



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

The EAGLE Toolkit for Intergenerational Activities

REVISED



Education and Culture

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THE EAGLE TOOLKIT FOR INTERGENERATIONAL ACTIVITIES

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1 INTRODUCTION

EAGLE or 'European Approaches to Inter-Generational Lifelong Learning' builds upon different aspects in individual lives and in society at large and in learning across age groups and generations, especially in the light of an increasingly ageing population, the substantial demographic changes caused hereby and on the constant need for re-qualification and re-generation within the concept of Lifelong Learning (LLL).

EAGLE concentrates on the field of inter-generational as well as later life learning processes within the frameworks of formal and – of specific importance – non-formal, informal and autonomous learning.

EAGLE aims to generate insight into:

- the potential as well as the limitations of trans-, inter-generational formal and informal learning;
- the policies, concepts, analyses, frameworks, experiences in place and empirical evidence available;
- the models of good practice developed in order to formulate policy and practice recommendations.

EAGLE has adopted the following working definitions based on recognised international practice:

"Intergenerational practice aims to bring people together in purposeful, mutually beneficial activities, which promote greater understanding and respect between generations and may contribute to building more cohesive communities."

"Intergenerational learning is a process, through which individuals of all ages acquire skills and knowledge, but also attitudes and values, from daily experience, from all available resources and from all influences in their own 'life worlds'."

EAGLE has identified that intergenerational learning is important because of a number of changes in our societies that include:

- Demographic change, ageing society and workforce
- Changing economic, insurance and welfare patterns
- Increasing economic disparities
- Shift from full- to part-time and multiple employment
- Shift from an industrial to a Knowledge Society
- Individualised/atomised societies, flexible lifestyles and changing biographies, from individuals to 'multividuals'
- Dissolving traditional family structures, single households, social isolation of the elderly etc.
- Economic need for mobility and flexibility, 'modern nomads'

EAGLE sees intergenerational learning as offering a number of benefits to society, individuals and communities. These include:

- Uniting segregated generations and building better understanding between generations;
- Encouraging active citizenship and social participation;



- Encouraging cross-generational working;
- Sharing societal and professional resources, tacit and explicit knowledge among generations;
- Challenging social problems cross-generationally;
- Supporting Lifelong and Lifewide Learning.
- Maintaining & building human and social capital simultaneously

EAGLE is a European cooperation project in the field of adult education, funded by the European Commission within the SOCRATES programme, GRUNDTVIG action. For more information about EAGLE and the reports and resources the programme has developed go to the programme website: www.eagle-project.eu

The toolkit has been written to help people to think about why intergenerational activities are relevant to them. To provide a framework to plan how activities can be developed to address their particular interests and to be a gateway to a range of resources to support and inform this planning. It can be dipped into and used as a reference document for people already engaged in programmes. We hope it will stimulate, inform and assist you in your own work.

2 THE EAGLE TOOLKIT FOR INTERGENERATIONAL ACTIVITIES

2.1 Overview & Purpose

The purpose of this document is to provide a framework primarily for practitioners, but which may also be of some interest to policy makers and educators, to develop and/or implement intergenerational programmes based on a well articulated framework that has a foundation in analysed good practice. This framework is based on the EAGLE work programme and draws together a number of aspects of the programme to provide a set of tools and approaches.

This framework is supported by a resource bank of analysed intergenerational case studies drawn from six European countries. These studies illustrate typical examples of the variety and range of intergenerational projects and illustrate the range of practice across Europe and can be accessed at www.eagle-project.eu .



The Actor's House, Romania, which recognises the precarious status and needs of retired actors and identifies means and opportunities to revitalise their creativity and value their experience in order to counter their marginalisation, social isolation and exclusion. Instead the actors become a valuable resource interacting with younger actors, children and youth from different schools and marginalised and homeless children. The actors

benefit from becoming socially included and valued, the young people benefit through gaining increased self confidence, the opportunity to reflect and learn from their own and others experiences and the acquisition of knowledge around culture, history and society. For further information



Orto in Condotta, Italy, aims to create 'school gardens' as an educational opportunity where pupils can interact with expert older adults to discover the value of traditional gardening activities with all of its related implications in terms of environmental awareness, knowledge of traditions and understanding of local heritage. The gardening grandparents who support these projects commit to work over the three year lifespan of each programme.

For further information

The document has been developed through a valorisation and validation process to test both the effectiveness of the Toolkit as a learning and development tool and to describe the impact of intergenerational learning programmes across a number of sectorial areas. The Toolkit links to the EAGLE website which provides a dynamic and developing resource of analysed case studies and related materials including national reports and an integrated European report. We also recognise the difficulty of capturing such a complex subject as intergenerational work in a single document and so have attached a list of recommended reading for people who wish to find out more about different aspects of intergenerational work. There is also a cultural context to the settings we work in which will shape how things are developed. To find out more about the current international state of development of intergenerational work we recommend 'Intergenerational programmes. Towards a society for all ages'.

The Toolkit has also been designed to enable people to dip in to the various sections according to their particular needs or if there is a particular issue they wish to focus on.

We have already given an overview in the background of why we believe intergenerational learning to be important. However, we see intergenerational learning as being shaped by the identified needs and local circumstances that people are working in. The Project Assessment Questionnaire (Chapter 3) provides a framework to consider who your collaborators are, why you are developing a programme and what you intend to achieve. Examining the case studies on the EAGLE website and the examples throughout the toolkit illustrates the diversity of projects that have been developed across Europe.

In many ways successful intergenerational learning projects are grounded in models of participation and engagement. Through involving potential collaborators at the beginning the finally chosen programme is most likely to reflect what people are really seeking to change rather than the pre-conceptions of a small group or of an individual. One of the great challenges for some people exploring the establishment of intergenerational learning is the way that society and professional training is often segmented. Youth workers will need to engage with older people's groups and vice versa and the planning of the project will need to be intergenerational both in its design and participants.



Promoting networking among generations, Finland, was developed to promote the well being of children and adolescents by providing adequate adult contacts for children and young people and by supporting the everyday life of families with children. The adults in the project volunteered as mentors and adult friends to the children and young people. The project's main goal was to put intergenerational relationships in place through a mentoring model supporting the development of the young people. For further information.



TANDEM, Germany, is aimed at developing sustainable vocational qualifications for long term unemployed young people and to foster the re-employment of long term unemployed older workers by utilising the skills and competencies of older people to vocationally train young people in real life settings such as car repair, carpeting, plumbing, electronics, metal work and gastronomy. For further information.

Intergenerational learning programmes reflect the core principles of all well planned projects and it is not the intention of this document to try to describe in detail accepted good practice in project planning. Instead we are seeking to encourage people to think about intergenerational learning from the viewpoint of social inclusion and the reciprocal benefits of bringing the young and old together. For further background on this you may want to look at 'Intergenerational Practice: A review of the Literature' or to see a practical model for approaching this to look at 'Intergenerational Community Development: A Practice Guide'. Neither is very long.

Once you have identified what you and your collaborators are seeking to achieve it is necessary to consider the most effective way to undertake this. In some cases the nature of the concern and the local partners will present the most likely solution to you.

In other cases you may need to undertake research to look at different models and types of intergenerational practice to help you develop your ideas. The typology below may be helpful in framing these considerations. You may also find it helpful to look at the UNESCO article 'School based

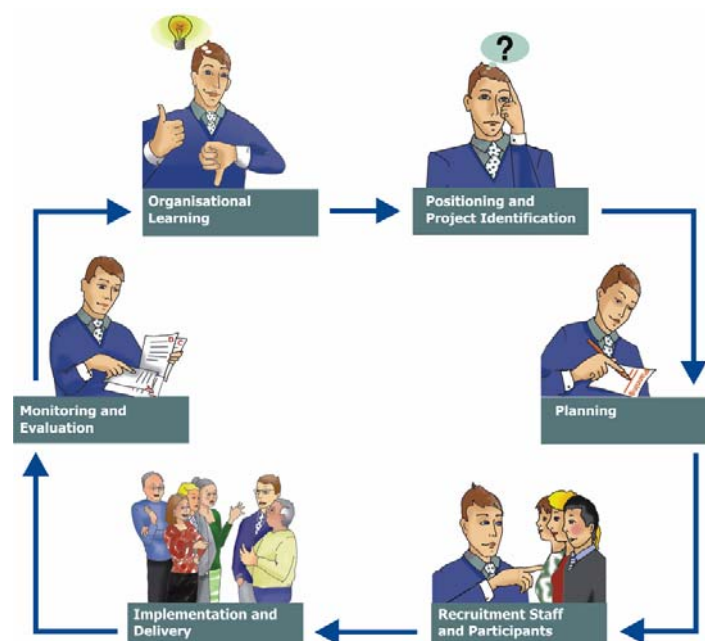
intergenerational programs' which includes a framework for describing the depth of engagement of different projects.

Typology of Intergenerational Programmes

- Community development, living & safety incl. intergenerational living and meeting places;
- Education, training & learning incl. general education and training, Lifelong Learning, language learning, literacy, numeracy, digital literacy, senior universities, knowledge exchange, hobbies;
- Mentoring i.e. intergenerational support, services and consultancy;
- Mediation incl. problem/conflict solving, prevention of violent behaviour
- Media education incl. Information and Communication Technologies (ICTs);
- Social inclusion/participation, active citizenship;
- Employability;
- History and reminiscence incl. oral history, preserving cultural heritage, work with contemporary witnesses;
- Health;
- Arts incl. culture, theatre, play, music;
- Environment & environmental protection;
- Grandparents and grandchildren and older kin;
- Travel, excursions & leisure time;

2.2 The EAGLE Process Model for Intergenerational Activities

The following process model is proposed as a planning mechanism for both people planning new projects and those seeking to reflect on and improve existing work. We see this model as a dynamic one where people may enter it at different points depending on their current level of project activity. We have used information from the 'UK Approved Provider Standard' to illustrate the various stages.



Positioning/Project Identification



The Project Needs Assessment Tool is designed to assist you with this stage. In addition to being used to plan new work it can be used for existing projects to revisit and clarify their expectations, aims and objectives for their current programme.

In this stage you need to think about why you are running, or intending to run your programme, how you know it is needed and what do you intend to be different because of the work you are undertaking.

There will be a reason or reasons why you have decided to run your project, and sometimes you may not even have started out to do intergenerational work. One project started out to try and do something about the large number of isolated older people on a local estate. It was only when they began to talk to other people in the area that they discovered both the local school and youth organisation were keen to develop new volunteering opportunities and were also concerned that many older people seemed to be so negative about young people. Once they began to put this together they came up with the following set of aims:

- To reduce the isolation of local older people
- To develop volunteering opportunities for young people
- To increase the amount of positive contact between local younger and older people

Once they knew what they wanted to achieve planning became much easier. This also a good example of how talking to people and potential partners in the area contributed to shaping the project.



The Farmers Education for the Undertaking of Activities in the Secondary and the Tertiary Sector of Economy (ISIODOS), Greece

programme is an innovative initiative which could function as a pilot for other programmes concerning lifelong learning and employability. The main idea of the programme is that traditional working farmers must take into account and apply to their work environment new technologies in the production, new strategies in the promotion of their product and a brand new philosophy regarding economy. Should the Greek farmers be more competitive and adjust their practices to the evolution of the agricultural production and the consumption needs of our society, they must acquire modern knowledge to become successful professionals, to understand the opportunities and the threats, the possibilities and the weaknesses of the Greek agriculture.



Sixty Plus Intergenerational Language Project, England, this

project was developed after a number of people approached sixty plus about their elderly parents who were speakers of other languages. With 100 different languages spoken locally many people arriving in England were remaining in their ethnic communities without learning English. As they became older, however, and their need to access services increased they became heavily dependent on their communities for help with translation. Providing an opportunity to learn English as a second language informally in their own homes helps develop their confidence in Eng-

lish speaking environments and keeps house bound people mentally stimulated and challenged.

You have developed or are developing an intergenerational project. What makes it intergenerational and what does this mean to you. Think about your own personal belief system and what it is that makes IP important to you. Do you, or did you, involve the young and old in planning? Are they given a proper voice in shaping the project? Does your project really try to break down the barriers between the two generations? We accept that for some projects they evolve and become intergenerational organically because that is the most appropriate way to meet the project's aims. But if this happens you will have undertaken a journey in your own thinking and your reflections on this are part of your own learning.

What cannot be overstressed is that intergenerational work is based on true reciprocity between the generations. It is essential to see intergenerational work as linking across all of the generations, placing equal value on all of their contributions and breaking down the age segmented structures that shape so much of our thinking and planning.

Intergenerational projects can take many forms. Some examples, but by no means exclusively, are:

- Older and younger people coming together to find ways of reducing fear of crime in their neighbourhood
- Older volunteers mentoring pupils in school
- Young volunteers providing services to older people – helping them go to the shops, reading to them, visiting, running errands
- Older volunteers supporting young parents
- Toddlers visiting people with dementia in residential settings
- Older people working with pupils on a school history project using oral history or the arts
- People from different generations working together to transform a waste area into a neighbourhood park

By the end of this stage you should have a clear idea of what you are aiming to achieve, why this is needed and what the various participating groups hope to gain from this.



The federal model programme Multigenerational Houses, Germany is aiming to transfer the cooperation of the generations from private to public settings. Today 200 houses are working, and by 2010 it is envisaged that 450

houses will be active in Germany. The funded houses are using the expertise and potentials of all generations by being open community drop-in centres where all generations can meet. A multigenerational house is a meeting place for people of different ages in a specific city or community. It is planned as an open place, where young and old people offer and take mutual support, furthermore a network, which brings services and demands of people of different age groups together.

The main distinguishing feature of the multigenerational house in Nürnberg is that it shows an example of how intergenerational learning can be organised based on volunteers and honorary work in a mainly informal setting.

Besides various services for people of different age groups (e.g. support services for very old seniors, open meeting places for seniors, second-hand shop for young parents), also typical intergenerational learning procedures take place (e.g. young people help old people and are certificated for these services; mentors help young people during the transition between school and job; seniors are mentors for young families; children are helped with homework; open child care).

The multigenerational house in Nürnberg clearly indicates that a wide variety of services can be offered and various informal learning processes between different generations can be initiated with relatively low budgets, if an open drop-in centre exists, where people of all generations can meet freely.

Planning



This should link back to your overall aims and objectives.

In your original aims you will have decided on the groups you want to work with. In our example the project wanted to work with isolated older people in the local community. Preliminary work had been undertaken talking to some people to see if they wanted to be involved but the challenge for the project was how to involve people who lacked confidence and were quite disengaged. In this project older people became ambassadors for the programme and when round talking to people in their neighbourhoods and encouraged people to come to the original meetings. In the same way if you decided you were going to work across different cultures you would have to plan carefully to ensure the project was inclusive.

At this stage of the project you need to lay down the foundations for your proposed project or you need to revise your plan in the light of experience if it is an existing piece of work. A more detailed planning model is described later in this chapter.

Recruitment of partners, staff and participants



Contrary to what people sometimes think lack of appropriate structure can be a real barrier to the roll out of project. How can you recruit the right people and give them the training they need if you don't know what their job involves. Is it clear who is responsible for what and who people can turn to if they need additional support. Thinking the project through and planning what procedures and policies you need from the beginning can be really freeing.

In our example it was important that the different partners, school, youth organisation and older people's organisation new who was taking responsibility for what. From the very beginning they thought about the things people would be concerned about. What rules should they have for young people visiting to make sure everyone felt safe? Would it be best to start with activities where the young volunteers and older people met in a public setting to do activities together until people were confident they had the right systems to manage home visits. Might there be too many risks to this unless some kind of supervision could be in place. In this case after shared activities the next strand developed was help with people's gardens under discreet supervision.

Inevitably intergenerational work involves working with a range of different partners because it cuts across traditional sectorial boundaries. This can make clear partnership roles and agreements

particularly important as organisations from different sectors may have different cultures and approaches. One example was of a youth organisation working with an older people's organisation, the youth organisation assumed all of the older people's organisation volunteers would be police checked as this was their practice and so didn't ask this question. As it turned out this assumption was inaccurate and it became a source of considerable embarrassment when this was discovered later.



Intergenerational mentoring project, England 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 class-room setting and mentors spent half a day each week with their young partners or 'mentees' for the period of one school year.

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. 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.

In work on mentoring in schools it may be useful to draw up a partnership agreement being clear about what the expectations are of each other can be. This is particularly useful when you have volunteers giving up time to go into school. The school administrative staff have to have a responsibility to contact the volunteer if the pupil is absent or their timetable has been changed. There is nothing more devaluing than coming in to school to discover your mentee isn't there that day. There is an equal responsibility for older people's groups to think about how they behave and approach schools. Time spent in preparation is rarely wasted and often the secret of success. It is essential to organise preparation for all participants involved as mutual understanding and respect is a pre-requisite to a successful activity.

If you are going to work with individuals or groups of people you need to think about how you are going to get them ready to take part as effectively and satisfyingly as possible. If you were going to bring a group of young and old people together you would probably want to spend time with them separately first to prepare them for meeting. As well as obvious things such as listening to each other it might be helpful to talk to people about what they expect of the other group and how they think they might behave.

It is also important to get people to think about boundaries and how they need to keep themselves safe and not offend anyone else. It is essential that both groups respect the other's views.

Implementation and management



This is the stage where you translate your plans into activity. The time you spent on planning and engagement will be a major contributor to the success of the actual programme.

Monitoring and evaluation



When you developed your project you will have had an idea about the pathway, or stages, you expected the project to follow. Regular monitoring will enable you to see if the project is on track and if not give you the chance to take any necessary remedial steps.

If you are to demonstrate the quality of your programme we need to be able to demonstrate what has changed because of our work. Going back to the outcomes proposed in the original plan for this project think about how you will measure or assess if they have been achieved? How will you go about evaluating or measuring the success of your programmes? Examples of evidence can include:

- Participants feedback sheet
- Recorded evidence & statistics
- Produced materials/objects
- Monitoring Reports
- Questionnaires
- Evaluation Reports
- End of Programme Report
- Data/Evidence Collected
- Case Studies

In some settings and countries it may be possible to develop partnerships with Universities and teaching institutions for students to undertake evaluation studies as part of their academic course.

Organisational learning



This is the essential reflection stage of the proposed project cycle. Throughout the process to date you will have been testing ideas and approaches and gaining learning and insight in to what makes your project effective, what may need to be altered and what should be done differently in future. If the project is to continue this is your opportunity to apply that learning to the next stage of its development and so provide a process of continual project improvement.

2.3 Example of an Intergenerational Planning Model

Linked to the model above is a planning model developed by the University of Lampeter for its [Certificate in Intergenerational Practice online course](#).

Linked to the model above is another planning model developed by the University of Lampeter for its 'Certificate in Intergenerational Practice' (CIP) online course.

Project Identification

The most important foundation of a project is the views and ideas of potential participants. When you come to think about identifying a project and setting its aims and objectives, this foundation needs to be built in.

This activity is designed for you to identification an appropriate project for your local area and community, in broad-scope. At the end of this activity you should have a



- Written proposed project title;
- Its aims (including in broad terms your proposed project participants);
- Objectives;
- Proposed outcomes;
- Supporting rationale.

This is the most important moment, as everything else will be driven from this point, and so each of these stages is designed for you to think these elements through in detail. In many respects a project has to do 'what it says on the label'. If, as one of its aims, a mentoring project is concerned with *reducing truancy in a school*, then the change in truancy rate will have to be indicated as an outcome (this can eventually be 'measured at the evaluation stage). There will be other aims and outcomes that are not easily measurable but just as important.

This initial project identification stage will drive the whole project; therefore it is worth getting it right as far as possible. It is what gives the project shape and allows you to explain it clearly and concisely to others, for example, partners and potential funders. At this stage, you will also have to begin to think about the scope of the project, is it going to be a large, complex project or will it be a smaller, community based project, run by a group within the community and for the community?

One further key point to bear in mind at this point is: What makes your project purposefully inter-generational?

Development of Plans: Identifying Participants and Planning Tasks & Activities

The activity is comprised of three parts: identifying participants, then outlining all the tasks and activities that will comprise the project, then finally combining participants with those tasks and activities (i.e. who will be doing what).

This activity is for you to start filling in the finer detail of your project. This means thinking about how you will identify the actual participants (and potentially recruit them into your project) and also begin to list all the tasks and activities that need to be undertaken both during the planning stages and then once the project is implemented.

At this stage it is important for you to consider the second and third core principles of intergenerational practice namely:

- Mutually beneficial, one group is not 'giving to' the other - there are reciprocal benefits;
- Promotion of respect and understanding.

Participants

Identifying participants should have begun at the project identification stage; the participant population should link back to your aims and objectives. At this stage, you would have considered, in broad-terms, who will take part. Think now specifically where these participants might come from, how they might be recruited into the project.

Participants are ALL those taking part, including staff volunteers and all other non-paid staff.

Your participants will come from a range of backgrounds and as detailed above, may take on differing roles within the project.



Tasks & Activities

Tasks and activities are the basic building blocks of any project. A task or activity is an identifiable (and measurable) piece of work covered over a set period of time, this could be hours, days or weeks,

Task and activities can also relate to each other and so have to follow-on one from the other in a logical or sequential order. For example, one task might be to recruit 10 volunteers. Another activity might be for volunteers to receive training. Obviously the second task cannot take place, until the first task is completed. Additionally, recruiting volunteers can comprise a number of separate tasks, e.g. drawing up a leaflet about the project; drawing up and placing an advertisement in a local newspaper; contacting the volunteer bureau.

Participants by Tasks & Activities

At this stage it is also important to start to think who will be involved in which activities and undertake certain tasks, i.e. who will be doing what?

Costing the Project & Setting the Budget

Each task and activity – as far as possible at this stage, now needs to be costed. What resources are needed? Itemise every single resource requirement you can think of to achieve all the tasks and activities listed in your plan above, (the number of teas and coffees, stationary, advertising costs, training, venues, equipment etc.).

Costing is where experience counts. If you are a small organisation or community based group, when you come to costing a project for real, it is possible to call upon local advice.

Scheduling & Monitoring

Scheduling

This next stage, involves placing the project in 'real time', insomuch as all the tasks and activities, need to be sequenced and then placed against real calendar dates and times. It is akin to budgeting which is the setting of 'real' or expendable money against tasks and activities. Here, scheduling or time-tabling involves setting all the tasks and activities against 'real calendar time'.

Monitoring

The actual **completion** of tasks and activities will form key '**milestones**' or markers within your project. Monitoring is about knowing that both overall the project is on track, and that these key milestones are being reached, hopefully within budget.

Therefore, it is about providing people who are undertaking agreed tasks and activities, with simple, quick mechanisms of reporting back to either you or into the project team. These mechanisms can include a phone call, an email, a report at a weekly meeting, detailing where their particular activity is up to, has it been completed or what additional action and costs might be incurred to complete it?

Know how to look for Potential Funders

For your project, you may have been allocated a sum of money by your organisation and have to fundraise a certain amount or you may have to fundraise the entirety of income for the project. We have not tried to give detailed advice on all the different funding sources but for information on writing intergenerational bids from a UK perspective see 'Preparing Successful Project Bids'.

Evaluation Planning

"Evaluation is the systematic process of collecting and analysing data in order to determine whether and to what degree objectives have been or are being met."

(Boulmetis & Dutwin, 2005)

Potential funders are often looking for an indication that a project will be comprehensively and honestly evaluated. An evaluation provides the project with a lasting record, of what happened, why it happened and the impact of the project. It also acts to situate the project within the wider body of possible influence around social policy, which intergenerational practice might have.

When it comes to considering why an evaluation is undertaken, it is important to think back through the claims that have been made about the project, what where the expected outcomes and now that either the project is under-way it is important to make sure the project is achieving its aims.

- Making judgements as to how effectively its aims, objectives and values have been met;
- Assessing the outcomes for the participants;
- Making judgements about the impact the activity is having on the community and society.

(based on Charity Evaluation Services, 2000, p.81)

All of these judgements have to be based on evidence being gathered. With this in mind are the outcomes and goals set, measurable and realistic? What can you measure within your project to demonstrate impact (i.e. what 'indicators' of impact would you choose), from whom would you gather the information and how would you gather the information and whom might you consider appropriate to gather this information? Also consider at what points in the project you would gather information. Who would write up the findings, and to whom would it be made available?

An evaluation is, therefore, based on the collection of data or evidence. Evaluation can be undertaken at the close of a project, however, Hatton-Yeo's advice is that collecting evidence of change (e.g. change in self confidence) is best done at the time, and on an on-going basis through the implementation stage, as so much evidence can be lost after the event (Hatton-Yeo, undated).

To make the process of evaluation accessible and involving of all participants, it can be useful to devise quite straightforward and fun ways of collecting the information required. These can include: end of day diaries, interviewing participants.

All participants can be included in the evaluation as the project will have had an impact on **all** involved. There might be a need to be 'selective' within this, if the group is very large, in this case a representative sample is useful.

One important consideration is whether to undertake the evaluation internally, i.e. through a member of the project team or to have it undertaken by someone external to the organisation. There are pro and cons in both methods. If you decide to undertake an internal evaluation, remember gaining the advice and support of someone who has undertaken an evaluation can be very helpful.

Undertaking an evaluation is rather like undertaking a small piece of research. It should include elements such as the project's aims and objectives, its rationale, the proposed outcomes and who was involved in the project? How the evaluation was undertaken (the methods employed to gather information) and any ethical considerations around gathering such information and how



they were met. A compilation of the information gathered (which can include quotes from participants etc) and then some analysis of the information, and finally a conclusion.

For a guide to intergenerational evaluation for practitioners see '[How do you know that intergenerational projects work?](#)'

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3 PROJECT ASSESSMENT QUESTIONNAIRE

3.1 The Centre and the staff

Name of the Centre:	
Country:	
Legal status:	
Date of creation of the Centre	
Leading actor(s) that have contributed to the creation of the Centre	
Mission statement of the Centre:	
General objectives pursued by the Centre	
Specific objectives pursued by means of the intergenerational learning activities	

How is your institution funded?

- National Public (e.g. national ministry of education, etc.);
- Regional / local Public (e.g. regional government, city council, etc.);
- Private (e.g. foundations, trusts, companies, etc.);
- Public-Private-Partnerships (PPP);
- No funding (e.g. own contribution, own resources);
- Combination: _____
- Others: _____



Could you briefly describe how the funding process functions?

What is the average number of courses/activities organised in the centre in a year?

What is the average number of participants attending the activities in the centre in a year?

What is the number of staff involved in intergenerational activities in the centre?

Define the professional profile of the staff members for the intergenerational learning activities? (employed and volunteer, e.g. trainers, coaches, tutors, experts, 'expert grandparents', etc.)

Professional Profile	Number



What are the main competences that staff would need in order to sustain intergenerational learning activities?

Are these competences completely satisfied?

What are the main needs of the staff regarding to the intergenerational learning activities (e.g. competence gaps in the staff's professional profile, need for specific and additional training actions, etc.)?

Has the centre any available training program for its staff? Please specify

Which are the continuing professional development schemes of the institution regarding the intergenerational learning activities? (e.g. how the Centre handles the demand for competences and supports its staff in acquiring the key professional competences to carry out and coordinate intergenerational learning activities)



3.2 INTERGENERATIONAL ACTIVITIES IN THE CENTRE

What were the reasons that triggered the set up of an intergenerational learning dimension in the institution?

What is the experience of your Institution on the creation and development of intergenerational activities?

- Beginners (one year or less)
- Intermediate (1 to 3 years)
- Advanced (3 to 5 years)
- Experienced (more than 5 years)

How would you define the framing of the intergenerational learning activities initiated by the Centre?

- Formal
- Non-formal
- Informal

How would you define the setting of the main intergenerational learning activities?

- Formal setting –**
 - Pre-primary education institute
 - Primary education institute
 - Secondary education institute
 - College of further/higher education
 - University/Polytechnics
 - Training organisation



Non-formal setting –

- Public library
- Non profit recreational centre
- Public recreational centre
- Private recreational centre
- Charitable organisation
- Thematic NGO
- Other: _____

Could you define the learning approach adopted at the Centre according to the following list of items?

- Context-based learning
 - Discovery learning
 - Action learning
 - Work-based learning
 - Peer learning
 - Expert-centred learning (e.g. focused on the holder of knowledge)
 - Collaborative learning, based on teamwork
 - Combination (please tick the relevant boxes and describe)
 - Others: _____
- _____

Is there any other element that you consider important for the description of the learning approach for the centre?



How would you define the core content of the intergenerational learning activities developed in the Centre?

- Community development, living & safety incl. intergenerational living and meeting places;
- Education, training & learning incl. general education and training, Lifelong Learning, language learning, literacy, numeracy, digital literacy, senior universities, knowledge exchange, hobbies;
- Media education incl. Information and Communication Technologies (ICTs);
- Social inclusion/participation, active citizenship;
- Employability;
- History and reminiscence incl. oral history, preserving cultural heritage, work with contemporary witnesses;
- Health;
- Arts incl. culture, theatre, play, music;
- Environment & environmental protection;
- Grandparents and grandchildren;
- Travel, excursions & leisure time;
- Combination:
- Others: _____

What is the main methodology used for the intergenerational learning activities?

- Master class centred on an specific content
- Learning by doing, working on a common project.
- Informal conversations between the staff experts and the participants
- Mentoring i.e. intergenerational support, services and consultancy;
- Mediation incl. problem/conflict solving, prevention of violent behaviour;
- Others: _____

Could you briefly describe the procedure at the basis of one intergenerational learning activity that you consider meaningful for its methodology?



Do you have any other comment that you consider important for the nature of the intergenerational learning activities in the Centre?

Please describe the profile of the groups and actors engaged in intergenerational activities in the Centre

Are the actors organised as formal or informal groups? If yes, please identify these groups

What is the age range of the actors in each of the above groups?

What is the gender distribution for each of the above groups?

Are there other elements that could define the above groups and the actors engaged in intergenerational activities?

How would you describe the knowledge & learning exchange between the groups/actors of intergenerational learning activities?

- Predominantly 'downstream':
older to younger
- Predominantly 'upstream':
younger to older
- rather balanced and/or bi-directional:



What are the interaction patterns underpinning the intergenerational activities organised in the Centre?

- One to one
- One to many/many to one: most of the courses implies this kind of interaction.
- Small groups: this interaction is mainly informal and is specifically used in poetry courses and workshops
- Many to many: used in a wide range of activities, especially in the field of environment & environmental protection.

Are there other elements that describe/define the interactions and relationships established through the intergenerational activities in the Centre?

3.3 CENTRE SELF-EVALUATION

In your opinion, which are the Key success factors of the intergenerational activities carried out at the Centre according to the following dimensions?

Organisational features (e.g. management style, staff's professional competences, staff's motivation, network of relations and partnerships, involvement of the local community and families, etc.)

Pedagogical approach and methodology (e.g. active learning)

Institutional conditions (e.g. support from local institutions)



Economic conditions (e.g. sustainable funding sources)

In your opinion, which are the Key barriers that hinder the intergenerational activities carried out at the Centre according to the following dimensions?

Organisational features (e.g. management style, staff's insufficient professional competences, staff's lack of motivation, insufficient network of relations and partnerships, scarce involvement of the local community and families, etc..)

Pedagogical approach and methodology (e.g. use of methodologies which are not familiar to the users and staff)

Institutional conditions (e.g. lack of support from local institutions)

Economic conditions (e.g. not enough sustainable funding sources)

If you could change anything you wish in your institution, which would be the main actions for improving the learning performance (e.g. what your institution needs so to improve the Intergenerational Activity and consolidate their impact vis-à-vis the addressed target groups)?



3.4 ENGAGEMENT OF THE CENTRE IN THE PILOT EXPERIMENT

Which is the estimated number of staff members that could be involved in the pilot experiment? (this figure is important to define the range and scope of the pilot experience)

Which is the estimated number of users members that could be involved in the pilot experiment? (this figure is important to define the range and scope of the pilot experience)

Which are the expectations of the centre towards EAGLE? Do you intend to use the whole 'EAGLE Toolkit' for Intergenerational Learning of your institution? Or would you prefer to plan a new concrete intergenerational learning activity according the outcomes of the toolkit?

- EAGLE Toolkit for Intergenerational Learning (Verification & Validation)
- Concrete Intergenerational Learning Activity (Experimentation & Evaluation)

3.5 COMMENTS

Have you got any additional comment or suggestion?

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