



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

**Intergenerational Practice
in
ENGLAND**

**Case Study Identity Cards
2007**



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INTERGENERATIONAL PRACTICE IN ENGLAND

Work Package: WP 2 Scoping & Mapping

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





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Women's Library Projects

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EAGLE CASE STUDY

ENGLAND

Work Package:	WP 2 Scoping & Mapping
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1 EXECUTIVE SUMMARY

Executive Summary

Magic Me is an intergenerational arts charity, founded in 1989 serving people across the East London Borough of Tower Hamlets. The Women's Library's move to a new building in Aldgate (2002) led to the inspiration for a programme of projects in collaboration with The Women's Library, Mulberry School for Girls and local older women from the Borough. An annual project has been held each year since, with a core regular group of older women and new young women each year.

Established in 1926, The Women's Library houses the national archive of women's history, one of the world's largest collections of material about women.

Young women, all from Bangladeshi families, were recruited through the school and older women, from different backgrounds, who lived locally, were recruited through visits to older people's centres and the local press. Groups meet weekly at The Women's Library and for activities during school holidays.

The groups come together to learn about one another, and through enjoying creative activities together. Each year the intergenerational group has used different arts mediums to research and develop a project.

With the young women on the brink of beginning their adult lives, and the older women looking back over rich lives, the exchange is always an arena for discovery, mutual enjoyment and shared experiences.

In 2005 the cultural mix and exchange within the group was an antidote to the increased tensions within the local community, following the bombs in London in July, an example of how intergenerational work is fundamental in creating safer and stronger communities.

Magic Me

The UK's leading provider of intergenerational arts projects



2 GENERAL DESCRIPTION

<i>Title</i>	Women's Library Projects
<i>Country/ Countries of origin</i>	England - London <u>Comments:</u> The project is based in Tower Hamlets in the East End of London, which has a diverse community population.
<i>Duration</i>	Starting Year: 2003 End Year: 2008 <u>Comments:</u> Current funding will take the project to July 2007 with fundraising underway for Year 5.
<i>Status</i>	<ul style="list-style-type: none"> ▪ Running <u>Comments:</u> May continue beyond 2008 if future funding and appropriate projects are identified.
<i>Managing institution</i>	<ul style="list-style-type: none"> ▪ Voluntary/social sector/foundations <u>Comments:</u> Magic Me specialises, and has led the way, in running intergenerational arts projects for 18 years.
<i>Contact de- tails</i>	Last Name: Langford First Name: Susan Title: Ms Position/Role: Director Institution: Magic Me Street: 18 Victoria Park Square Town: London Post Code: E2 9PF Phone: 0044 20 3222 6064 Fax: 0044 20 3222 6065 E-Mail: info@magicme.co.uk URL: http://www.magicme.co.uk
<i>Funding</i>	<ul style="list-style-type: none"> ▪ Public ▪ Private (foundations & trusts) <u>Comments:</u> The local School working with Magic Me on this project always contributes in some way, either by a small amount of funding or through its own resources; a state girls school which has become a Specialist Arts school.
<i>Partnership arrange- ment/organis- ational form</i>	<ul style="list-style-type: none"> ▪ Bottom-up, grass root initiative ▪ Others <u>Comments:</u> Magic Me approached the Women's Library as it was local, has a national archive of women's history/women's institute and they thought that it would be an interesting project. They wanted to get local women involved and Mulberry school is the nearest school.
<i>Scale</i>	<ul style="list-style-type: none"> ▪ Community based ▪ Local



3 DESCRIPTION OF COLLABORATING GROUPS

<i>Collaborating Group I</i>	<p>Older women</p> <p><u>Comments:</u> The women are predominantly white Jewish or Christian with one Nigerian black woman. They mostly are from lower economic-socio backgrounds, living in social housing and living alone. Most of the participants to date have been widows. 9% of the population in Tower Hamlets are over 65; around 70% of these are white.</p>
<i>Total number of Collaborating Group I</i>	<p>8 per year</p> <p><u>Comments:</u> The project runs from February to July with a group reunion and showcasing of the arts work at the Magic Me Annual Celebration in October.</p>
<i>Age group(s) of Collaborating Group I</i>	<p><u>Minimum Age:</u> 55</p> <p><u>Maximum Age:</u> None</p> <p><u>Age distribution:</u> Predominantly in the 70's, oldest to date 91 years old.</p>
<i>Collaborating Group II</i>	<p>Younger females</p> <p><u>Comments:</u> Recruited from Mulberry School for Girls, which is a state school with an intake of 95% British born Bangladeshi's. Many Bangladeshi parents want their daughters to go to a girl's school. Mulberry is high achieving, over subscribed and has Arts status. The school has a tradition of working externally. Pupils are from lower economic-socio backgrounds.</p>
<i>Total number of Collaborating Group II</i>	<p>10 per year</p> <p><u>Comments:</u> The project runs from February to July.</p>
<i>Age group(s) of Collaborating Group II</i>	<p><u>Minimum Age:</u> 14</p> <p><u>Maximum Age:</u> 16</p>

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.

Description of Learning Arrangement & Learning Practice

There are always three main aims in any Magic Me project

- Learning creative skills and producing creative work - working with artists to do that
- Community development – meeting with people that you wouldn't usually meet of different ages, culture and ethnicity, using some kind of theme that focuses on that
- Promote personal development and skills, increase community and social awareness, build confidence and identity and the feeling of being useful

Problems addressed for older people is their social isolation and getting involved in something with young people, when they come to the project say that they feel like 'people' again. They enjoy learning from the resources that the library has to offer but would not necessarily visit on their own. Both groups explore their fears and preconceptions of the other generation by addressing prejudices about aging. They learn to understand how other people think and feel, and share experiences, which promotes respect and community cohesion.

Weekly sessions are led by two artists using a combination of visual and written activities, using a participatory and action based approach. Each project has end goal eg the creation of a calendar, set of photos, collection of poetry. This creative aim is usually linked in with The Library's exhibition programme. Topics have included: Beauty, Women and their Homes, and Heartfelt issues.

Photography has featured in 3 of the 4 projects, with participants learning about design, styling, art direction, lighting and editing. A sound project about women's voices taught how to use sound tracks, making decisions and choices with the actual recording and editing done by a radio journalist. Outputs are displayed on the Magic Me, The Women's Library and Mulberry School websites.

Recruitment for the older women is done by flyer, visiting groups Magic Me have worked with before, LinkAge in Tower Hamlets have also helped find people to participate. Also use the exhibition of one project as a way to start recruiting for the next one. The young women are recruited through the school. The project is offered to a year group in an assembly then Magic Me hold an introductory workshop that pupils can come to. The Head of Arts also targets pupils who they feel would benefit from participating in the project. Recruitment has got easier as time has gone on and word has got around that it's a good thing to do. The quality of the work is very good and people like to do, and be associated with, things that are professional. Magic Me gained funding to do an extra event at a Festival last year which attracted wider interest.

Separate meetings with each group are always undertaken first to prepare them for the projects and get to know their peers, using creative arts and discussion. This is a good way for the artist to get to know the group dynamics and an opportunity for peer groups to find out more about the project and decide whether they want to take part.

Magic Me contract freelance artists for each project who design and run the activities, and arrange dates and times. Sometimes people from the Women's Library will also be involved e.g. Curator.

Location of the learning activity	<p>Formal setting i.e. educational institute and library Informal setting i.e. community facility/building</p> <p><u>Comments:</u> The activities usually take place at the Women's Library, a local community centre was hired for photo shoots and the peer sessions for the younger women are done in school.</p>
Learning activities (related to policy objectives)	<ul style="list-style-type: none"> ▪ Community development, living & safety ▪ Education, training & learning ▪ Media education incl. Information and Communication Technologies (ICTs) ▪ Social inclusion/participation, active citizenship ▪ History and reminiscence ▪ Arts & culture ▪ Leisure time <p><u>Comments:</u> The cross-cultural aspect is very specific to this project. The older women were particularly drawn to the project. The right environment is important, having a setting where you feel comfortable and are able to ask questions. The venue is for all women, not just young or older people.</p>
Fields of Learning	<ul style="list-style-type: none"> ▪ Skills for the Knowledge Society ▪ Individual competence development (for private and professional purposes) ▪ Societal/economic exchange and consultancy ▪ Development and continuity of societal values ▪ Productive cultural assimilation;
Knowledge & Learning Exchange/Flow between the target group(s)	<p>Balanced and bi-directional e.g. shared activities, studying together, discussion, exchange of knowledge, culture, living communities, learning</p>
Interactions between the target group(s)	<ul style="list-style-type: none"> ▪ one-to-one ▪ group based ▪ many-to-many
Categories of the learning activity	<ul style="list-style-type: none"> ▪ Non-formal ▪ Informal
OECD/DeSeCo Competences addressed by the CS	<p>1 = Competence Category 1: Using Tools Interactively 1.1 = The ability to use language, symbols and text interactively 1.2 = The ability to use knowledge and information interactively 1.3 = The ability to use technology interactively 2 = Competence Category 2: Interacting in Heterogeneous Groups 2.1 = The ability to relate well to others 2.2 = The ability to cooperate 2.3 = The ability to manage and resolve conflicts 3 = Competence Category 3: Acting Autonomously 3.1 = The ability to act within the big picture 3.2 = The ability to form and conduct life plans and personal projects 3.3 = The ability to assert rights, interests, limits and needs</p> <p><u>Comments:</u> Cover all of the competences, the flow proportion differs depending on the actual activity they are doing and on the arts forms in the subject.</p>

<i>EC Key Competences addressed by the CS</i>	<ul style="list-style-type: none"> ▪ Digital literacy and ICT skills ▪ Learning-to-learn ▪ Interpersonal and civic competences ▪ Cultural awareness
<i>Success factors and barriers of the CS</i>	<p>One critical incident for the project was the July 7th 2005 London terrorist bombs, one just a few minutes from the Magic Me office and The Women's Library. The mood and pressure following the incident affected what was going on within and outside the group. What it did show was that community cohesion was an important factor in building understanding and relationships, highlighting the valuable work of Magic Me. The 'heartfelt' issues project was designed in response to this to deepen participants' understanding of one another's beliefs and life choices.</p> <p>Older participants enjoy the attention they get from the group; managing the many individuals needs and egos and bringing shy people forward is a real challenge for the artists facilitating the group. Experienced artists with real skills with groups are needed.</p> <p>Older women can suffer from health problems and illnesses that can mean they miss large portions of the project.</p> <p>With any arts project fine-tuning and adjusting the original plans will be needed once the group meet and work on the topic. Projects are often deliberately open at the start then become more focused with the groups' input and ideas. What matters is whether people have moved from where they were at the start of the project by developing skills and deepening their understanding of the subject, and their relationships with one another.</p>
<i>Results of the CS</i>	<p>There is always a specific output for the project e.g. an exhibition, photographs, calendar, sound track, poetry.</p> <p>An evaluation on attitudinal shift for the participants is undertaken at the initial discussions then at the end of the project, which reflects deeper understanding and awareness of people's needs and issues. Artists comment on interactions within groups. Teachers comment on their knowledge of pupil's development and improvements within school. The Women's Library commissioned an external evaluation of their community programme. Magic Me was part of the review, and the evaluators talked to Magic Me staff and artists, and project participants. Build in group and individual reflection for self direction. Getting people to think for self evaluation and appreciation, and appreciation of others.</p> <p>Participants reported higher self-esteem and personal fulfilment, skills development and an increase in social activities. Through this project the younger women will have improved future career and job opportunities. They all enjoy the publicity that the projects get in the local media and the older women appreciate school invitations and enjoy being recognised within the school as part of the education process. The older women learn about other things going on such as events and get into the 'circuit' of things, and share information with each other re events etc. The older women performed at the Capital Age Festival, a Londonwide event for older people in February.</p> <p>Participants note that they feel more confident to speak out in other situations but it is difficult to attribute positive outcomes to the project. People need to make the link for themselves that taking part in a community activity is beneficial, and also we don't know what would have happened if someone hadn't taken part.</p> <p>Some of the younger and the older women are now on the Magic Me Advisory Group to advise on subsequent projects and comment on what Magic Me does.</p>



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**Derbyshire Intergenerational
Strategy – Gardening Projects**

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Work Package:	WP 2 Scoping & Mapping
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1 EXECUTIVE SUMMARY

Executive Summary

Derbyshire County Council have been advancing their Derbyshire Intergenerational Strategy project (DIGS) through its school communities and its Better Government for Older People programme. The strategy aims to increase activity within communities to develop social contacts and awareness between the generations.

As part of the strategy's developmental work four gardening projects produced two sensory gardens, a wildlife garden and an allotment. The participants gain knowledge and a new, or renewed, perspective of people in their community, which teaches them to value and respect others leading to, improved societal cohesion.

The projects showed that they had made a positive contribution to the lives of the participants and their communities. Three further strands of projects around book groups, digital photography and writing and drama were evaluated to inform the development of the Council's Intergenerational Strategy.



2 GENERAL DESCRIPTION

<i>Title</i>	Derbyshire Intergenerational Strategy – Gardening Projects
<i>Country/ Countries of origin</i>	England – East Midlands (Derbyshire) <u>Comments:</u> Derbyshire County Council have been promoting intergenerational projects through schools throughout the County with the Derbyshire Intergenerational Strategy Project (DIGS).
<i>Duration</i>	Starting Year: 2005 End Year: Sept 2007/Mar 2008 <u>Comments:</u> Derbyshire has taken a strategic approach to intergenerational work and has recommended that intergenerational work is taken forward as one of its key well being activities.
<i>Status</i>	<ul style="list-style-type: none"> ▪ Running <u>Comments:</u> There are four different gardening projects.
<i>Managing institution</i>	Public organisation i.e. Derbyshire County Council
<i>Contact details</i>	Last Name: Edgar First Name: Jen Title: Ms Position/Role: DIGS Project Manager Institution: Derbyshire County Council Street: 182 Browndedge Road Town: Buxton Post Code: SK17 7AA Phone: 0044 1298 27472 E-Mail: jennifer.edgar@tesco.net
<i>Funding</i>	<ul style="list-style-type: none"> ▪ Public <u>Comments:</u> Funding is through the County Council, the first funding came from Derbyshire Better Government for Older People programme and later some came from Safer Derbyshire via the Council's Community Safety Unit.
<i>Partnership arrange- ment/organis- ational form</i>	<ul style="list-style-type: none"> ▪ Top-down programme/project <u>Comments:</u> Derbyshire Intergenerational Strategy Project (DIGS)
<i>Scale</i>	<ul style="list-style-type: none"> ▪ Community based ▪ Local

3 DESCRIPTION OF COLLABORATING GROUPS

<i>Collaborating Group I</i>	<p>Older people</p> <p><u>Description:</u> The older people are all British white with a 50/50 split between male and female, reflecting the population in Derbyshire, which has a very small ethnic populace. A mixed group with regard to educational and economic status but mainly upper working class.</p>
<i>Total number of Collaborating Group I</i>	<p>12 - 32</p> <p><u>Comments:</u> There are 12 older people permanently on the projects with a further 20 involved in action days at some of the schools; one school also used teachers and their partners/friends so there were mixed ages for those action days.</p>
<i>Age group(s) of Collaborating Group I</i>	<p><u>Minimum Age:</u> 50</p> <p><u>Maximum Age:</u> None</p> <p><u>Age distribution:</u> There is an even spread across late 50's to late 70's.</p>
<i>Collaborating Group II</i>	<p>Younger People</p> <p><u>Comments:</u> The projects involve whole mixed gender classes with a fairly even split between male and female. Young people come from mainstream and special schools where some have learning difficulties, autism and/or challenging behaviour. They are from a broad spectrum of backgrounds from deprived to middle class upbringing, some from rural and some from urban areas.</p>
<i>Total number of Collaborating Group II</i>	<p>90</p> <p><u>Comments:</u> Projects each work with one school; four schools in total.</p>
<i>Age group(s) of Collaborating Group II</i>	<p><u>Minimum Age:</u> 5</p> <p><u>Maximum Age:</u> 16</p> <p><u>Age distribution:</u> There are two projects working with Junior schools; 7-11 year olds. One project in an Infants school; 5-6 year olds and one in a special school; 5-16 year olds. Mainly 7-11 year olds.</p>

4 DESCRIPTION OF INTERGENERATIONAL LEARNING PRACTICES

Description of Learning Arrangement & Learning Practice

The aims of the activities are to break down the barriers between the generations and to help change their perceptions of each other, through older and younger people working together in an enjoyable shared activity which is fun and on equal terms. Learn new skills undertaking an activity that contributes to a healthy life-style. Encourage older people from the community to become involved in/with the local school.

Work in groups as equals, no one is in charge, groups are democratic but participants have to take responsibility. Held discussions to come up with their own ground rules together, even the very young ones understood these. They draw up a plan together with a 'wish list' that everyone contributes to with an understanding that all wishes can't be met. Budgeting (numeracy) was part of the project, participants visited a garden centre to purchase seeds and plants etc. and had to adhere to the budget set. One school initiative was to offer ice-creams to the group if they came in under budget – they did!

Project worker talked to older people's groups and advertised via flyers and posters in GP surgeries and shops, letters and word of mouth. The younger people were selected by the schools, in two of the schools there is a school council and through the council's the whole school was able to input into the design and ideas.

Projects take place on a weekly basis during term-time, three of the schools within school hours and one as an after school activity. Two schools arranged an 'action day' to clear the land and make ready the garden.

Printed materials, such as magazines and books, looking at other people's gardens and using computers to gain access to the internet were used in the designing of the gardens. A variety of garden tools were used by the groups when working in the garden. The project worker gets each project set up, wish list and design, and the motivation then each school assigns a member of staff to facilitate the project. The project worker visits at regular intervals then does a final evaluation with all participants, including the teachers.

The learning is provided through peer learning, and learning by doing. A member of staff's husband at one school was a landscape gardener and he came to talk to the group and give them some advice and information.

Location of the learning activity

Formal settings i.e. educational institute
 Informal settings i.e. community facility/building
 Comments: The gardens are within community schools.

Learning activities (related to policy objectives)

- Community development, living & safety
- Education, training & learning
- Mediation
- Media education
- Social inclusion/participation, active citizenship
- History and reminiscence
- Health
- Environment & environmental protection
- Grandparents and grandchildren
- Travel, excursions & leisure time

Comments: Assists in the prevention of anti-social behaviour by promoting cross generational links in the community. Preserve cultural heritage, older people bring in ideas about what they used to have in their gardens when they were young and/or during

	difficult times e.g. WW II. The groups used computers and the internet in the designing of their gardens.
<i>Fields of Learning</i>	<ul style="list-style-type: none"> ▪ Skills for the Knowledge Society ▪ Individual competence development (for private and professional purposes) ▪ Societal/economic exchange and consultancy ▪ Development and continuity of societal values
<i>Knowledge & Learning Exchange/Flow between the target group(s)</i>	Balanced and/or bi-directional e.g. shared activities
<i>Interactions between the target group(s)</i>	<ul style="list-style-type: none"> ▪ group based
<i>Categories of the learning activity</i>	<ul style="list-style-type: none"> ▪ Non-formal ▪ Informal
<i>OECD/DeSeCo Competences addressed by the CS</i>	<p>2 = <i>Competence Category 2: Interacting in Heterogeneous Groups</i></p> <p>2.1 = The ability to relate well to others</p> <p>2.2 = The ability to cooperate</p> <p>2.3 = The ability to manage and resolve conflicts</p> <p>3 = <i>Competence Category 3: Acting Autonomously</i></p> <p>3.1 = The ability to act within the big picture</p> <p>3.2 = The ability to form and conduct life plans and personal projects</p> <p>3.3 = The ability to assert rights, interests, limits and needs</p> <p><u>Comments:</u> Young people on the project went away and asked parents to work in a similar way to the democratic process they had within the group. Working how to plan a project assists in forming plans and personal projects.</p>
<i>EC Key Competences addressed by the CS</i>	<ul style="list-style-type: none"> ▪ Mathematical literacy and basic competences in science and technology ▪ Digital literacy and ICT skills ▪ Interpersonal and civic competences <p><u>Comments:</u> The budgeting exercise assisted with maths literacy and working in the garden helped support science curriculum in studying plants, environment and impact.</p>
<i>Success factors and barriers of the CS</i>	<p>There was a change of perceptions within the projects i.e. genuine friendships were formed. Older people felt valued and appreciated that their past experience was of worth. Younger people don't usually have much of a voice so it was successful for the younger people as they were listened to. Being able to physically grow things and seeing the cycle of the growing process was important for all participants.</p> <p>The older people have something outside the routine of their ever day life, a lot of them have little or no contact with young people. Young people benefited from having older people there, teachers who stayed to work on the project became 'part' of the group and the young people found that really gratifying.</p> <p>Within one project there were two older people (males) who had a lot of gardening experience and thought that they knew how things should be done. The teacher facilitating didn't step in early enough and things became rather tense. Solved this by taking the younger people to see the older person's allotments (gardens) and resolved issue by talking about the difference between 'their' garden and 'the' garden.</p> <p>There were improved links with the community through the participants and their fami-</p>

lies. The local garden centre visits were a real success with one centre offering to visit the school at a later date and give gardening talks.

Participants took responsibility for the garden. Watering the garden between meetings was undertaken by the young people, and by both older and younger people through the school holidays.

Recruitment of the older people was difficult, where the project is sited may restrict who can be involved. Practically if the project is on a slope then frailer older people may not be able to take part but if there is a possibility of lighter duties this was a way around that. One school was only able to take the project forward when grandparents of some of the students joined the group. The lack of response meant that the project was delayed. In future projects would benefit from more planning time to recruit older people as this impacted on the project.

Issues around Criminal Records Bureau checks for the older people and permission forms for the young people is necessary but takes time and needs to be accounted for when planning.

Flexibility within the project was key, if the weather was not fit to work outside then the facilitator would have an alternative plan e.g. planting seeds inside.

Results of the CS

There are permanent gardens at the schools involved in the project and they are able to use the produce from the gardens. All of the projects will continue as the older people have pledged to support the schools. All of the schools wanted to get members of the community in to strengthen community links and the projects have gone wider than that. During a Halloween celebration some young people were heard to say not to knock on some particular houses as an older person may live there but to move on to the houses where it looked as though children lived there. The older person who heard was so impressed that they contacted the school the next day to pass on their good impressions of the local young people and their consideration for older people possibly living alone.

An intergenerational projects resource pack has been produced to distribute to schools in Derbyshire, to enable teachers who would like students to become involved in inter-generational work to set up and run projects. The resource pack will also be available to community groups within Derbyshire, who are interested in taking intergenerational work forward.

The project worker does the evaluation work, the worker found that when generations are working together towards a common aim they see each other as 'people' rather than older or younger. Schools tend to be more sports orientated and not all young people are good at that, the project provides a healthy activity in a healthy environment with the added benefit of learning where food comes from.

One school wanted to gain an award as an eco school and being involved in the project counted towards that.

Citizenship and environmental studies are part of the curriculum, which the project assisted towards the learning of, art & design, and IT skills were also addressed with the garden planning and design.

Research shows that older people's health and well-being improves by being involved in social activities and the groups set aside half an hour of their meeting as social time. Anything that goes away from every day routine is beneficial, they take it away with them and it enhances their life, which has longer-term benefits.

Young people have a new knowledge base and see that success isn't only about passing exams but is about personal worth. They are not constantly being monitored academically and all of the participants are incredibly proud of what they have achieved. Participants said they feel valued for the individuals that they are, their perceptions have changed and they view the other generation differently – more positively.



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

Active Ageing Programme

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EAGLE CASE STUDY

ENGLAND

Work Package:	WP 2 Scoping & Mapping
Authors:	Louise Middleton (BJF) & Diane Brennan (Liverpool Primary Care Trust), United Kingdom
Research Coordination:	Thomas Fischer & Walter F. Kugemann (FIM-NewLearning), Germany
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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 Active Ageing Programme is based in South Liverpool and first originated in the Speke area, one of the most deprived wards in the country on all indicators. Speke has high rates of teenage pregnancy, unemployment, crime rates and anti-social behaviour towards older people.

The older community of Speke had little knowledge and understanding of their own health and of services available to them, the Older Persons Nurse developed the Active Ageing Programme. The programme offers presentations from a wide range of health professionals, local agencies and services in order to increase knowledge of health and uptake of services. The programme encourages both generations to engage in discussions related to health, healthy foods and services, and helps to identify older people with skills who wish to pass these on to the young.

The older people are becoming more socially included in the community and less isolated than in previous years, and are readily engaging in communication with young people. 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. The younger people see older people in a different light and develop important social skills and learn about the difficulties faced by older members of their community. Younger people gain educational benefits in terms of the Health and Social Care, which increases future job and career opportunities.

This programme is helping to bring a community together, sharing and participating in knowledge skills, and time and has helped to change views and misconceptions that each generation has of the other.



2 GENERAL DESCRIPTION

Title	Active Ageing Programme
Country/ Countries of origin	England – North West (Liverpool) <u>Comments:</u> The programme originally started in a sheltered housing complex then extended across Speke, an area in South Liverpool. Due to the success of the programme it will be rolled-out across Liverpool.
Duration	Starting Year: 2002 End Year: No end date <u>Comments:</u> Started in a small way based on a needs assessment undertaken by the Lead Nurse for Older People in South Liverpool
Status	<ul style="list-style-type: none"> ▪ Running <u>Comments:</u> Funded as a prevention programme by Liverpool Primary Care Trust (PCT)
Managing institution	<ul style="list-style-type: none"> ▪ Public organisation <u>Comments/Description:</u> Managed by Liverpool PCT
Contact details	Last Name: Brennan First Name: Diane Title: Ms Position/Role: Lead Nurse for Older People Institution: Liverpool Primary Care Trust Street: Margaret Thompson Medical Centre, 105 East Millwood Road Town: Speke, Liverpool Post Code: L24 6TH Phone: 0044 151 234 1204 E-Mail: diane.brennan@southliverpoolpct.nhs.uk URL: http://www.liverpoolpct.nhs.uk
Funding	<ul style="list-style-type: none"> ▪ Public <u>Comments:</u> Funded as a prevention programme by Liverpool PCT with additional activities funded through the Neighbourhood Renewal Fund.
Partnership arrange- ment/organis- ational form	Top-down programme/project <u>Comments:</u> Main partnership for PCT is a local High school, St Julie's, other partnerships include local Primary schools, Fire and Police services, Pensions Service and local housing associations. Work in partnership to reduce inequalities in health.
Scale	<ul style="list-style-type: none"> ▪ Community based ▪ Local <u>Comments:</u> Share good practice by disseminating via seminars and conferences locally, regionally and nationally. The intergenerational aspect is what is capturing attention and facilitating change.



3 DESCRIPTION OF COLLABORATING GROUPS

<i>Collaborating Group I</i>	<p>Older people 50+, the programme is open to everybody living within Liverpool PCT area and no one is excluded.</p> <p><u>Comments:</u> The area of South Liverpool does not have a high ethnic population, just 8% of the minority ethnic population in England live in the North West which accounts for 5.9% of the population in NW (Census, April 2001, Office for National Statistics Published February 2003).</p>
<i>Total number of Collaborating Group I</i>	<p>250-300 older people in the network</p> <p><u>Comments:</u> Specific intergenerational courses last six weeks, 40 to 50 people attend each school term = 300 per year. This is in addition to other open activities.</p>
<i>Age group(s) of Collaborating Group I</i>	<p><u>Minimum Age:</u> 50 <u>Maximum Age:</u> None <u>Age distribution:</u> Predominantly 65-75 age group</p>
<i>Collaborating Group II</i>	<p>Younger people</p> <p><u>Comments:</u> 16 to 18 year olds that are part of the project have a module based around older people written into the school curriculum for health and social care.</p>
<i>Total number of Collaborating Group II</i>	<p>200 per year (approximately)</p> <p><u>Comments:</u> Reminiscence projects involve whole classes of approximately 30 young people per class, 16 to 18 year olds work with 12 older people per time plus open activities.</p>
<i>Age group(s) of Collaborating Group II</i>	<p><u>Minimum Age:</u> 5 <u>Maximum Age:</u> 18</p>

4 DESCRIPTION OF INTERGENERATIONAL LEARNING PRACTICES

Description of Learning Arrangement & Learning Practice

The aim of the programme is to promote the health and inclusion of older people and reduce inequalities in health. Working with younger people to bridge the generational gap, reduce anti social behaviour and raise awareness of older people in order to sustain healthy cohesive communities. Raise an awareness of older and younger people's issues to create better understanding and enhance younger people's social and communication skills.

Activities include a six week intergenerational active ageing programme based around health education and activity which older and younger participants attend together. Older people are provided with service information and are encouraged to access services available to them, and receive health promotion messages incorporating increases in activity levels. Activities on offer include; Tai Chi, yoga, dance classes, reminiscence, music therapy and drama. Young people teach older people how to use computers (ICT) and vocational courses in Hair and Beauty for young people offer older people treatments for a nominal charge.

Participants are encouraged to participate by a number of means. Nurses go out and do assessments to identify older people's needs or people may be referred by their Doctor. Printed flyers are used with registration slips attached for people to enquire and self refer, promotion via Liverpool City magazine and via partners. Young people are identified through course work in schools.

Activities take place on a weekly basis using a mixed approach of participatory learning, ideas from participants are incorporated to tailor programme to individuals needs. Information packs for the older participants are provided when people join the programme, the packs include lots of different information from falls prevention to healthy eating in a format that they are able to refer and add to. Course materials for young participants are provided by the school with further relevant information provided by PCT.

Interaction between participants is organised between the Lead Nurse for Older People and participating schools. The Lead Nurse for Older People and other health professionals provide instruction.

Location of the learning activity

Formal settings i.e. educational institute;
Informal setting i.e. community facility/building

Comments: Reminiscence projects are usually done within school setting though some take place in community building. All other aspects of the project are either in local community buildings or in the intergenerational centre set up in the area opposite the high school. The Sunflower Centre has been set up specifically to facilitate intergenerational learning.

Learning activities (related to policy objectives)

- Community development, living & safety
- Social inclusion/participation, active citizenship
- Employability
- History and reminiscence incl. oral history, preserving cultural heritage, work with contemporary witnesses
- Health

Comments/Description: Re-employability, some of the younger people participating in the project are taking Health and Social Care qualifications and the project supports them in their studies. The experience gives the younger people a greater understanding of older peoples issues and needs, and offers them a wider choice of career path within health and care.



<i>Fields of Learning</i>	<ul style="list-style-type: none"> ▪ Individual competence development (for private and professional purposes) ▪ Development and continuity of societal values; <p><u>Comments:</u> The programme seeks to empower participants, both old and young, with the confidence, knowledge and skills to make their own positive life choices.</p>
<i>Knowledge & Learning Exchange/Flow between the target group(s)</i>	<p>Balanced and/or bi-directional e.g. shared activities (e.g. prevention of addiction, theatre, family genealogy, studying together, language learning, discussion circles) or offering activities to each other (e.g. 'stock market' or the exchange of knowledge, culture, sports, living communities, learning);</p>
<i>Interactions between the target group(s)</i>	<ul style="list-style-type: none"> ▪ group based
<i>Categories of the learning activity</i>	<ul style="list-style-type: none"> ▪ Formal ▪ Non-formal ▪ Informal <p><u>Comments:</u> The programme is based on a non-formal approach although part of it does integrate within the school curriculum and reminiscence takes place within school. Pre-dominantly activities take place in the intergenerational centre.</p>
<i>OECD/DeSeCo Competences addressed by the CS</i>	<p>1 = Competence Category 1: Using Tools Interactively 1.1 = The ability to use language, symbols and text interactively 1.2 = The ability to use knowledge and information interactively 1.3 = The ability to use technology interactively 2 = Competence Category 2: Interacting in Heterogeneous Groups 2.1 = The ability to relate well to others 2.2 = The ability to cooperate 2.3 = The ability to manage and resolve conflicts 3 = Competence Category 3: Acting Autonomously 3.1 = The ability to form and conduct life plans and personal projects 3.2 = The ability to assert rights, interests, limits and needs</p> <p><u>Comments:</u> The projects signpost participants to other activities and services by raising awareness and aspirations.</p>
<i>EC Key Competences addressed by the CS</i>	<ul style="list-style-type: none"> ▪ Digital literacy and ICT skills ▪ Learning-to-learn ▪ Interpersonal and civic competences ▪ Cultural awareness <p><u>Comments:</u> For younger participants the projects provides skills and evidence for the citizenship part of the school curriculum. Bridging the generational gap and raising awareness across to each other brings cultural awareness.</p>
<i>Success factors and barriers of the CS</i>	<p>Project leader and partners always take into account what participants are telling them and then adapt and change the programme appropriately.</p> <p>One barrier re isolation and older people is that people want services/activities on their doorstep and need the motivation to get out and get involved. If older people do motivate themselves to get out and do things it does have a positive effect on their quality of life, a mini bus pick up service is available to help combat these issues.</p>

Although core activities provided and funded by Liverpool PCT are free some activities require a nominal charge to fund instructors etc. If an activity is new then charging is not a problem it is when a funded activity is no longer provided that paying for something that was previously free becomes a barrier.

The six week programme with the schools as part of the Health and Social Care 'A' level has been so successful that there is a waiting list of older people wishing to join the next two scheduled programmes.

Offers an opportunity to communicate with another generation that is not a relative, people that would not normally talk to each other.

Results of the CS

The Active Ageing programme is now recognised nationally within the health profession, the project leader is invited to speak at national health conferences. The programme leader has won a number of awards, including the Queen Elizabeth the Queen Mothers Award for outstanding service, which all raises the profile of the programme.

An external evaluation by the Health and Community Care Research Unit at the University of Liverpool reported on the health benefits and outcomes of the project. The evaluation showed that bringing younger and older people together increased their mutual knowledge and understanding of one another. Longer-term outcomes include a reduced fear of young people by the older participants, and a reduction in anti-social behaviour by younger people.

Older people become engaged in activities that they would not normally have done, benefiting from ongoing exercise, mental stimulation, social networks and fun alongside the opportunity to work and socialise with younger people. This helps to reduce inequalities in health and helps generate older people's income from the Department of Work and Pensions via the programmes partnership with the Pension Service.

Stakeholders commented on the change in their own attitudes and opinions of older and younger people as a result of taking part in the programme. There will also be an evaluation of the programme using a 'mental wellbeing impact assessment' tool.

Younger people gain educational benefits in terms of the Health and Social Care 'A' level course integrated with the programme, increasing their future job and career opportunities, and gain important social and citizenship skills.

The programme has given both younger and older people an insight to each other's generation, changing their attitudes and each has learned to respect the other. Research consistently shows that physical activity is identified as a key factor in effective prevention of falls and many diseases.

Both generations valued the friendships made during the programme and observed increased confidence levels.



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

Stoke Mentoring Projects

ENGLAND
Case Study Identity Card
2007



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EAGLE CASE STUDY

ENGLAND

Work Package:	WP 2 Scoping & Mapping
Authors:	Louise Middleton (BJF), United Kingdom
Research Coordination:	Thomas Fischer & Walter F. Kugemann (FIM-NewLearning), Germany
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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.



**European Approaches
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Lifelong Learning**

**Sixty Plus Intergenerational
Projects**

ENGLAND
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EAGLE CASE STUDY

ENGLAND

Work Package:	WP 2 Scoping & Mapping
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1 EXECUTIVE SUMMARY

Executive Summary

Founded in 1994, Sixty Plus is a registered charity supporting older people in the Royal Borough of Kensington & Chelsea, with the help of volunteers of all ages and diverse backgrounds.

The Sixty Plus intergenerational project started with one small project in 1996 and quickly grew into a strong community project with different strands, which were dictated by the older people's needs in the Borough. The various parts of which aim to create partnerships of mutual benefit between older people and young volunteers.

The reading project aims to fill the gap in statutory services for older people with a visual impairment, sending a young person once a week to visit them for an hour to offer administrative help reading mail, sorting papers or reading a book or newspaper.

New technologies do not always reach older people, and many feel increasingly excluded from a modern technological society and so a computer project grew out of this.

The language project was developed after several people approached Sixty Plus about their elderly parents who were speakers of other languages. With 100 languages spoken in Kensington and Chelsea, many people arriving in the country remained in their ethnic communities without learning English. As they become older, however, and their need to access services increases, they become heavily dependent on these communities for help with translating with doctors etc. Providing an opportunity to learn English as a second language informally in their homes helps develop their confidence in English-speaking environments and keeps house-bound people mentally stimulated and challenged.

60- **Sixty Plus** 60

supporting older people to maintain their independence



2 GENERAL DESCRIPTION

Title	<p>Sixty Plus Intergenerational Projects:</p> <ul style="list-style-type: none"> ▪ Reading/Language ▪ Computers/ICT ▪ Youth Led
Country/ Countries of origin	<p>England - London</p> <p><u>Comments:</u> The project is based in the London Borough of Kensington and Chelsea around half of the population are white British.</p>
Duration	<p>Starting Year: 1994 End Year: None</p> <p><u>Comments:</u> Started intergenerational work in 1996 1994 with a mosaic project, 1997 reading project, 1999 computer project, 2001 language</p>
Status	<ul style="list-style-type: none"> ▪ Running <p><u>Comments:</u> Sometimes run one-off projects such as the mosaic project or a summer drama production 'Acting Up'.</p>
Managing institution	<ul style="list-style-type: none"> ▪ Voluntary/social sector/foundations <p><u>Comments:</u> Sixty Plus provides services to people over the age of 60 with the aim of supporting independence, dignity and choice.</p>
Contact de- tails	<p>Last Name: Long First Name: Ben Title: Mr Position/Role: Intergenerational Project Worker Institution: Sixty Plus Street: 1 Thorpe Close Town: London Post Code: W10 5XL Phone: 0208 969 9105 Fax: 0208 969 5936 E-Mail: blong@sixtyplus.org.uk URL: http://www.sixtyplus.org.uk</p>
Funding	<ul style="list-style-type: none"> ▪ Public ▪ Private (trust) <p><u>Comments:</u> The Borough Council supports the work of Sixty Plus, specific funding for the intergenerational project is through Task Force Trust.</p>
Partnership arrange- ment/ or- ganisational form	<ul style="list-style-type: none"> ▪ Bottom-up, grass root initiative <p><u>Comments:</u> The demand came from the older people and their families re the ICT and language projects, offering services of younger volunteers to help older people was taken up following the success of previous projects.</p>
Scale	<ul style="list-style-type: none"> ▪ Community based ▪ Local <p><u>Comments/Description:</u> Restricted to residents of the Borough.</p>



3 DESCRIPTION OF COLLABORATING GROUPS

<i>Collaborating Group I</i>	<p>Older people 60+</p> <p><u>Comments:</u> Gender split is approximately 75% female and 25% male, across the three projects 50% are non-British in ethnic origin. Education varies widely as does the motivation for being on the different projects. The motivation for the computer project participants for training is quite strong, many on the language project are illiterate in their own language and are unable to read and write in their mother tongue.</p> <p>Participants are predominantly from a lower-socio background, the majority are on means tested benefits.</p>
<i>Total number of Collaborating Group I</i>	<p>50-60 per year</p> <p><u>Comments:</u> Over a one-year period Sixty Plus supports around 1,800 members as an organisation.</p>
<i>Age group(s) of Collaborating Group I</i>	<p><u>Minimum Age:</u> 60</p> <p><u>Maximum Age:</u> None</p> <p><u>Age distribution:</u> Predominantly 70-80</p>
<i>Collaborating Group II</i>	<p>Younger people</p> <p><u>Comments:</u> Gender is approximately 75% female and 25% male, the main reason for this is that Sixty Plus link with two Girls only schools in the area. The volunteers are 60% British and 40% non-British. There is only one state school in the Borough, there are two Catholic schools, two independent and Imperial College. Generally the younger volunteers come from a higher socio-economic status than the older people.</p>
<i>Total number of Collaborating Group II</i>	<p>64</p> <p><u>Comments:</u> 64 is the current number of volunteers on the project, they would hope to have over 70 in total over every one-year period. One school attaches volunteering to citizenship modules within its curriculum, and another has one afternoon per week for 'enrichment in the community' work.</p>
<i>Age group(s) of Collaborating Group II</i>	<p><u>Minimum Age:</u> 16</p> <p><u>Maximum Age:</u> 24</p> <p><u>Age distribution:</u> Predominantly 16-18 year olds.</p>

4 DESCRIPTION OF INTERGENERATIONAL LEARNING PRACTICES

Description of Learning Arrangement & Learning Practice

ICT and language aims are decided by the older person based on their own needs and requirements, there are no fixed courses or programmes. The project worker discusses the needs and then matches the older person to a suitable younger volunteer(s), they then clarify the objectives.

The programme sets out to support older people's independence by creating partnerships of mutual benefit between older and younger people. To break down barriers and prejudices between the generations, promoting social cohesion and sensitivity to each other's needs, and increase older people's confidence in their communities. To provide a positive first-time volunteering experience for young people so that they will remain interested in contributing to their communities in the future.

All of the younger volunteers receive induction training then in addition they are given project specific training with a qualified tutor from the field. Tutors are available for volunteers to contact if they have any queries and the project worker is a trained English teacher. Before the language project training, the volunteers are matched with the older person that they will visit. This means that during the training they can ask the facilitator specific questions about the topics that the older person wishes to learn. The ICT training involves a session with an older person for the volunteers to put into practice what they have learned.

The project worker recruits the older people through Sixty Plus and via their newsletter. Project worker goes into schools/college to do an assembly at the start of the academic year to recruit young volunteers. Further participants are recruited by word of mouth, through contacts at sheltered housing schemes and other organisations. For the reading project they also have partnerships with the Metropolitan Society for the Blind and Royal National Institute for the Blind.

The activities take place weekly during term time, if the volunteers want to continue through the school holidays they can and some do.

The approach is learner centred, usually one-to-one and personal e.g. older person sitting at the computer and younger person instructing, younger person reading and helping visually impaired older people with their mail in their own home. A flexible approach is used as is discussion and review with participants to ensure sessions fit with how they want to learn, and vary them if appropriate.

Varied ICT's are used e.g. computers, digital cameras, DVD players etc. the younger volunteers teach the older people how to use equipment using learning materials and support. Role playing is used with drama productions and by those on the language project. The project worker organises all group projects and initial one-to-one meetings to start with. The decision is with the younger volunteer whether, and when, they are happy to arrange their own dates and times. Projects used to take place in community learning centres but then moved to targeting people who needed one-to-one or were isolated; always meet at older people's accommodation. Initially the trainers provide the learning to the younger volunteers, then the younger people pass on to the older people.

Group drama work was run by a Theatre company with the help of Sixty Plus, Police and Community Support officers from Holland and North Kensington Police Sectors and mentor and Youth workers from Holland Park School. The project took place over three weeks and helped to enhance all participants free time especially the young as they find Summer School holidays long. Some of the issues explored included safety on the streets, bullying, group and gang threats, friendships and building relationships. Quotes and anecdotes from both groups were included in the final plays, with the younger and older people portraying characters of both themselves and each other.

<i>Location of the learning activity</i>	<p>Formal settings i.e. community facility/building Informal setting i.e. home based</p> <p><u>Comments:</u> Learning for the older people is home based, the training for the younger people is received in schools for language and the local library for the computers on Saturdays. Drama project is based in community theatre facilities.</p>
<i>Learning activities (related to policy objectives)</i>	<ul style="list-style-type: none"> ▪ Community development, living & safety ▪ Education, training & learning ▪ Media education ▪ Social inclusion/participation, active citizenship ▪ Employability ▪ Health ▪ Arts – theatre <p><u>Comments:</u> Interaction with someone who is not the same age as you and doesn't have the same references in their lives is key to the learning. Older people consistently report positive effects on their mental health and general well being from interacting with the young people, learning new skills and putting those skills to good use to enhance their every day lives. Younger people learn teaching skills, though no formal qualifications are gained, and develop social skills. Also important for young people is to show that they have committed to something and done it regularly, they have something 'extra' to put on their University and job application forms.</p>
<i>Fields of Learning</i>	<ul style="list-style-type: none"> ▪ Skills for the Knowledge Society ▪ Individual competence development (for private and professional purposes) ▪ Societal/economic exchange and consultancy ▪ Development and continuity of societal values ▪ Productive cultural assimilation; <p><u>Comments:</u> The programme mixes many different people with/from a variety of different backgrounds.</p>
<i>Knowledge & Learning Exchange/Flow between the target group(s)</i>	<p>Predominantly 'upstream' i.e. i.e. younger to older</p>
<i>Interactions between the target group(s)</i>	<ul style="list-style-type: none"> ▪ one-to-one ▪ one-to-many (training) ▪ group based (drama) <p><u>Comments:</u> Sometimes younger people choose to volunteer in pairs.</p>

<i>Categories of the learning activity</i>	Non-formal
<i>OECD/DeSe Co Competences addressed by the CS</i>	<p>1 = Competence Category 1: Using Tools Interactively 1.1 = The ability to use language, symbols and text interactively 1.2 = The ability to use knowledge and information interactively 1.3 = The ability to use technology interactively 2 = Competence Category 2: Interacting in Heterogeneous Groups 2.1 = The ability to relate well to others 2.2 = The ability to cooperate 2.3 = The ability to manage and resolve conflicts 3 = Competence Category 3: Acting Autonomously 3.2 = The ability to form and conduct life plans and personal projects 3.3 = The ability to assert rights, interests, limits and needs</p> <p><u>Comments:</u> Older people set out a list of objectives and may move on to different volunteers to achieve this. Group interaction is with the drama project, which is an add-on to the main activities.</p>
<i>EC Key Competences addressed by the CS</i>	<ul style="list-style-type: none"> ▪ Communication in the mother tongue ▪ Communication in a foreign language ▪ Digital literacy and ICT skills ▪ Learning-to-learn ▪ Interpersonal and civic competences ▪ Cultural awareness <p><u>Comments:</u> Some of the older people move on to do courses outside of the projects, some of which will have formal qualifications.</p>
<i>Success factors and barriers of the CS</i>	<p>One of the barriers with the language project is around participants not sharing a common language, one of the ways of over coming that is the training that Sixty Plus undertakes with the volunteers. Working with older people there are often many health related problems but by being flexible and adaptable in the approach and working one-to-one this is not such an issue.</p> <p>Sometimes older people don't want a young person reading to them or helping with mail. The project worker will look for a younger person of university age, and usually this works well.</p> <p>The adaptation to working in people's homes was a big change to allow the inclusion of housebound and socially isolated older people. All older people are visited before volunteers are assigned, ensuring their homes are a safe environment for young people.</p> <p>When the project starts the worker matches volunteers with older people and goes along for the first visit to see if the match dos get on. If there is any conflict the project worker will make adjustments; they may look for a new volunteer, it may be that the older person doesn't understand the volunteer or that the style of deliver is not suitable for them.</p> <p>Some funding from Adult and Community Learning helped Sixty Plus develop the use of a structure of ways of recording learning e.g. learning diaries.</p> <p>Each year one or two of the older people on the language project develop enough confidence to go on to more formal training. The project worker may signpost them to local e-college classes or link them with a trainer.</p>

Results of the CS

The whole hour each week is not all teaching as there is a lot of sharing of personal information. Some of the young volunteers still go during their revision/exam schedule as it is a total break from going to school. They have someone to talk to, who is not family, in a reciprocal relationship. There is high migration from the Borough of the families of the older people who have lived there a long time. Families cannot afford to live there and a high proportion of the older people have housing and council tax benefits due to their low incomes. The young volunteers provide a link with their community and the younger generations perspectives.

A drama production, by older and younger people, is put on in the summer as part of the drama project. Participants benefit from personal development and fulfilment, and make valuable social links within their community.

At the end of each year the project worker looks at the older people's objectives that were set out to see if they have achieved what they wanted. They will discuss and review the objectives and see if they want a volunteer for the next year, activities are not linked to formal qualifications.

Short term outcomes for some of the older people might be to be able to go to the doctor and explain a health issues or the ability to go into a shop and order things. This has long term effects on participants self esteem, quality of life and social interaction within their community.

Sixty Plus found that intergenerational work builds the confidence of both younger and older people. Older people are surprised and heartened to find that young people care and want to help, and are also able to provide a valuable sense of perspective for their young helpers. The young volunteers are surprised to find themselves so appreciated, and feel that the work is its own reward.

Young people from the Sixty Plus Intergenerational Project won a prestigious award for outstanding achievement in their community. The Philip Lawrence Award in December 2005, the group also won £1,000 prize money to invest in their community project.