



**European Approaches
to Inter-Generational
Lifelong Learning**

**Country Report
ENGLAND
2007**



Education and Culture

www.eagle-project.eu

Socrates
Grundtvig



COUNTRY REPORT

ENGLAND

Work Package: WP 2 Scoping & Mapping

Author(s): Alan Hatton-Yeo & Tabea Schlimbach (BJF), United Kingdom

Research Coordination: Thomas Fischer & Walter F. Kugemann (FIM-NewLearning), Germany

Project Officer at the European Commission: Brian Holmes & Ramunas Kuncaitis

Publisher: FIM-NewLearning, University of Erlangen-Nuremberg,
Konrad-Zuse-Straße 3, D-91052 Erlangen,
Phone: +49 9131 8524735, Fax: +49 9131 8524738,
E-Mail: info@fim.uni-erlangen.de, Web: www.fim.uni-erlangen.de

An electronic version of this document can be obtained at the EAGLE website:

www.eagle-project.eu

© Copyright by the EAGLE Consortium, 2007

The EAGLE-Project is co-funded by the European Commission, DG Education and Culture under the SOCRATES GRUNDTVIG Programme.

Grant Agreement Number: 229981 - CP - 1 – 2006 - 1 - GR- GRUNDTVIG – G1

The content of this document reflects the view of the responsible authors of the report. Neither the European Commission nor the project partners or any person acting on behalf of the Commission is responsible for the use that might be made of the information in this document.

All rights reserved. No part of this publication may be reproduced, stored in any retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior written permission of the copyright holder for which application should be addressed in the first instance to the publishers. No liability shall be attached to the author, the copyright holder or the publisher for loss and damage of any nature suffered as a result of reliance on the reproduction of any of the contents of this publication or any errors or omissions in its contents.

Design, Logo and Title Photos by Claudia Fuchs & Brigitte Gall, FIM-NewLearning



TABLE OF CONTENT

1	THE NATIONAL CONTEXT	3
2	EFFECTS OF AGEING	5
3	ADULT LEARNING POSSIBILITIES	6
4	POLICY ENVIRONMENT	9
5	INTERGENERATIONAL LEARNING ACTIVITIES	12
6	CONCLUSIONS	17
7	WEB- & BIBLIOGRAPHY	18



1 THE NATIONAL CONTEXT

England, a country in northwest Europe, is the largest and most populous constituent country of the United Kingdom of Great Britain and Northern Ireland. The mainland territory of England occupies most of the southern two-thirds of the island of Great Britain, comprising an area of 130,395 km² (50,346 sq mi). England shares land borders with Scotland to the north and Wales to the west. Elsewhere, it is bordered by the North Sea, Irish Sea, Atlantic Ocean, and English Channel. The official language is English. The capital city of England is London, which is the largest city in the British Isles, capital of the United Kingdom and one of the world's Global Cities.

England ranks as one of the most influential and far-reaching centres of cultural development in the world (1).

Population

England is both the most populous and the most ethnically diverse nation in the United Kingdom with 50,431,700 inhabitants (83.8% of the UK's total). England is one of the most densely populated countries in Europe, with 383 people per square kilometre (1). In England and Wales, nearly 9 in 10 people live in urban areas. Over a quarter (26 per cent) of the population is resident in London and the South East combined. This is despite these two regions together covering less than a tenth of the UK's land area (2). The UK has a growing population with an increase by 7.7 per cent since 1971. Growth has been faster in more recent years, mainly due to migration. Between mid-1991 and mid-2004 the population grew by an annual rate of 0.3 per cent and the average growth per year since mid-2001 has been 0.5 per cent (2). Mid-2005 with 0,6 per cent showed the largest annual rise in numbers since 1962 (375,100 people).

Ethnic Diversity and Faith

Of people living in England, 87.4 per cent gave their country of birth as England or the UK. The proportion born outside the EU has increased from 5.3 per cent (1991) to 6.9 per cent (2001). London has the lowest proportion of people born in the UK (72.9 per cent) while the North East has the highest proportion (97.1 per cent). Around 9% of England's inhabitants (29 % of London's inhabitants!) are non-white in origin (census 2001) (2). There is enormous diversity in religious belief in England, as well as a considerable percentage who profess no religious belief. Levels of religious observance are declining. Percentages of religion as of 2000: Christian 71.6%, Muslim 2.7%, Hindu 1%, other 1.6%, unspecified or none 23.1%.

Economy

The United Kingdom has the fifth largest gross domestic product (GDP) in the world in terms of market exchange rates and the sixth largest by purchasing power parity (PPP). It has the second largest economy in Europe (after Germany), as well as being a member of the European Union and the G8. The capital London is one of the two largest financial centres in the world. The Economy of England is the largest of the four economies of the United Kingdom.

Since the 1980s, and particularly under the Government of Margaret Thatcher, many state enterprises, which since the 1940s had been nationalised, were privatised.

The British economy has in recent years seen the longest period of sustained economic growth for more than 150 years, and is one of the strongest European Union economies in terms of inflation, interest rates and unemployment, all of which remain relatively low. However, it has one of the highest levels of income inequality within the EU. British GDP is currently growing at an annual rate of 3% (2006) and is expected to increase in subsequent years. Compared to this, the UK HDI (Human Development Index, comparative measure of life expectancy, literacy, education, and standards of living) ranks significantly lower in international comparison (place 18) .

Economic Sectors in England

The service sector (financial services, retail, distribution, media and entertainment, education, health care, hotels, and restaurants) is now the largest sector in England, accounting by far for the largest proportion of GDP and employs around 70% of the working population. Since the 1980s the financial services sector has played an increasingly greater role in the English economy and the City of London is one of the world's largest financial centres, on a par with New York and Tokyo. Another major secondary industry that is growing is the construction industry, fueled by economic growth provided mainly by the growing services, administrative and financial sector. Tourism is the 6th largest industry in the UK, contributing 76 billion pounds to the economy. It employs 6.1% of the working population (2002 figures).

Manufacturing and primary industries are declining. A period of industrial decline during the late 20th century brought the virtual collapse of coal mining and dramatic job losses in iron and steel production, shipbuilding, and textile manufacturing. The decline of these industries particularly hurt the economies of the north and Midlands, while the south remained relatively prosperous. By the beginning of the 21st century, England's economy was firmly dominated by the service sector, notably banking and other financial services, retail, distribution, media and entertainment, education, health care, hotels, and restaurants (3).

2 EFFECTS OF AGEING

Although the population of the UK grew by 8 per cent in the last thirty years (from 55.9 million in 1971 to 60.2 million in mid-2005), this change has not occurred evenly across all age groups.

The population of England (and indeed that of Britain as a whole) is 'ageing', with a declining percentage of the population under age 16 and a rising one of over 65 (as a result of declines both in fertility rates and in the mortality rate.) The percentage of people under age 16 fell from 25 per cent in mid-1971 to 19 per cent in mid-2005. Over the same period, the percentage aged 65 and over increased from 13 per cent to 16 per cent. Within this age group even greater increases were seen for those aged 85 and over. This large increase reflects improving survival and the post World War One baby boomers now reaching this age group. Over the last three decades, the median age of the UK population rose from 34.1 years in mid-1971 to 38.8 in mid-2005.

Population ageing will continue during the first half of this century. The proportion of the population aged 65 and over will increase as the large numbers of people born after the Second World War and during the 1960s baby boom become older. The proportion of population of working age is set to fall as the baby boomers move into retirement and is replaced by the smaller numbers of people born in each year since the 1960s (2).

In 2003 there were 3.3 people of working age for each person of pensionable age in the United Kingdom. This figure is expected to fall to 2.3 by 2051. Men aged 65 in 1981 could expect on average to live a further 14 years and women a further 18 years. By 2051, men aged 65 could expect to live a further 22 years and women a further 24.

Migration is currently acting against the ageing of the population. The inflow of migrants to the United Kingdom exceeded the outflow by just over 1 million people over the whole period between 1993 and 2002. Projections are for a continuing net inflow consisting mostly of individuals of working age. This would produce lower old age dependency ratios, but the long-term effect would be limited if migrants settle and age in this country (2).

Britain's countryside has a growing number of older residents and the balance between age groups is shifting faster than in urban areas (4). This will have an impact on all aspects of life in the country – economic activity, community, and services (5). In the next 25 years the number of people age 65+ in rural areas of England will increase by 20 per cent more than the average for England as a whole (6).

3 ADULT LEARNING POSSIBILITIES

This is a time of significant change in adult learning in England as new structures and policies are implemented. While participation in general has risen, there is a continuing divide between those who benefit from education and training, and those who do not. This has remained an issue despite new government policies aimed to widen participation. There is an acknowledgement of the wider aims of education, to promote social inclusion. A 'learning society' is now seen as a desirable social as well as an economic goal and there is greater emphasis on widening participation in all forms of learning provision (7).

However, the emphasis has shifted towards learning that is geared towards vocational outcomes and has led to reduced funding for more informal learning. At the same time Government is developing policies to promote older workers staying in employment longer and encouraging people who have left employment early to return to the workplace to counter the impact of our ageing population (Opportunity Age, 2006). There are currently dire warnings of adult education being in crisis and this is particularly relevant to this report as it potentially impacts on those areas of transgenerational learning that are most important in developing understanding across the generations, citizenship and social cohesion.

Government Management

In England, the Secretary of State for Education and Skills and the Department for Education and Skills (DfES) are responsible for the broad direction of policy, while the Learning and Skills Council (LSC) and its local arms are responsible for planning education and training for over 16-year-olds in England.

The key piece of legislation in this sector is the Learning and Skills Act 2000 which radically reformed the post-compulsory sector in England and Wales. As a result of the Act, the planning and funding for all post-compulsory learning below higher education, including that provided in schools, is integrated into one overarching sector under the auspices of the Learning and Skills Council (LSC) in England (8).

Key elements of current policy include:

- efforts to maximise initial education attainment
- basic skills training for adults
- new forms of learning provision, using modern technologies (e.g. learndirect)
- engaging a wider range of intermediaries to support participation
- a willingness to acknowledge and meet the additional costs to providers of attracting, recruiting and retaining non-traditional learners.

Non-Governmental Providers

The National Institute of Adult Continuing Education (NIACE) is the leading non-governmental agency serving providers of adult education (managers and policy-makers) in England and Wales since 1927 (9). Other important players include employers, voluntary organisations and trade unions.

Participation

Most adults in England have a positive attitude to learning. Motivations to learn are mainly vocational. Other major motivations are intellectual (to acquire knowledge) and social: to meet and interact with others.

Two in three people (25+) have within the previous three years been involved in some form of learning activity (10). Learning activity among adults is increasing, however, participation is not uniform. Younger people, those with high levels of initial education and those in work are far more likely to be engaged in learning than older people, those who left school early, and people in lower-skilled manual jobs. There are also significant regional differences.

Recent skills audits in England highlight a deficit in basic and intermediate skills among adults. Other needs include learning for citizenship, for community regeneration and capacity building, and for parenting and family learning (11).

The challenges that face adult learning for the future include:

- raising the demand for learning among those who need it most, but are interested in it least
- encouraging a culture of continuous learning and development at all levels
- ensuring that new initiatives aimed at widening participation are not dominated by current learners
- ensuring that a concentration on qualifications does not distort funding and provision
- maintaining a commitment to social inclusion and the wider purposes of learning in the face of institutional inertia and conservatism
- ensuring that the lifelong learning agenda includes people of all ages (7).

Further Education Establishments

Further education in England is full-time and part-time education, outside the higher education sector, for persons over compulsory school age (sixteen years), including vocational, academic, social, physical and recreational courses. People use further education to study academic subjects and explore recreational activities as well as to develop and upgrade work skills. There is no nationally prescribed curriculum for FE (12). Adults in England can choose from a wide variety of learning opportunities (13).

U3A

The Third Age Trust is the national representative body for the Universities of Third Age (U3As) local all over the UK. U3As are self-help, self-managed lifelong learning co-operatives for older people no longer in full time work, providing opportunities for their members to share learning experiences in a wide range of interest groups (14).

Open University

The Open University (OU) is the United Kingdom's only university dedicated to distance learning and one of the largest universities in Europe, with around 150,000 undergraduate and more than 30,000 postgraduate students. Most OU courses are available throughout Europe and some in other parts of the world. More than 25,000 OU students live outside the UK (15). Open University courses generally have no entry requirements, and no upper age limit.

Courses range from short courses for people who have never studied before to specialist courses aimed at postgraduates.

UK Online Centres

UK online centres started out in 2001 when the Department for Education and Skills (DfES) identified the growing gap between those with a PC and those without. UK online centres aim to provide everyone in the UK with access to computers near to where they live, as well as help and advice on using them. Over 6000 centres are located in libraries, community centres and schools (16).

National Extension College

The National Extension College (NEC) is a not for profit trust dedicated to widening access to education for adults through distance learning and a fully accredited distance learning provider. The NEC supports over 10,000 learners a year on over 100 home study courses (17).

Learndirect

Learndirect operates a network of more than 800 online learning centres in England and Wales, providing access to a range of e-learning opportunities. Learndirect's service focuses on working skills and is addressed to individual adults wanting to improve existing skills or to learn new ones, and to employers looking for a way to develop the skills of their workforce (18).

4 POLICY ENVIRONMENT

National Action Plan against Poverty & Social Exclusion 2007

The NAP outlines the current position in the UK and the action that the UK will take in the years 2006 to 2008 to tackle poverty and increase social inclusion. In terms of intergenerational learning the NAP has a number of key relevant objectives. These are:

- Ensuring every child gets the best possible start in life to fulfil their potential.
- Breaking the cycles of deprivation through early years support and education.
- Supporting parents in providing better outcomes for their children.
- Increasing the number of older workers by one million.
- Empowering individuals and communities.
- Developing more effective joined up policies and services at a local level.
- Promoting participation in Society and tackling discrimination.

These provide a set of objective measures that can be addressed through intergenerational programmes. For instance intergenerational volunteering schemes that give older volunteers the skills and confidence to re-engage in the workplace; mentoring projects where older women support young single parent mothers to learn improved parenting skills and projects that bring the generations together to gain a sense of shared power and purpose to promote participation and engagement.

Intergenerational Policies & Programmes

These provide a set of objective measures that can be addressed through intergenerational programmes. For instance intergenerational volunteering schemes that give older volunteers the skills and confidence to re-engage in the workplace; mentoring projects where older women support young single parent mothers to learn improved parenting skills and projects that bring the generations together to gain a sense of shared power and purpose to promote participation and engagement.

In its Modernisation Agenda the Government identified four priorities (Active Communities, Regeneration and Neighbourhood Renewal, Citizenship and Social Exclusion.) These focus on supporting the capacity of individuals and groups in communities to improve their quality of life through social capital (19). Putnam describes social capital as the features of a social organisation which work to improve the health, wealth and industry of the community (20).

There is an increasing recognition by national government of the important contribution of Intergenerational Work to social cohesion, citizenship and challenging ageism and the need to promote positive roles for the young and old in society. There is also an increasing focus on joined up government and recognition that intergenerational work provides a mechanism to approach policy that is cross sectorial and challenges the traditional silo approach to departmental organisation. This move by Government to promote a more active approach to citizenship and ageing is also reflected in 'Opportunity Age' (21) which provides the policy framework and vision for our ageing society. As for other key documents (e.g. A Sure Start for Later Life (22); Strong and prosperous communities - The Local Government Act (23)) it

promotes a vision of people being provided integrated support to enable them to be active citizens participating across the life course. It also emphasises the importance of encouraging people to remain economically active for longer to balance the age shift in our population.

Other key policy drivers that are promoting intergenerational approaches include:

- The Third Sector review that has identified cross generational work as a priority to promote volunteering and increase social cohesion (24).
- The Report of the Russell Commission which seeks to promote volunteering and citizenship by young people (25).
- The recent report by the Government funded programme Volunteering in the Third Age which has identified intergenerational volunteering as a priority to promote and develop (26).
- The research report undertaken on behalf of the Office of the Deputy Prime Minister, which identified the potential for intergenerational approaches to promote community cohesion (27).
- Citizenship is now part of the national Curriculum that schools offer and this has encouraged schools to look outward in to their communities.
- An acknowledgement that successful regeneration has to work with people as well as buildings.
- An emphasis on health promotion and health prevention that recognises the contribution of intergenerational approaches.
- The development of community safety partnerships that endorse intergenerational approaches that connect the two groups to reduce antipathy and fear and challenge stereotypical views.

In addition to the above there is strong debate at the present time as to the impact of changing family structures and how best to promote effective parenting. A consequence of this is an increasing recognition of the role of grandparents and older kin and the role of intergenerational learning within the family setting and its potential to benefit both the child and the older person.

Alongside this has been a growth of projects that engage older people as mentors and supporters to help to promote achievement particularly for young people who may lack supportive older adults in their family structures. This reflects the emphasis being placed through the Government promoted Local Area Agreements (28) to provide effective support to young people at risk and develop healthy communities that value and support all of their members.

Sources of Investment & Funding

According to a Survey about Funding of IP recently carried out by the Beth Johnson Foundation (29), the main funding streams are:

- Trust Funding
- Funding from Local Authorities
- Partnership Funding (Organisations undertook projects with partner organisations. The partner organisations (co-)financed the projects)
- Own Contribution (Organisations funded the projects from their own resources)

Most Organisations received funding from different funding streams and used significant amounts of their own financial resources to run intergenerational projects.

The Survey showed that at a time when IP has become a political priority funding is still difficult and a main concern for organisations.

There is a lack of long term funding which would secure the sustainability of projects.

Besides other resources, IP only existed to the extent found because of the engagement of the project leaders and with the help of volunteers. Also, a great deal of creativity was required by the practitioners to work with very small funds.

5 INTERGENERATIONAL LEARNING ACTIVITIES

General Status of Intergenerational Programmes

Within the UK there is a strong recognition of the potential for mutual learning and support and for the need to provide more contact between the generations.

Within the last decade, a considerable amount of Intergenerational Activity has been undertaken and a feature of this is that projects are increasingly evaluating and disseminating their findings to a wider audience. To date the interest by the academic community has been limited.

A major factor in the development of many Intergenerational programmes has been the increasing recognition of the need to develop volunteering opportunities for older people, both to strengthen current social provision and in recognition of the value to older people and their communities of them being engaged in life-long learning processes and the resource that they represent.

However, the conceptual understanding of why this is important, how it operates and what it can achieve is still in its infancy.

Examples of Projects

There is a wide range of activities and programmes in England. Whilst there is an increasing common agreement of the definition of intergenerational work these are still many examples of projects undertaking intergenerational work without recognising that this is what they are doing. Intergenerational practice in England is characterised by many different approaches using a wide variety of learning methods.

The following examples are chosen to reflect the main areas of intergenerational learning activities in England.

Networking and Policy – The Centre for Intergenerational Practice (CIP)

The Centre for Intergenerational Practice (CIP), based at the Beth Johnson Foundation in Stoke on Trent, aims to support the development of intergenerational practice throughout the UK and to promote an understanding of the potential of intergenerational approaches to address social issues.

The goals of the Centre are to:

- support those involved - or potentially involved - in intergenerational practice
- develop the understanding of intergenerational work, and

influence decision-makers to incorporate intergenerational initiatives into their policies and funding guidelines (30).

Currently the Centre supports a network of 900 associate members, is commissioned by the Welsh Assembly Government to develop an Intergenerational Strategy and Centre in Wales and has just been identified by the Scottish Assembly as the development partner to work

with the Assembly to support the establishment of a Scottish Centre for Intergenerational Practice. The Centre provides a wide range of services including: Advice and guidance; publications; training and conferences; a website and e-bulletins; consultancy and has recently developed a UK Approved Provider Standard for Organisations running intergenerational programmes.

Arts – “Magic Me” Intergenerational Arts Projects

Magic Me is a specialist provider of intergenerational arts projects, using creative activities to bring together young and older people for mutual benefit, learning and enjoyment. Each project has its own aims in relation to community development and individual participant's personal and skills development. To date, projects have used story-telling, creative writing, photography, weaving, drama, dancing, puppetry, carnival, mosaic, ceramics, painting and poetry to bring together young and old participants. In 2006, Magic me started a 3 years intergenerational programme including 10 arts projects using visual arts, performance and digital media (31).

Community Safety- Young Offenders supporting older People in Care Settings

Over the recent 2 decades, the Young Offenders Institution in Onley, West Midlands, together with the local community had developed a programme of voluntary placement. The young offenders were released on temporary licence to volunteer in local organisations, including two day care settings for physically frail elderly people, including those with dementia. A case study proved the mutual benefits of this mode by:

- facilitating the integration of young inmates back into the community
- reducing the risk of re-offending
- enabling the strength of generations to support each other
- enhancing the ability of young offenders, to raise their self-esteem and self worth
- reduce the exclusion of older people, with physical frailty and those with dementia from mainstream social networks
- reducing negative stereotyping and discrimination, and develop sustainable pathways towards more social cohesiveness (32).

Reminiscence - British Film Institute: “Screen Dreams”

bfi Education provides many opportunities for Lifelong Learning relating to film and television. Since 2001 bfi Education's Development Officer for Lifelong Learning, Marysia Lachowicz, has been initiating and running a series of reminiscence events. For an example, “Screen Dreams” focuses on valuing the past, creating new memories, sharing old ones and bringing youth and experience together. Taking the Screen Dreams exhibition, created in collaboration with the Age Exchange Reminiscence Centre in Blackheath South London, the bfi aimed to provide a unique set of learning experiences which span generational divides. The schools' project related closely to the History and English National Curricula and offered opportunities for expressive and creative work in the classroom as well as a unique set of interactive experiences for teachers and pupils. The exhibition showed taped interviews and written testimonies combined with photographs and memorabilia to evoke strong memories of films, cinema going and life in London over the last 70years (33).

Grandparents - Mentor UK Drug Prevention Grandparenting Project

In the UK there are thousands of grandparents who take on full time care of their grandchildren. A significant proportion of the parents of these children have significant drug problems. Many children in these situations have witnessed and even assisted parents in managing their drug problems. Grandparents often lack knowledge about their rights and responsibilities, have access to very little information, are unaware of sources of help or support and often want guidance about the day-to-day practicalities of living with children and young people.

Mentor UK is working in partnership with the Department of Health, Adfam and Grandparents plus to identify what information, support and advice grandparents raising their grandchildren need in order to protect their grandchildren from drug related harm (34).

Multicultural Learning and Community Cohesion – “Lime”

The “Lime” Project aimed to extend understanding about the factors that contribute or inhibit intergenerational and multicultural learning. Within this project, several activities were developed: 150 participants were involved in workshops of the “Celebration of Family Learning” action day. Each workshop aimed to celebrate diversity and enable different participants to share their experiences with others. The interactive and practical focus of workshops allowed participants of all ages to join in (35).

Health - PCT Liverpool Intergenerational Active Age Programme

The Intergenerational Active Ageing Programme, run in the school, encourages both generations to engage in discussions related to health, healthy foods, services and helps to identify older people with skills who wish to pass on to the young.

Older people are becoming more confident and vocal towards their needs. They are gaining information regarding health and other services they wouldn't have access to normally, and are acting on that information by improving their health and physical activity levels and using services that they were previously unaware of.

This programme helps in the reduction of falls and empowers older people with the knowledge and skills to improve quality of life and prevent ill-health. It helps to make them feel valued members of the community, and raises awareness of the issues related to younger people, which in turn helps with the process of bridging the generation gap, and making interacting with younger people a more pleasant experience instead of a fearful one (36).

Skills Exchange: Young to Old - Sixty Plus Intergenerational Projects

Starting with the creation of an Intergenerational Mosaic in 1996, Sixty Plus (London) has developed and consolidated a range of intergenerational projects. The organisation allows young people to provide services to older people by volunteering, the majority of young volunteers work in Reading, Computer and Language Projects. Young people are trained to work with people in their own homes.

The Intergenerational Computer Project aims to increase older people's access to information and communication technologies using the skills and experience of younger volunteers. The young people are sent into isolated older people's homes once a week to provide tailored computer coaching.



In a multicultural area, the Intergenerational Language Project aims to break barriers to participation for older people isolated through a lack of English language skills.

The Intergenerational Reading Project matches older people who are blind or visually impaired with young volunteer readers. The volunteer visits the older person to help with all aspects of domestic administration (37).

Skills Exchange: Old to Young - Intergenerational Mentoring Projects BJJ

The Beth Johnson Foundation successfully ran a number of Intergenerational Mentoring Projects, starting with the year 7 project from 1999 to 2002. The project aimed to promote educational, social and health benefits for both younger and older participants. It was designed to facilitate the development of a sustainable intergenerational mentoring scheme in local schools. In 2002, after an intensive evaluation period, the "Stoke mentoring project" was launched for another 3 years. This project addressed the findings of the year 7 project that prevention should take place at an earlier stage, during the transition from primary to secondary school.

The projects recruited and trained older volunteer mentors to support young people, providing early intervention to pupils who were experiencing particular difficulties, under-achieving, and who are at risk of falling behind within the school system.

The Foundation also worked with an external evaluator to develop guidance materials for schools and a tool in order to identify potential mentees and to detail the outcomes they will be aiming for.

The mentoring scheme has now become mainstreamed as a school based initiative in 2 local high schools and 5 local primary schools. Training, guidance and evaluation materials have been developed to help schools and authorities develop the project locally (38, 39).

Generations Learning and Playing Together - Go through the Ages

The oriental strategy game of Go is at least three thousand years old and can be played over all ages. The Education Officer of the British Go Association, Peter Wendes, uses Go as intrinsically intergenerational way, introducing Go to children, their teachers and parents, all learning together as all are starting from scratch. Highlights over the last five years have been Family Learning Days, several workshops for the National Academy for Gifted and Talented Youth at Warwick University and a Project tour in Japan. Currently, workshops are run throughout the UK and Europe, and can cater for up to 100 participants, of any mixture of ages, and any intellectual level. There are some 25 tournaments a year, with categories for all ages, and 54 Go clubs around the UK where skills can be honed.

In summary, Go is an ideal intergenerational experience because:

- It needs only the simplest equipment, which is easy improvise.
- It uses very simple, non-arbitrary rules.
- It is easy to handicap, so any two individuals can enjoy a challenge together.
- It demonstrates the value of mutual respect
- It develops thinking skills and focus (40).



Sports - Crossover Intergenerational Dance Company

Crossover aims to offer dance performances and workshops by and for intergenerational audiences aged 0 to 100 that are physically demanding, artistically challenging, socially inclusive and fun. Providing intergenerational dancing experiences, Crossover addresses the stereotyping that goes with specific ages and particularly research the movement that can accompany these conventions. The company looks at differences and unexpected similarities, promoting the idea that people of different generations can find a common language through dance.

Crossover works with small groups of dancers of widely different ages for a significant and regular amount of time. The dancers develop a performance according to their ideas and feelings about age, the rehearsals leading to a work-in-progress performance (41).

6 CONCLUSIONS

Within England and the wider UK there is a growing interest in intergenerational practice at all levels from community groups to national government. A wide range of intergenerational learning opportunities are evidenced including formal skills exchange, transmission of knowledge and history and activities that promote citizenship and social cohesion. The breadth of this interest is illustrated by the 900 organisations and individuals who are members of the Centre for Intergenerational Practice.

This interest in IP as an agent for Social Change is reflected in the actions of national government. In Wales and Scotland both governments have made funding available to establish national Centres of Intergenerational Practice to partner the Centre in England. Government documents make increasing reference to the importance of developing relationships across the generations to develop safer, healthier and more cohesive communities and there are increasing opportunities to fund activities.

However, whilst there is a strong framework to support practitioners and an increasing understanding by policy makers the evidence base for the impact of IP in England still needs to be considerably strengthened. Increasingly project staff are writing up and evaluating their projects and this is building the literature base. The Approved Provider Standard has established a bench mark to begin to measure quality but the development of research studies by the academic community to assess the broader and more sustainable impact of the many initiatives is still very limited.

The challenge in the UK is to build on the broad foundation of practice that now exists to develop a greater understanding of how IP can be used most effectively to promote systems on trans and inter generational learning that have a long term impact on the quality of relationships and experiences of people in our society.

7 WEB- & BIBLIOGRAPHY

- (1) England: <http://en.wikipedia.org/wiki/England>. Uploaded 2007.
- (2) National Statistics: <http://www.statistics.gov.uk>. Uploaded 2007.
- (3) Economy of England:
http://en.wikipedia.org/wiki/Economy_of_England. Uploaded 2007.
http://en.wikipedia.org/wiki/Economy_of_the_United_Kingdom. Uploaded 2007.
- (4) Lowe, P. and L. Speakman (2006). *The Ageing Countryside: The growing population of rural Britain*. Published by Age Concern and Commission for Rural Communities. ISBN 0 86242 414 3.
- (5) Age Concern England:
<http://www.ageconcern.org.uk/AgeConcern/59B6380736B546EF857B7BF3FCDB5F7B.asp>.
Uploaded 2007.
- (6) Commission for Rural Communities (2006). *Rural Disadvantage: Quality of life and disadvantage amongst older people – a pilot study*. <http://www.ruralcommunities.gov.uk>.
- (7) Hillage J, T. Uden; F. Aldridge and J Eccles (2000). *Adult Learning in England: a Review*, IES Report 369. ISBN: 978-1-85184-299-5.
- (8) Eurybase:
<http://194.78.211.243/Eurybase/Application/frameset.asp?country=UK&language=VO>.
Uploaded 2007.
- (9) Unesco:
<http://www.unesco.org/education/aladin/members/55.htm>. Uploaded 2007.
- (10) Fitzgerald, R.; R. Taylor, and I. LaValle. (2002). *National Adult Learning Survey (NALS)*. National Centre for Social Research. Published by Department for Education and Skills. ISBN: 1 84185 908 7.
- (11) CBI (2006):
Working on the Three Rs. Employers' Priorities for Functional Skills in Maths and English. ISBN 0-85201-638-7. <http://www.cbi.org.uk/pdf/functionalskills0906.pdf>.
- (12) British Council:
<http://www.britishcouncil.org/learning-uk-education-systems-further-education.htm>.
Uploaded 2007.
- (13) Directgov:
<http://www.direct.gov.uk/en/EducationAndLearning/AdultLearning/index.htm>. Uploaded 2007.
- (14) University of the Third Age:
http://www.u3ainfo.co.uk/index.php?option=com_content&task=category§ionid=4&id=16&Itemid=52. Uploaded 2007.
- (15) Open University:
<http://www.open.ac.uk/about/ou/>. Uploaded 2007.
- (16) UK online centres:
<http://www.ufi.com/ukol/default.asp>. Uploaded 2007.

- (17) National Extension College (NEC):
<http://www.nec.ac.uk>. Uploaded 2007.
- (18) Learndirect:
<http://www.learndirect.co.uk/>. Uploaded 2007.
- (19) Hatton-Yeo, A. (2007). Ageing and Social Policy. A Report for Volunteering in the Third Age. Stoke-on-Trent, Beth Johnson Foundation.
- (20) Putnam, R. (1993). Making Democracy Work: Civic Traditions in Modern Italy, New Jersey, Princetown University Press.
- (21) Opportunity Age (2005). London, HM Treasury.
- (22) A Sure Start to Later Life. Office of the Deputy Prime Minister (2006).
- (23) Strong and prosperous communities - The local government Act (2006). Norwich, TSO.
- (24) The future role: The third sector in social and economic regeneration – interim report (2006). London, HM Treasury.
- (25) Russell, I. (2005). A national framework for youth action and engagement. Norridge, HMSO.
- (26) Hatton-Yeo, A. (2007). Intergenerational Practice: Active Participation across the Generations. Stoke-on-Trent, Beth Johnson Foundation.
- (27) Pain, R. (2005): Intergenerational relations and practice in the development of sustainable communities. Background Paper for the Office of the Deputy Prime Minister.
- (28) Communities and Local Government:
<http://www.communities.gov.uk>
- (29) Schlimbach, T. (2007). Funding of Intergenerational Practice. Report of the Findings of a Survey. Stoke-on-Trent, Beth Johnson Foundation.
- (30) Centre for Intergenerational Practice (CIP):
<http://www.centreforip.org.uk>. Uploaded 2007.
- (31) Magic me:
<http://www.magicme.co.uk/>. Uploaded 2007.
- (32) Grandville, G. and J. Laidlaw (2000). A Partnership of Trust. Young offenders supporting older people in care settings. Stoke-on-Trent. Beth Johnson Foundation.
- (33) British Film Institute:
<http://www.bfi.org.uk/education/>. Uploaded 2007.
- (34) Mentor UK:
http://www.mentorfoundation.org/projects_around_the_world.php?nav=3-27-34-86&pg=1&id=91. Uploaded 2007.
- (35) Researching Equity, Access and Participation:
<http://www.lancs.ac.uk/fass/projects/reap/projects/completed/lime.htm>
- (36) Robinson, J., Hobby, L. and A. Kirkcaldy (2006). Evaluation of Speke Inter-generational Project. Liverpool. University of Liverpool.
- (37) Sixty Plus:
<http://www.sixtyplus.org.uk/large/serviceslarge.htm>. Uploaded 2007.

(38) Ellis, S.W. (2003). Changing the Lives of children and older people: intergenerational mentoring in secondary schools. Stoke-on-Trent, Beth Johnson Foundation/Manchester Metropolitan University.

(39) Purcell, L. and A. Hatton-Yeo (2002). Intergenerational Mentoring Project. Final Report. Stoke-on-Trent, Beth Johnson Foundation.

(40) British Go Association:
<http://www.britgo.org>. Uploaded 2007.

(41) Hatton-Yeo (ed.) (2006). Intergenerational Programmes. An Introduction and Examples of Practice. Stoke-on-Trent, Beth Johnson Foundation.