



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

Stoke Mentoring Projects

ENGLAND
Case Study Identity Card
2007



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EAGLE CASE STUDY

ENGLAND

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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

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





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1 EXECUTIVE SUMMARY

Executive Summary

The Beth Johnson Foundation is a registered charity established in 1972 whose objects are to develop innovative approaches to ageing that link policy, practice and research and are able to impact on the lives of older people across the United Kingdom.

Our vision is to create sustainable change at both policy and community level which improves the quality of life and well being of current and future older people. We aim to achieve this by developing practical projects that are evaluated and informed by the views of older people and research and able to impact on the current debates around policy and practice.

The main target for the mentoring project was to develop a model of good practice that could be integrated into high schools in the city of Stoke-on-Trent and sustained by them beyond the duration of the project funding. A further target was to develop a model capable of being promoted to, and taken up by, other Local Education Authorities.

The project used a community participation approach that provided opportunities for older adults to play an active role in their communities by engaging with young people in new ways, an approach that built on older community members' skills and competencies and provided opportunities for them to play an active role in the development of the project.

The promotion of resilience through a school-based community intergenerational mentoring project is intended to make a difference to how a child/young person thinks, feels and responds to others around in school on a day-to-day basis.



2 GENERAL DESCRIPTION

Title	Stoke Mentoring Projects
Country/ Countries of origin	England – West Midlands <u>Comments:</u> The project was based in Stoke-on-Trent, which has a mainly white British born population and large areas of deprivation.
Duration	Starting Year: 1999 End Year: 2005 <u>Comments:</u> The Mentoring Programme consisted of 2 Projects: the year 7 Project (1999-2002) (further called: project 1) and the Stoke Mentoring Project (2002-2005) (further: project 2)
Status	<ul style="list-style-type: none"> ▪ Finished <u>Comments:</u> The mentoring scheme has now become mainstreamed as a school based initiative in 2 local high schools and 5 local primary schools
Managing institution	Voluntary/social sector/foundations
Contact details	Last Name: Hatton-Yeo First Name: Alan Title: Mr Position/Role: Director Institution: Beth Johnson Foundation Street: 64 Princes Road, Hartshill Town: Stoke-on-Trent Post Code: ST4 7JL Phone: +44(0)1782 844036 Fax: +44(0)1782 746940 E-Mail: generations@bjf.org.uk URL: www.centreforip.org.uk
Funding	<ul style="list-style-type: none"> ▪ Public <u>Comments:</u> Project 1: National Health Action Zone Innovation Award (public); Project 2: Children's fund (public)
Partnership arrange- ment/ organisa- tional form	<ul style="list-style-type: none"> ▪ Others <u>Comments:</u> Initiative of the Beth Johnson Foundation (BJF) as an outcome of 2 small pilot demonstration projects, BJJ recruited schools and volunteers.
Scale	<ul style="list-style-type: none"> ▪ Community based <u>Comments:</u> School based project



3 DESCRIPTION OF COLLABORATING GROUPS

<i>Collaborating Group I</i>	Older volunteers 50+ as mentors
<i>Total number of Collaborating Group I</i>	125 altogether (64 in project 1 and 61 in project 2) <u>Comments:</u> The number of mentors fluctuated throughout the project period.
<i>Age group(s) of Collaborating Group I</i>	<u>Minimum Age:</u> 50 <u>Maximum Age:</u> None <u>Age distribution:</u> Mainly 60-75, some 50-60, a few 75-85.
<i>Collaborating Group II</i>	Young people <u>Comments:</u> Project 1: pupils aged 11-12; project 2: pupils aged 8-12, children at need during transition from primary to secondary school or at risk of failure (wellbeing, physical health, family background, skills...)
<i>Total number of Collaborating Group II</i>	approx. 500 <u>Comments:</u> Volunteer mentors would support more than one mentee over their volunteering period.
<i>Age group(s) of Collaborating Group II</i>	<u>Minimum Age:</u> 8 <u>Maximum Age:</u> 12

4 DESCRIPTION OF INTERGENERATIONAL LEARNING PRACTICES

The practice description of intergenerational learning practices serves a twofold purpose: i) a qualitative practice description of the case and ii) a quantitative assessment of additional case descriptors.

<p><i>Description of Learning Arrangement & Learning Practice</i></p>	<p>The project specifically recruited older people – men and women over 50 – to work as volunteer mentors alongside young people at a time of significant transition: their move from primary to secondary school. Significantly, mentoring took place within the classroom setting and mentors spent half a day each week with their young partners or ‘mentees’ for the period of one school year.</p> <p>The aims of the project were to promote educational, social and health benefits for both the younger and the older participants and, through the process of engaging the two generations, to benefit the wider community by addressing the negative impact of social fragmentation across generations, while at the same time providing positive models of ageing for the young people.</p> <p>The support of experienced and supportive independent adults can help children to participate more positively in school life and develop a positive self-image. Building self-esteem and self-confidence enables children to reach their own potential, increases school attendance and reduces actual and risk of exclusion. The outcomes of the first project led to the conclusion that it is important to identify children as early as possible. It has also been recognised that children who may function acceptably in the primary setting can experience problems leading to failure when they transfer to the more complex and challenging secondary setting. This project built a network of mentor support that links across primary and secondary school partnerships to provide early interventions to children who are identified as needing extra support. The project also supported children across the transition to secondary with mentors being actively involved in the preparation for this change and moving with the pupil, if appropriate, or passing them to a new mentor in the secondary school.</p>
<p><i>Location of the learning activity</i></p>	<p>Formal settings i.e. educational institute <u>Comments:</u> Mentoring always took place within the school.</p>
<p><i>Learning activities (related to policy objectives)</i></p>	<ul style="list-style-type: none"> ▪ Community development, living & safety ▪ Education, training & learning ▪ Mentoring ▪ Social inclusion/participation, active citizenship ▪ Employability ▪ Health
<p><i>Fields of Learning</i></p>	<p>Skills for the Knowledge Society Individual competence development (for private and professional purposes) Societal/economic exchange and consultancy Development and continuity of societal values</p>

<i>Knowledge & Learning Exchange/Flow between the target group(s)</i>	Predominantly 'downstream' i.e. older to younger
<i>Interactions between the target group(s)</i>	<ul style="list-style-type: none"> ▪ one-to-one
<i>Categories of the learning activity</i>	Non-formal
<i>OECD/DeSeCo Competences addressed by the CS</i>	<p>1 = Competence Category 1: Using Tools Interactively</p> <p>1.1 = The ability to use language, symbols and text interactively</p> <p>1.2 = The ability to use knowledge and information interactively</p> <p>2 = Competence Category 2: Interacting in Heterogeneous Groups</p> <p>2.1 = The ability to relate well to others</p> <p>3 = Competence Category 3: Acting Autonomously</p> <p>3.3 = The ability to assert rights, interests, limits and needs</p>
<i>EC Key Competences addressed by the CS</i>	<ul style="list-style-type: none"> ▪ Communication in the mother tongue ▪ Interpersonal and civic competences
<i>Success factors and barriers of the CS</i>	<p>This Mentoring project took place in local schools, on a weekly basis (term time). For half a day per week, mentors accompanied mentees during their lessons. Pupils were encouraged and supported by their mentees in order to build self esteem and confidence as outcomes for both young and old. Children were identified by teachers or parents, volunteers were recruited, (leaflets, adverts, introduction of projects to existing groups) and trained. Over the course of the project they attended support group meetings and had ongoing support from the project coordinator. Furthermore mentors were asked to keep diaries of the lessons. Focus group meetings were held with both target groups for evaluation and informal activities.</p> <p>Project was an innovative model linking young and old people to work together to gain confidence to become more effective learners. The project focussed particularly on young people who were at risk of educational failure and who lacked supportive adults in their lives. The programme was extensively evaluated and tools developed to identify young people's needs.</p> <p>Tensions and problems identified include that mentors had to cope with challenges in their lives (family), health problems and with unfamiliar school background.</p> <p>Structural problems at school included poor management of teachers, suspension of children, negative attitudes towards learning – frustration, dissatisfaction, and disillusion and noise levels.</p>



*Results of the
CS*

Caught children that would have slipped through the net, volunteers provided valuable time school staff was not able to provide. Benefits for children: feel safe and supported in learning environments and see schools as a focus for opportunity, both old and young: emotional and social support that improves their mental health and self esteem. Cooperation between generations, older people: experience the feeling of being needed – self confidence

Mentoring was carried forward when eight schools finished the funding. Guidance documents were produced to assist with promoting the model and the project has been mainstreamed and replicated internationally.