html/dfta/html/volunteering/workstudy.shtml)





# STACK / Students Teach Adults Computer Knowledge

## Objectives

- Provide older adults with basic computer skills;
- Help those who need to re-enter the work force with computer skills;
- Foster intergenerational rapport across the technology gap;
- Provide high school students the chance to contribute their expertise.

## Description

The teen tutors (called mentors) and adult learners sit in pairs at computer consoles in the school computer lab. A program instructor leads them through the daily agenda and is there to help with questions that arise while working on the lessons. The assignments lead participants into intergenerational topics of conversation, such as comparing home chores growing up, and living through historic events. For example, in learning how to use MS Word, learners are instructed to write letters to their mentors, following a template, telling what it was like when they were young. Their mentors are sitting next to them, guiding them through the computer controls and clicks, as needed. The adults come in with a range of computer experience and if they are more proficient, alternate lessons are immediately provided. Within these dyads there is usually a feeling of shared effort and exploration. The instructor monitors the process and wraps up each session.

The 6-week course utilizes a standardized curriculum. Some basic how-to topics in the curriculum are:

- Getting familiar with Windows;
- How to save on disc;
- How to use the Internet;
- Word for Windows basics.

High school students also take the role of expert lecturer, presenting on such topics as "Anti-virus Protectors, Firewalls and other precautions when surfing the net."

The STACK program director must cultivate relationships with school administrators because many arrangements must be made to allow access to this non-school entity. Once the administrators are sold on the program, class schedules must be prearranged to guarantee computer



labs and available teachers (who monitor this after-school activity taking place in the lab for which they are responsible). The program director recruits and schedules instructors, teaches one of the labs and monitors the other classes when she is not teaching. Phone contact with the attendees is also a big part of her job. She calls people who have expressed an interest in re-enrolling to let them know the new schedule; she calls people who have signed up but don't show or skip class; and she calls to remind people when class will not be in session because of a school holiday.

Sometimes students will drop out because they want to study for Advanced Placement or for the SAT—or because of their sports commitments. Sometimes the adults feel overwhelmed by the technology or find that transportation is too difficult—and they drop out. If the adult wants to learn about the Internet—and the school has barred access to the Internet—which happens in a way that is not always predictable, this can be a reason for not staying through the course.

### **Impact**

School principals like the program because it is a good service opportunity for students;

and it is good public relations for the community. Said Director Irene Kanowitz, "Once we're there, we're there. It's a win-win for everybody. Recently a principal visited class and the very next session there was a film crew there to put it on Educational TV." Evidence of the program's impact is noted by its popularity, reenrollment and longevity. Seniors and students often participate in this program more than once, re-enrolling over the span of two years or more. The JCY has plans to expand STACK to other schools.

### **Evaluation**

Seniors fill out an evaluation at the end of the course and the curriculum is adjusted according to the feedback on the evaluation. In 2004 the National Association of Area Agencies on Aging honored JCY for its STACK Program with an "Award of Excellence."

[www.jewishcouncil.info](http://www.jewishcouncil.info)



# VISIONS Intergenerational Volunteer Program

## Objectives

- Recruit, screen and train high school students to become VISIONS Service Assistants;
- Take client requests for in-home visits;
- Match clients and VSAs according to interests, as much as possible;
- Introduce participants, monitor matches and help them with closure at the end of term;
- Supervise students regularly;
- Contact seniors regularly and conduct satisfaction surveys.

## Description

Pairs of volunteers visit older adults who are blind or vision impaired in their homes to engage them in conversation and offer assistance with instrumental activities of daily living. The tasks vary, depending on the needs and interests of the client. They generally involve some combination of the following: reading mail and other non-Braille material to the client, organizing papers, helping with the computer, grocery shopping and escorting clients on errands in the neighborhood. Though the students help with specific, important tasks, the emphasis is on building rapport between the old and young. Relationships develop--and seniors offer their advice and life experience, and encourage career exploration.

The students are required to keep a journal about what they do and record their thoughts

and feelings after every visit. They turn this over to supervisor on a weekly basis--and it provides the context for discussions during supervision. From interviews, it was apparent that they enjoy all of this, considering supervisor to be their own advisor. Volunteers work three to five days per week, making one visit per day during the school year, or two visits

during the summer. The coordinator schedules the visits, which last an hour and a half. The students begin their workday at the VISIONS office--to sign in and receive instructions before traveling to the first client's home. The majority of students have their own cell phones, which they use to call the office prior to entering each client's home, and on exiting. Checking in and out is strictly enforced. The visits are scheduled geographically to avoid losing time in travel. Before the parties meet for the first time, supervisor provides all with the schedule for visiting as well



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as basic information for and about the parties who they are to meet. The coordinator maintains frequent contact with all participants by phone. The adults come to depend on these visits, so, if a student is absent, the coordinator arranges for another person or pair to make that home visit.

### **Impact**

Students develop interpersonal skills and a sense of increased responsibilities (The Intergenerational Volunteer Program, n.d.). Seniors have "increased social interaction and greater use of community resources and services" (VISIONS' Intergenerational Volunteer Program, n.d.). Because the coordinator regularly supervises each volunteer she is able to document the short-term impact on students. Student' attitudes consistently shift to positive regarding adults who are aged and vision impaired. According to supervisor, "They speak and report with clearly opened minds and hearts about the people they have come to know. They indicate that this experience has broadened their perspective on the concerns and issues of age and disability" (2005).

The students also write about the experience in their school papers, on their college applications and in the VISIONS Newsletter. In the late 1980's and into the '90's the students testified at City Council Public Hearings, "which gave life to policy making in New York" (Lee, 2005).

The seniors' feedback is less formal, but no less clear. The program's popularity is indicated by the reenrollment of seniors, and the number of clients only increases. With the systematic communication between coordinator and clients, there are no secrets as to who wants what, when, and delivered by whom, in terms of service. For many of the blind seniors, the opportunity to give back as well as receive is key to their participation.

### **Evaluation**

Pre- and post-tests are given during volunteer training to evaluate training effectiveness, gage the students' understanding of their responsibilities and to document shifts in attitude about aging or disability. The Department for the Aging conducts a formal evaluation once a year.

[www.VISIONSvcb.org](http://www.VISIONSvcb.org)





# Intergenerational Community Action Programme, Newcastle under Lyme

## Objectives

- Bring younger and older people together in a mutually beneficial way
- Challenge some of the stereotypes and myths that surround age,
- Identify issues of concern within neighborhoods and attempt to influence local decision makers to make changes to address these concerns.

## Description

This is an example of the programme delivery for one of the community action groups. Initially separate meetings were held for the younger and older people. These were used to investigate the perceptions that they held about each other, these comments were recorded in order that comparisons could be made at the end of the programme. Discussions were held around how the group would operate and considerations that they may have to take into account if everyone was to feel comfortable and part of the process. These sessions also gave an opportunity to put people's minds at rest, and answer any questions regarding the project at how it was to work.

The group then embarked on their 15 intergenerational sessions taking place every fortnightly for one hour, covering the following topics:

- Session 1: Meeting with older participants to introduce the programme and explore negative and positive images of young people.
- Session 2: Meeting with young participants to introduce the programme and explore negative and positive images of older people.
- Session 3: First intergenerational meeting, introductions, group agreement, asking how it feels to be 'put into a box' because of your age?
- Session 4: Things we like about the village, mapping the neighbourhood (where we meet friends, where we go when the sun is shining, where we feel at ease, careful etc), what makes our blood boil?
- Session 5: Photographing the village of things we like and those we would change.
- Session 6: Exploring photograph



- Session 7: Identify and prioritize changes (i.e. litter and graffiti on the gravestones) through democratic voting system.
- Session 8: Explore cause and effect of issues.
- Session 9: Is there anyone we can invite who could help us to bring change around these issues?
- Session 10: Working in partnership with relevant agencies to discuss issues.
- Session 11: Impact ranking (participatory appraisal method) of possible solutions.
- Session 12: Prepare for exhibition. Who can we invite to see our work in our environment and on our terms?
- Session 13: Preparation for exhibition.
- Session 14: Exhibition and celebration (peers, family, friends, local community workers, teaching staff, local and county councilors, and local dignitaries).
- Session 15: Evaluation carried out throughout the programme, this session was also used as a final evaluation for the whole group.

## Impact

Many issues have been identified for change from the community action programmes to date including alcohol, appearance, vandalism, transport etc. Those issues, which the group chose to work on over a longer period of time, include park improvements, litter and graffiti on gravestones, establishing a nature reserve and activities for young people.

Clearly, not all of the issues could be addressed over this short period of time and therefore effective partnership work was essential for sustainability. The programmes have witnessed an increase in understanding between the generations who participated in the programmes. Moving from very stereotypical comments at the start of the programmes i.e. that young people don't care what happens to their communities, and that older people are miserable and don't listen, through to more positive comments that are based around knowing individuals.

## Evaluation

Limited number of 1:1 interviews conducted post-programme.s, identifying where they have been taken in relation to the street map. Evaluation is placed here at the end of the programme however, it must be stressed that this was an ongoing process, the participatory facilitation techniques on the whole proved very useful for continuously recording information that could be used for both monitoring and evaluation i.e. the mapping exercise demonstrates an increased understanding of how each of the generations use their 'space' in the community.



# Age Concern Portsmouth Intergenerational Project

## Objectives

- To encourage respect, communication and better understanding between the generations, thus preventing stereotyping and reduce the fear of crime.
- To break down the barriers between generations.
- To build trust and respect.
- To learn and share experiences together.
- To make new friends.
- To give additional support to some young people as older people have time to give in one to one situations with support and understanding, which is not always available in the home surroundings.

## Description

When older people were asked about their fear of crime they asked to be more involved with children and have more contact with them. By getting to know and understand them better it was hoped that this would challenge their fears and make them feel safer as they realized that many of their concerns were not based on fact.

The social services prevention team in Portsmouth ran an intergenerational trial project for a year with a part time manager that was successful and needed further development. Its success raised the profile of intergenerational work in the city and also helped people to see the potential of intergenerational work to address a number of issues. As a result plans were drawn up to develop a better resourced, more coherent intergenerational programme for the city. A bid was drafted to the single regeneration board to fund a project for 3 years, including appointing a full time intergenerational manager. The funding covered deprived parts of Portsmouth where there is a high proportion of single parent families. The bid was supported by the Social Services Prevention Team, Lifelong Learning & Age Concern Portsmouth. The initial project was highly successful and funding was extended for a further 2 years.

Project was involved with 13 schools in the area

- We recruited older people 50+ to go into schools encouraging & listening to children read
- We ran computer classes for 6 older people working alongside 6 school students supported by the IT lead and assistant staff members funded by the project



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- We recruited 3 Asian 'Aunties' who taught sewing to smaller children in primary schools
- With home economy students (loaned from Social Services) and with part-time sessional workers we promoted healthy eating in schools (promoting 5 fruit a day & making healthy snacks) Recipes were given, followed by a food promotion quiz, which everyone enjoyed.
- The project was very successful and well respected within the City.
- Partnership working with agencies i.e. community libraries, local museums, etc.

### Impact

Many of the volunteers are still in contact with the children they worked with whilst at school by email, Christmas cards, following their careers. There are several other positive impacts:

- Local older people if placed in a nearby school know the local children. This has improved respect and understanding.
- Children were proud to introduce volunteers to their parent / guardian.
- More community involvement e.g. children growing vegetables and fruit on allotments and bringing to older members in day care.
- Many volunteers working with us have gone on to full-time employment.
- A number of our volunteers have been made school governors.



# Generation games

## Objectives

- To bring people of all ages together having a good time participating in several sports and activities, in a relaxing, non-competitive atmosphere.
- Learning from each other, inspiring one another. Passing on the passion for sport.
- To give room to social and educational topics, stimulating a healthy lifestyle, strengthening intergenerational solidarity.

## Description

The Generation Games is a sport for all event, for people of all ages. Organized by and for the local community, as a do-it-yourself event. Organizing an edition is quite easy: clear guidelines and ready-to-use designs are prepared to help. Mixed teams of various generations participate, regardless age, fitness level and abilities. The event is about generations sharing an learning from each other, lifetime experience and fresh ideas connecting. And it's about enjoying sport at any age! The creative framework is available, the main organizing body is a city. It has been organized in cities like Lausanne, Oslo, Rotterdam, Tampere, Lillehammer, Salem, Amsterdam, Budapest and many other events.

Generations can learn a lot from each other. The event is about solidarity between generations, in a positive, uplifting way. Recognizing that people at every age are of much value. Each city can decide on activities: number of sports, number of days, number of participants. Each hosting city adds a local flavor to the Generation Games creative concept, making it tailor-made. The city itself chooses the location in the city center: the main square, a park, using connecting streets. A unique environment for the participants. Every edition can be realized with almost no budget. This is made possible by co-creating, bartering with various partners (like local, national and international sports organizations and NGOs), no license fee, and availability of designs and creative format.

One of the games has combined 30 sports for kids 8-15 years of age, the Generation Games offers five sports and some fun side-events for the multi-generation teams (for instance teams of kids, parents, grandparents). The sports for the Generation Games (a scorecard per team) include basketball (baskets at three heights, dribbling before scoring), football (field with an inflatable goal: teams score as many points within three minutes), cycling (stationary cycling equipment), korfbal (korfs at various heights, all generations need to pass at least



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once before scoring). There will also be a fun and interesting quiz, in combination with walking (along the lake, there is a 100 years IOC exhibit: the teams will answer many questions on Olympism, Olympic values, questions for the older and younger generations, etc).

<https://www.generationgames.com/>





# The Friendship Cabin goes digital

## Objectives

- Provide older adults with basic computer skills relevant for COVID-19 era;
- Foster intergenerational rapport across the technology gap;
- Provide young people the chance to contribute their expertise.

## Description

The COVID-19 pandemic has triggered a public health emergency worldwide. Its impact on peoples' health both physical and mental, needs no emphasis. Different people react differently to complexities and uncertainties, including feelings of loss of control, anxiety around well-being, cognitive, behavioral, and emotional well-being. The Friendship Cabin realized that this could have a huge impact on their members and volunteers, so they put their heads together and went onto the Zoom Video Communications Software in the early days of the lockdown in March. The Charity has done unprecedented work to keep the organization still functional. Using Zoom has allowed them to go virtual and offer real and visible support.

The project organizers have recognized that had the organization had not gone digital, it would probably not be able to sustain itself. The organizers were worried that the current members engaging with their services would have probably suffered poor mental health without their services. After going digital the members have the choice to keep engaged through social media and some have learned to use Microsoft office to type letters, play games, etc. Members, that once had doubts and were scared of learning computers, have now gained confidence in using them. The members look forward to their ZOOM sessions and this has helped new members join The Friendship Cabin and together the group is combatting loneliness and isolation. The Friendship Cabin along with its Trustees, board, volunteers, and members have now become a close-knit family.

The projects meet three times each week to provide chats, virtual quizzes, jokes, games, entertainment, fun, laughs, and even parties. To make members aware of the current living situation, guest speakers were invited to give talks on diet, wellbeing, fraud, mental health, bowel cancer, etc. Before each session, members are always informed of the date and time of the session thereby ensuring no one is omitted. The programme of each session is pre-arranged by the volunteers and notice of its content is given whenever possible.



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The age range covers 18 and over. As part of our Intergenerational project, some attendees were as young as eight taking an active part in the sessions. Up to 50 people took part in the project.

### **Impact**

This project gave The Friendship Cabin an opportunity to include the wider community. This helped its members develop friendships, enjoy group participation with planned activities, and helped to gain an increased understanding of the other age groups. The participants from the community also gained confidence and developed new skills. This intergenerational aspect has brought all ages together creating a sense of inclusion in the community.

The outcomes for young people include positive benefits for academic work and improved relationships with grandparents. It also gave them an understanding of wellbeing and experiences of associating with older age groups.

It created an objective in their lives, and it gave them something to look forward to each week. The benefits they enjoyed was that loneliness was avoided as they were able to meet and chat with other members this also enabled families to enjoy some respite.

### **Evaluation**

The project has been/ being evaluated on a constant basis by continual feedback from its participants and by comments made by contributors to the sessions. Evaluation is also made after regular meetings with board members who are in continual contact with members when suggestions for alterations or improvement are discussed. The project's aim is in continuing with the innovations currently in place. The Friendship Cabin tries to be aware of any new matters that will improve the quality of life and well-being of all age groups.

<https://generationsworkingtogether.org/case-studies/the-friendship-cabin-goes-digital>



# Culture Guides and Open Schools

## Objectives

- Ensure free and equal access to art and culture
- Introduce children from social housing districts of Copenhagen to cultural activities (museums, theatres, film etc.) – both as audience and as participants.
- Prevent marginalization and ensure equal access to cultural activities by “bridging” between the residents and the cultural institutions.
- Ensure that cultural institutions and associations met new audiences (by developing new exhibitions/activities in correspondence with their interests and demands.

## Description

The research of the Ministry of Culture and the Culture Guide project in Copenhagen inspired to launch a Culture Guide model in order to find out whether it would be possible to develop groups of adult cultural volunteers in local cultural councils – themselves being extremely engaged in their activities – to help disseminate culture to children.

KSD chose to focus on marginalized children because of the survey made in 2012 by the Danish Ministry of Culture about Danish cultural habits, showing that children from homes that do not participate in artistic and cultural activities are not going to participate in them when they grow up. So it was natural to think of children and young people as end users.

The tools include among other things cultural offers for the schools and the ability to create contact. The offerings consisted of shorter or longer participation in the activities of a cultural association or of activities that were “specially designed” for the grade, but were still close to the association’s core activities.

It was also important that the learning goals were clear. And here it must be up to the national organisation to help explain what considerations need to be taken.

The areas in which the cultural associations could interact and cooperate were:

1. Subjects such as Danish, mathematics, sports, etc. Here the learning objectives are professional and here the associations can



complement and support the teaching and provide inspiration and complement to the academic education.

2. Teaching where the cooperation supports learning, well-being, motivation, social skills, etc. This takes place in Danish schools for 5-7 hours a week (depending on the grade), of which 2 to 3 hours are for homework. Here the learning goals are supportive.
3. Finally, there is exercise and movement a total of 45 minutes averages a day, which can occur both in the specialized education (including sports) and in the supportive teaching. Here too the learning goals are supportive.

In order to create more variation on a longer school day, a larger part of the teaching is put outside the school. Here the cultural associations can contribute with a qualified offer. For example, it can be pointed out:

- Execution of events in the theater association, the music association, the art association, the literary company and the like.
- Implementation of voluntary cultural activities in the local history association, the museum association, the local archives, the cultural center and the like.
- Implementation of events with local amateur orchestras, bands, choirs, etc.

The project is grounded in the belief that using volunteers – with relevant support from partners in stakeholder organizations including local government, cultural institutions, voluntary associations and health and social care organizations – can be a sustainable means of encouraging this type of beneficial engagement.

The activities selected could be active (such as taking part in a workshop or performance for example) or receptive (visiting a gallery or professional show for example), and were often chosen based on what was appropriate for the group of pupils and the Culture Guides were working with and local availability of arts activities.

### **Impact**

These activities were intended to have a range of benefits for the children, including developing their mental abilities and cultural intelligence, creating shared experiences and common wonder, touching the emotions, challenging, provoking, creating reflection, awareness and self-understanding, developing opportunities to verbalise feelings, experiences and actions, creating understanding between children of each other's cultural backgrounds and developing tolerance in a social environment.

The projects finished with exhibitions in the two cities involved.



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### **Evaluation**

In terms of evaluations of the schools, the feedback on the project was mostly positive. Primarily, they noted the adult volunteers' commitment and their great knowledge of the things they communicated to the children. The (adult) members of the 16 cultural associations in the two municipalities taking part will surely in future become more aware of how their activities in the cultural associations impact children and they will hopefully be more open to working together. The idea of focusing on children and youth participation in arts and heritage coincided with a new school reform where one of the objectives is wider cooperation between the schools and the adults of local community, including associations within the field of amateur art and voluntary culture.

