GUIDE OF IDEAS FOR PLANNING AND IMPLEMENTING INTERGENERATIONAL PROJECTS

Together
yesterday, today and tomorrow

MATES
MAINSTREAMING
INTERGENERATIONAL
SOLIDARITY

Guide of Ideas for Planning and Implementing Intergenerational Projects

Together: yesterday, today and tomorrow

Contents

Executive Summary

The Project MATES - Mainstreaming Intergenerational Solidarity is co-financed by the Lifelong Learning Programme from the European Commission, as a Grundtvig Accompanying Measures Project.

One of the main objectives of the Project is to produce a Guide of Ideas for Planning and Implementing Intergenerational Projects, made available in 22 official EU languages.

The Guide is a component of a much wider ensemble of products, which together, form a coherent package of didactic resources to be used, by researchers, local authorities and by institutions in direct contact with younger and elder generations.
The package of resources includes:

    Online Library of Intergenerational Projects;
    Online Library of Intergenerational of Manuals and relevant documents;
    Video;
    Report of the Research conducted in Portugal;
    Catalogue of Literature;
    Database of people engaged in Intergenerational Practice;
    Web platform that hosts all the documents mentioned above: **www.matesproject.eu**

MATES deliverals respected, as far as possible, the following dimensions of quality:
Empowerment: end beneficiaries have been deeply involved in the planning and development of MATES' products;
Mainstreaming: capacity of the mentioned resources to influence at vertical and horizontal level organisations working with Intergenerational Practices;
Adaptability: ability of the package of didactic tools, to be replicated to address comparable problems in other contexts/places;
Utility: added value for the end beneficiary, measured in terms of new competencies, knowledge and furthermore how much inspiring and action-driver are the resources produced;
Sustainability: capacity of the MATES' products to live beyond the financing of the project;
Cost/benefit ratio: cost considering impact and number of end beneficiaries, during and beyond the Project duration.

To produce such package of resources we conducted some technical activities, such as the production of a web platform and a deep research. For research purposes, we set of strategic methods to gather the envisaged information, including:

    Review of the international literature related to Intergenerational Practices;
    Inquiry, by a first questionnaire to relevant stakeholders in Portugal;
    Organization of one conference and one public round table (November 2008, Porto – Portugal);
    Inquiry by a second questionnaire to coordinators or team members of Grundtvig Projects and other projects;
    Face to face consultation with experts and end beneficiaries (including young people and older people).

The analyse of research data and writing of this Guide has been a composition made by the hands of three authors: Alan Hatton-Yeo, produced the introduction and Chapter IV, remembering the Core Principles of Intergenerational Practice. As result of the second questionnaire, Iris Marreel has put together the Good Practice Showcase, illustrating the wide range of Intergenerational Practice, transmitting keys and material available to its successful implementation, presented in Chapter II. The content of Chapter I presents the main messages emerged from Portuguese research and literature analysis. Chapter III lists briefly 30 Intergenerational Projects (mostly) co-financed by the Lifelong Learning Programme from the European Commission, under Grundtvig sub-action. Chapter V presents a brief road map to implement Intergenerational Practice. Recommendations and Conclusions are summarized at Chapter VI.

We hope this Guide will provide you arguments to reflect, inspire you to find new solutions and contribute for your intervention on the ground. Now it is up to you, to start or to go further in your own "road".

Teresa Almeida Pinto
MATES Coordinator

Wayfarer, your footsteps are the road, and nothing more; Wayfarer, there's no road, you make the road by walking
Antonio Machado, Proverbios y Cantares XXIX (1875-1939)

Preface

The World is ageing.

Another four decades and there will be an elderly population of over 2 billion worldwide. Just imagine: more older people than the entire world population just some few decades ago! Furthermore, the world in which we are ageing is very different from the one we were born into - for instance, much more urbanized. Just consider: today, around three quarters of all older people living in the developed world are urban dwellers and the proportion will continue to steadily increase over the next decades. Society is changing fast in parallel to its ageing process.

No longer the extended families where a few would reach old age surrounded by younger relatives. Globalization, urbanization, international migration, declining fertility rates, participation of women in the workforce... irreversible changes that make active ageing both, more challenging and more than ever imperative.

More challenging because the status of older persons has changed. No longer we live - or want to live! - in patriarchal societies. When an older person needs support there will not be right there an army of (female) relatives to provide such care. On the other hand, for those who age well the prospect of growing older has never been so good: more and better health and social services, more facilities, higher incomes. But for those who are not so privileged... it is not easy, to say the least.

Societies are therefore urgently required to develop mechanisms, strategies and policies that will forge the cement for ageing to be a positive experience for most. That cement is, in one word, solidarity. Solidarity between the rich and the poor, the North and the South, the public and the private sectors - but above all, the young and the old.

Such solidarity needs to be fostered and nurtured: there are competing forces to make it more difficult to happen than in the past. But it is feasible even in our more materialistic, urban society. Besides, it is also what people want and expect.

In virtually all the 35 cities engaged in the World Health Organization "Age Friendly Cities" project older people expressed the importance they attribute to intergenerational solidarity - and the need to facilitate and make it happen.

Solutions, new approaches, strategies, practical exemples are all needed and I commend those who conceptualized and developed this Guide. It will immensely contribute to the Active Ageing vision of "optimizing the opportunities for health, participation and security in order to enhance quality of life as we age ". But it will also contribute to the realization that in a society where older people are more integrated, more socially included, everybody gains.

Alexandre Kalache, MD, PhD
Senior Advisor to the President on Global Ageing, the New York Academy of Medicine,
Former Director of the World Health Organization Programme on Ageing and Life Course,
HelpAge International Global Ambassador on Ageing.

The increasing interest in intergenerational practice is a response to substantial demographic changes in our society, changes in economic and welfare patterns, the shift from an industrial to a knowledge society, gradually dissolving traditional family structures and a general decline in active citizenship. Those changes have led to an individualisation of societal structures and to increasing age segregation in society.

In fact, the ageing of the population is one of the most significant transformations being experienced in European societies, and one of the major social policy issues facing families, governments and communities. The evaluation of current demographic data considering the ageing of the population necessitates a reconsideration of some key concepts that are not merely political or sociological: but also concern economic and social parameters, as well as cultural and intellectual issues.

According to a 1998 research of the Eurobarometer, the citizens of the European Union consider that elder people do not understand how many things have changed in our society, do not understand what young people really like and should be as active as possible to improve their experience of ageing. At the same time, younger generations feel responsible towards elderly people, do not have anything against them and would not let their parents live in an old people's home. The recognition that discords between the generations is a phenomenon appearing throughout all societies and eras, it deeply depends on social and economic circumstances, and helps us seeing that young people are receptive to bridge the gap between generations, which social problems such as unemployment, poverty, exclusion and racism make wider.

Current literature indicates that intergenerational learning activities can contribute to equalise these disparities, i.e. to overcome societal segregations; to promote greater understanding and respect between generations; to contribute to individual competence and capacity development; and to build more inclusive societies. At the same time, previously conducted observatory projects demonstrated that the intergenerational landscape in respect of policy and practice, in the European Member States and beyond, is highly diversified, and intergenerational learning develops for a variety of reasons at different speeds, widths and depths.

It is becoming evident in Europe that policies for learning and their reflection of a "learning society" are not merely policies for teaching and learning, or even for education and training, but form an integral part of wider social and economic policy. The outcomes of learning are intimately connected to core economic and social policy concerns, and have social as well as economic consequences and opportunities attached to them.

There is a current need to promote intergenerational learning (IL) in Europe as a means to enhance intergenerational solidarity. In 2007 the European Commission (EC) encouraged EU member states to establishing a new solidarity between the generations to confronting demographic changes in Europe. EU citizens are in favour of fostering IL: according to a 2008 Eurobarometer, 85% of the EU citizens consider it important to use public budgets to support initiatives and projects which bring together young and elder people.

The policy initiatives that are more explicitly concerned with intergenerational learning are incorporated within recent moves to promote lifelong learning, through instruments like the European Commission's 'Memorandum on Lifelong Learning". This underlines the need to promote a 'cradle to grave' culture of learning in European society, supporting seamless transitions from school through higher education and into adult and informal learning. Closely allied to this vision of continuous learning are other policy agendas, associated with skills utilization and development and with social inclusion – particularly focusing on promoting the inclusion of elder people within economic, social and cultural life.

The key policy agendas shape how intergenerational learning is situated within this broader education policy landscape, including the Grundtvig sub-action (as part of "Lifelong Learning Programme"), that underlines the importance of generational learning by giving a specific priority to "Teaching and learning in later life; Inter-generational and family learning".

The Chapters II and III of this guide describe a number of ongoing and past Projects funded by the European Commission to date, illustrating several Intergenerational Practices, whose aim (in general) is to bring together people from different ages, promoting greater understanding and respect between generations and may contribute to building more cohesive communities.

> *It's because I'm in a hurry, that I'm going slowly*
> Amílcar Cabral (1924-1973)

The regular and harmonious relationship between the generations should be a simple and spontaneous act. However, it became necessary the mediation of professionals to organize and encourage such contact. Initiate a plan to exchange activities between young and older people, raises many fantasies, but also raises many fears and insecurities among the professionals, compelled to start such adventure.

How can I start? It is the first and fiercer of all barriers.

To better know how MATES Guide could help the Intergenerational Practice "beginners", we conduct a research among potential users in order to deliver a didactic tool, has far as possible, close to their needs and expectations. This research involved 64 people that answer to an inquiry and participate in a face-to-face Forum, that took place at Porto, Portugal in November 2008.
Participants represented the main sectors / target audiences with responsibilities in the theme. The sample reflects the representativeness of these institutions in society:

> Academic institutions / research: 31%
> Structures of local government (local authorities): 25%
> Service providers to elderly and/or children and young people: 44%

This research made it possible for professionals to present the priorities and political strategies (local government), their theoretical reflection (academic institutions) and ensure that the Guide will incorporate solutions to be used in their daily activities (service providers).
Near a third (29%) of participants had no experience in the implementation of intergenerational activities, thereby they ensure that, in addition to the views of professionals more familiarized with this issue, the Guide will also observe the level of skills of less experienced.

The questionnaire used in the research asks about which content should be included in the Guide. Six scenarios were presented, plus the possibility to refer another alternative (open-ended question). Respondents indicated that the Guide should preferably incorporate:

> Real examples of activities, already successfully implemented by other institutions (33%);
> Practical advice on methods to use (29%);
> Bookmarks techniques to guide the implementation of activities (19%).

The hypothesis, "Theoretical foundations that justify the need for intergenerational contact" and "Bibliography and sites with specialized information" were the less marked, with 10% and 9% of preferences, respectively.

To better understand the main concerns of both beginners and experienced professionals, respondents were asked to select their perceived barriers to develop intergenerational practice. From a set of six hypotheses, these are the results:

> Lack of training of professionals: 28%
> Poor involvement of the community into such activities: 20%
> Lack of funding: 18%
> Lack of motivation and interest of the young and the elderly: 13%
> Lack of motivation and interest of professional, in direct contact with this public: 12%
> Lack adequate physical spaces: 9%

Furthermore, researcher participants have also been asked to express themselves freely (open-ended questions) about the most relevant skills of professionals, under an intergenerational context, and what might be the most effective measures to improve quality and quantity of intergenerational Programmes in their community/institution.

It was not our intention produce a long and deep research. We just wished to set a scenario based on criterions of a specific and small group, of diverse professionals.
Based on their choices, we tailored and condensed into a light length the information that we thought to be most relevant to support interventions and overcome perceived barriers.

This Guide is for all professionals that are or wish to be enrolled in the development of intergenerational activities.
 By incorporating features that meet the needs of potential users, we hope to increase the massive use of the Guide. We also expect that it can be a reliable didactic tool to support ground action and a source of inspiration and motivation.

The seven examples provided in this chapter show how intergenerational practice can make significant contributions to the objectives of the Lifelong Learning Policy of the European Commission: the enhancement of participation and inclusion, solidarity and active citizenship, personal development, quality of learning and employability.

Our aim is to illustrate the wide range of intergenerational practices, choosing a typology according to different fields of interactivity suggested by the EAGLE project (Thomas, F, 2008):

> Learning from each other
> Helping and supporting each other
> Living together
> Experiencing together, opening up collaborative spaces
> Playing, Acting and performing together

We want to transmit keys and available material to the successful implementation of intergenerational cooperation.

The practice examples operate in different partnership arrangements (grass root initiatives, top down), in different settings (like schools, communities, organisations), in different fields of interaction and learning (like media competence, housing, volunteering, health promotion, environmental education), on different scales (community based, regional, national, European, International) and addressing common challenges to our European societies (like social inclusion, employability, sustainability). Most of the examples selected have a long running experience and are approved, but we also included some examples entering new territory, such as intergenerational volunteering and the enhancement of employability.

Activities financed partially or integrally, in one or more phases, by:

Grundtvig Projects co-funded under Socrates or under the Lifelong Learning Programme from the European Commission.

Projects funded by other sources.

GENERATIONS LEARNING FROM EACH OTHER

Intergenerational Learning in Organisations (IGLOO)

An employability promoting project across ages within the European Programme of Lifelong Learning

In order to face the predicted lack of workforce and conflicts between the generations IGLOO tackles "two of the key European challenges set out by the Stockholm European Council, which are increasing cross-age participation in training and increasing cross-age participation in the labour market." (Spanning, 2008)

How to prevent further segmentation and establish a new balance between the generations on the European labour market?

This is the key question of project IGLOO. The intergenerational learning / teaching model developed and piloted in different companies in the participating countries of the project should be adaptable to all EU members.

The Idea

Both trends the displacement of older employees from the labour market and a deficit of younger employees will lead to a lack of skilled workforce in the future. Retirement skills and tacit knowledge of the older employees tend to be lost for the company, due to a lack of transmission to younger employees. And vice versa the younger employees seldom transfer their "new" technological knowledge and skills to the older generation. IGLOO intends to develop new methods and approaches in order to facilitate and enhance intergenerational learning in further educational training in and outside companies.

The Aims

The aims of IGLOO are to raise the awareness of the importance of continuous knowledge exchange between younger and older workers. The planned outcome of this project is an innovative teaching and learning model that can be easily implemented in organisations and help keeping precious knowledge in the company, as well as enhancing knowledge exchange and reducing conflicts between younger and older employees.

How did the project proceed?

Step one: The project started by doing a scientific **literature research and a best-practice-collection**. With respect to intergenerational learning, only a small number of companies were found. "Their resource policies included systematic succession planning, mentoring, apprenticeships, on-the-job training, coaching, intergenerational task forces and workshops. Flexible working time schemes are introduced to facilitate the transmission of know-how between workers close to retirement and their young successors." (Spannring 2008, p. 28)

Step two: The second research activity consisted on the realisation of a **requirement analysis** in different companies and organisations. Carrying out the survey and comparing the results allowed to draw a picture of intergenerational learning in organisations in specific countries.

Based on the outcomes of both research activities IGLOO creates a **new learning / teaching model**, using learning techniques and approaches which support companies and organisations in their knowledge management and which helps them to enhance intergenerational learning and knowledge transfer. An important factor is the integration of ICT-components, such as online training

sessions. Different companies (SMEs, training companies, etc) pilot the model. They are provided with tools and guidelines that show how to improve the process of intergenerational learning by themselves.

Keys to success

The younger employees, in turn, benefit from the experience of the older ones and receive in these fast moving times assistance in orientation.

In this pool of experience, knowledge and competence can be located a potential, which can be of use for the development of a company. However, this will only succeed if the learning between the generations is based on reciprocity and equal footing. Mutual acquaintance and acknowledgement provide the basis for employees of different generations to work together and jointly engage for the company, provided if the company promotes this approach.

Material available:

All results (literature report, national and general surveys on intergenerational learning in companies, online handbook, online training course) will be published in EN, DE, IT, ES, LT.

Further information:

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GENERATIONS HELPING AND SUPPORTING EACH OTHER

Youth With Impact

An innovative programme on community participation in Switzerland

Youth with Impact integrates young people in society, enhances well-being and health, increases the identification with their local community, improves relationship building between generations and promotes respect and tolerance.

How to better involve young people in community development?

This question turned up 1996 in Moosseedorf, nearby Bern. Together, young people and members of the local authority developed the project Youth with Impact, which was implemented for the first time in 1998. Within ten years, the local project has developed into a national program run by Infoklick.ch – almost 70 municipalities and several cantons contribute to the network. During the participation of Infoklick.ch in the Grundtvig learning partnership "Network for Intergenerational Learning in Europe" (2003-2006) the project was presented to a wider European public.

The Idea

The idea behind Youth with Impact is simple: Once a year a committee of young people and adults organises a "Youth With Impact Day". During this day, realistic projects are developed and afterwards carried out.

The Aims

The project aims are a better inclusion of young people in community development issues, giving them a voice and fostering a positive image of the young people towards the community where they live.

Committee Group Meetings for Community Activities
Youth With Impact Project - Switzerland

How does "Youth with Impact" works?

Step one: setting up a committee

In this committee, young people and adults prepare the "Youth with Impact Day": The young members define the topics of interest that are going to be discussed during the "Impact Day" and motivate peers to participate. The adults take care about the setting of the event and invite other adults who can help realising the projects. This first step requires between three and four preparatory meetings.

Step two: the "Youth With Impact Day"

During the "Impact Day", each group works out a project for the community according to the topics set by the young members of the committee. Thanks to the dialogue between young people and adults, the developed projects are realistic and fundable.

Step three: the project-groups

After the "Impact Day" the committee initiates the projects together with other young people and adults who are interested. There are many successful examples of realised projects across Switzerland such as beach

volleyball-fields, youth centres, skating rinks, and parties for young people.

Keys to success

According to Markus Gander, CEO of Infoklick.ch, the implementation of the dialogue across generations is essential for the success of the project:

"Young people indeed have good ideas, which are important ideas for the community development. What they do not have is the knowledge, the skills and the necessary contacts. (...)People of different generations talking to each other promote in addition mutual understanding. The jointly implementation of projects in situ enhances the identification with the community and improves the local well-being. Such a direction of impact ties better the involvement of young people in social contexts than a tenor saying "we listen what you wants, we will tell you what is possible". In order to increase the dialogue across generations it is in a first instance necessary to interact on an equal footing" (Gander, 2007)

Material available:

Project-description in DE and FR, Project-DVD in German, Start-Up-Kit for communities in German. All information will be available in FR, DE and IT.

Further information:

Infoklick.ch
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Website: **www.jugendmitwirkung.ch**

GENERATIONS LIVING TOGETHER

▪▪▪▪▪▪ Live and Live Together

An intergenerational shared-housing programme in Spain

In Spain, known under the name Viure i Conviure (Live and Live Together), this intergenerational home share programme between elderly senior citizens living alone and young university students promotes, on the one hand, the development of values such as solidarity, reciprocity, tolerance and respect of others. On the other hand, the programme encourages elderly people to keep on living in their homes by the creation of caring relationships beyond family bonds.

How to address isolation of elderly persons living alone in the fairly large flats in the neighbourhood of Example in Barcelona?

Representatives of Obra Social de Caixa Catalunya, Barcelona City Council, and the Universities of Barcelona, Pompeu Fabra and Ramon Llull met at the start of the academic year 1996/97 to find a way how to tackle this question. Together they decided to test the idea of housing students coming to Barcelona in the homes of the elderly people, matched and followed up by a professional team. Psychologists and social workers compose the professional team of Live and live Together.

Today, the programme operates across Spain in 27 Cities and in cooperation with 34 university centres. This programme is also associated to Homeshare International, an international network bringing together the experience of similar working programmes from around the world.

The Idea

This programme is defined as a shared-housing programme with the participation of two generations: a) Senior citizens over 60 years living alone, willing to share their home and in the condition to provide an appropriate and free accommodation to a student; b) students under 30 years, officially attending university, who in return for the accommodation offer companionship to the elderly person and agree to stay at home overnight.

The Aims

The overall aim of the programme focus the promotion of caring relationships of the members of two generations, who beyond family bonds usually would not meet each other.

How does Live and Live Together works?

From the start of the selection process through to the end of the academic year, a team of professionals (psychologists and social workers) gives support to the senior citizen and to the student ensuring that the experience of living together is beneficial to both.

Caring relationships of the members of two generations
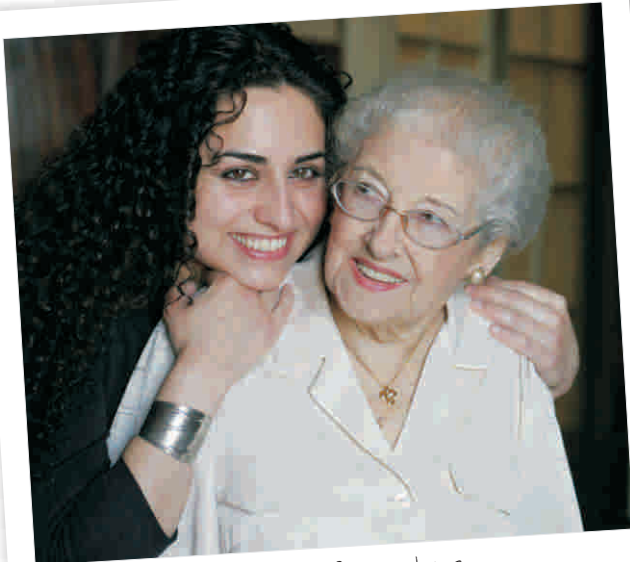Live and live Together Project, Spain

Step one: The formation of the pairs

The matching of the pairs takes place during the whole academic year. This task area includes the classification of the applications, the admission of the candidates, the selection and introduction of the pairs and finally, after a trial month the formulation and the signing of the "cohabitation agreement" by both parts. In the process of

matchmaking, a professional team takes care of finding persons that can adjust to each other through personal similarities and common interests. The initial agreement is an important instrument recording a minimum of obligations of each party providing limits and trust at the beginning of the cohabitation.

Step two: The monitoring process Monitoring through a reference professional for each party is offered on a regular basis during the whole time of cohabitation. In general once a month a staff member of the programme visits and talks to the elderly person at home. The students are interviewed at the programmes office. Psychologists or social workers take over the role of a mediator or an advisor supporting the participants in relationship building. Conflict handling through dialogue, reflection, negotiation and reconciliation is seen as a part of the learning process of living together, which requires commitment and exercising tolerance on both sides.

Caring relationships of members of two generations.
Live and Live Together, Spain

Keys to success
Beside the participants and the professional team, the family of the elderly person is another integrated part of the project. It is important that the family has a positive attitude towards the cohabitation project and is prepared to help and take over responsibility when it is needed, for example in cases of health problems of the elderly person.

In a recent study on Live and Live Together the authors convincingly demonstrate that the impact of the programme goes far beyond the simple efficacy of the exchange from which they were originated. "The programme (...) starts from the basis of a number of traditional demands, such as physical safety and financial help, and, through daily life (cohabitation)

routines, starts to incorporate and respond to other demands, such as loneliness and solidarity, which are much more linked to relationship shortfalls in today's society. Achieving this transformation is the end goal of the programme and in turn the greatest benefit that Live and Live Together can offer to the people who join it." (Pérez Salanova, M. and Subirats, J., 2007, p. 68f.)

Material Available
Pérez Salanova, Mercè and Subirats, Joan. Live and Live Together. A person-to-person experience. Viure I Conviure Foundation, Autonomous University of Barcelona, Barcelona, 2007. See also more information and resources on accommodation arrangements for students and others in exchange of providing companionship and independent living assistance to seniors at the webpage of Homeshare International: www.homeshare.org

Further information:
Fundació Caixa Catalunya
Mónica Duaigües E-mail: fcc@funcaixacat.org
Website: **www.caixacatalunya.es/viureiconviure**

experimentcity
Innovative and sustainable re-uses of vacant land and buildings in Berlin for social, cultural and ecological purposes

It is the bottom-up approach, involving civil society and local resources that support sustainable urban development through culture and creativity that makes the project truly unique. In 2009 experimentcity is being publicized by the European Commission as a best practice in the "Year of Innovation and Creativity".

How to improve the living environment in a post-industrial city confronted with shrinking, ageing and diversifying populations, as well as a stagnating economy and enormous debts?
experimentcity was created by the non-profit id22: Institute for Creative Sustainability in Berlin to support sustainable development experiments in dynamic, post-wall Berlin. Since 2003, experimentcity links theoretical sustainable development discussions to on-the-ground demonstrations and participants, such as housing projects, construction initiatives, project developers, consultants, enterprises, students, citizens and supporting partners.
Today experimentcity itself represents a network of hundreds of innovative projects, ranging from co-operative, intergenerational, ecological housing to a youth education and cultural centre installed in a large, abandoned locomotive train repair hall.

The Idea
The method focuses on taking sustainable development from theory into practice by unleashing the great and

unexplored potential in Berlin's vacant land and structures. Synergies found in bringing "non-used" spaces together with the resourcefulness of civil society has led these innovative land recycling groups to be increasingly recognized as partners in the City's development.

A Forum for innovative approaches.
EXPERIMENTDAYS 2008 Berlin

The Aims
This initiative fosters cooperation among various actors (housing and construction project developers, consultants, enterprises, students, artists and environmental activists) resulting in new synergies that improve urban quality of life. An important goal is supporting integrative and intergenerational initiatives.

The focus is on how to do more with less, as well as how to engage and empower civil society in the design and management of urban spaces, without excusing local government of its responsibilities to maintain certain qualities in build environment.

How does experimentcity works?
Each year experimentcity's **EXPERIMENTDAYS** organises a forum for discussion, networking and exploring innovative approaches to sustainable and participative urban development. This two-day event features project exchanges, workshops, discussions and excursions. EXPERIMENTDAYS 2008 saw more than 1000 visitors and some 100 project presentation stands.Communication activities brought information about this event to over 30 000 people.

In addition, experimentcity hosts **WOHNPORTAL.berlin**, an online database to support networking between projects and to provide inspiration and examples (120 sustainable development projects and initiatives) for alternative uses of vacant urban spaces and co-operative

and intergenerational housing.

Keys to success
What makes experimentcity so special is the combination of civil society and local resources to support sustainable development through culture and creativity. experimentcity has developed inclusive bottom-up and participative methods to re-using Berlin's vacant land and buildings for social, cultural or ecological purposes. This approach has helped improve quality of life and environment in the city and also promoted the urban regeneration of Berlin.

Further information:
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www.wohnportal-berlin.de

GENERATIONS EXPERIENCING TOGETHER, OPENING UP COLLABORATIVE SPACES

▋▊▊▊▊▊ GAP-Grassmoor Allotment Project. An intergenerational gardening project in England

In Derbyshire (England) this community intergenerational allotment project promotes health and wellbeing in a creative way whilst developing gardening skills. The young and not so young work together in a positive way, sharing experiences and ultimately challenging the stereotypical portrayal of the opposite generation.

The brief was 'How to improve communications between the generations and promote the health and wellbeing of all ages and reduce fear of crime'?
Representatives of Derbyshire Intergenerational Strategy (DIgS) and other relevant stakeholders met in 2008 to look at ways to improve social cohesion whilst working on a health and wellbeing programme.

To date the £500,000 funding from Derbyshire County Council has enabled 127 schools and 1 Children's Centre to take part in this type of project.

The Idea
The model developed required all generations involved to co-operate in the design of an allotment and the crop planting that will take place over each of the seasons. The fruit and vegetables, grown on the allotment, are either taken home by the children to encourage healthy eating in the family or used to supplement the school kitchen. Exercise and a healthy diet are an intrinsic part of the agenda.

The Aims
The project aims to improve community cohesion and break down barriers by encouraging intergenerational relationships outside of the family network plus collaboration on a healthy living project. The scheme looks at taking positive practical action for the prevention of and reduction in obesity in all generations.

How does the allotment project works?
At the start of the scholastic year, the students will have the opportunity to work with members of the allotment society on a plot adjacent to the school. This activity is timetabled each week in order to have regular organised sessions. Within the school setting lessons are organised to work on healthy eating and the benefits of regular exercise.

Step one: Getting to know you session
The new relationships are forged in a 'getting to know you' session, which allows both generations to experience something new. We have run a "willow weaving" activity to enable members of all generations involved to join forces and make a tepee. All participants had the opportunity to practically work together and use the final product to grow runner beans on at the allotment site. (see photo)

Getting to know each other
Grassmoor Allotment Project, England

Step two: Working on the allotment
Once a week the whole class meets with the volunteers from the allotment society, whereby they discuss the tasks of the day. They tend and plant as required and are also given the opportunity to visit other allotments on the site to identify and discuss the variety of crops grown by other members of the community.

Keys to success
According to Gill Clarke, DIgS, Project Manager "the ultimate measurement of success is sustainability of intergenerational activity which will have a longitudinal impact on the relationships between the younger and older members of the community. Consequently this will reduce the fear of crime as communities become more tolerant towards each other". In addition, in this case it will contribute to a lifestyle change, improving their health and wellbeing at the same.

This project received national acclaim when chosen as a demonstration of best practice for National Older People's day by the BBC's.
 http://news.bbc.co.uk/1/hi/uk/7645581.stm

Material available
DCC is to date the only county in England to have an intergenerational strategy. The strategy was launched in the production of a resource pack to offer advice and guidance to organisations wishing to set up an intergenerational project (available at the website) .

Further information:
Derbyshire County Council
Gill Clarke
Email: gill.clarke@derbyshire.gov.uk
Website:**http://www.derbyshire.gov.uk/community/helping_all_ages/default.asp**

Fifty - Fifty
Junior and Senior Citizens in Italy **discovering Social Europe through International Voluntary Service**

International voluntary service activities, social and cultural exchanges among young people and adults are true educational tools for solidarity and active citizenship both for volunteers taking part to projects abroad and for their hosting communities.

How to encourage active citizenship and international volunteering accessible for everyone, regardless of age, social condition, religious belief or anything else?
Three Italian organisations, engaged for many years in voluntary service activities and the management of social and environmental projects came together to tackle this question in an intergenerational project named "Fifty-Fifty".

The Idea
The idea of the project was to form teams of junior and senior volunteers previously involved themselves in activities of the three partner organisations to work out material, educational support and promotion strategies, encouraging local administration, associations and citizens to engage in organising or in participating in active European citizenship and international volunteering activities.

The Aims

The aim of the project was the enhancement of active European citizenship and international volunteering as effective ways of informal education and socialisation towards more solidarity, tolerance and sustainability across Europe.

International volunteering in form of work camps or middle and long-term projects tackle a wide range of topics: from environmental protection to social work, from recreational activities with children or older people to the promotion of cultural issues, from civic education to activities promoting human rights. International volunteering exchanges have recently also been opened to senior citizens and to families in the European Union. From these new intergenerational cooperations, a new platform for exchange and experiencing together emerge for all generations inside and outside of family bonds, providing an opportunity to change stereotype images that exist between the different ages.

How did "Fifty-Fifty" works?

Step one: "Fifty-Fifty" organised **trainings**, where the experienced junior and senior volunteers received all necessary information about the whole range of international volunteering, senior exchanges and European Voluntary Services.

Intergenerational collaboration in an international work camp.
Lunaria, Italy

Step two: intergenerational teams were built to work out **promotional material**. As a result a really inspiring booklet was created . The booklet with the title "Nobody left out" presents a description of all different forms of international voluntary service activities, including photos and extracts from reports of volunteers, expressing individual and group related experiences. The booklet makes also very well explicit that everyone is welcome: youth, senior citizens, migrants, families,

social disadvantaged and disabled persons. The appendix contains examples of activities organised in the past, and some practical advice for organisations in starting up activities.

Step three: the "Fitfy-Fifty" partnership organised 5 **local meetings** in Italy, which were carried out by junior and senior volunteers, talking about their personal experiences and presenting the booklet as communicative and work instrument for local administrations and associations willing to engage in future international partnerships.

Keys to success

As a requirement for the success of intergenerational volunteering, Davide Di Pietro underlines the necessity of involving junior and senior volunteer's right from the start of project development.

A senior volunteer reveals: "First of all the intergenerational exchange can work both by mixing volunteers of different generations and by mixing the proposals themselves; for instance, by sending seniors working in a children's house or the young people in hospice for elderly people.

Everybody is aware of the generational conflict between parents and children, but outside the families this conflict suddenly, for many reasons, often disappears." (Lunaria et all (ed.), 2007, p.20 f.)

Material available:

> Lunaria, Legambiente, FCEI (ed.): Nobody left out! A Handbook on European Voluntary exchanges, 2007 (IT, EN).
> Materials to organise senior exchanges taking into account the intergenerational perspective: Still Active handbook for volunteers (FR, DE, IT).
> Still Active! A Guidebook for the Organisations of the Civil Society interested in Hosting Senior Volunteers also (FR, DE, IT).

Further information:
Lunaria
Davide Di Pietro
E-mail: workcamps@lunaria.org
Websites: **www.seven-network.eu** and **www.lunaria.org**

GENERATIONS PLAYING, ACTING AND PERFORMING TOGETHER

▪▪▪▪▪▪ Video of Generations
A German Intergenerational Media Award

Video of Generations presents the diversity of authentic lifestyles of young and of older people and appeals against taboos, stereotypes and prejudices. The creative media work has proven to be a "catalyst" in conjunction

with the dialogue of generations.

How to promote the dialogue across generations?
The competition "Video of Generations" brings both the young and older generation together and uses the dialogue facilitating aspect of creative media work to promote exchange and learning processes across generations. The project is a nationwide competition set up since 1998 with an intergenerational focus funded by the Federal Ministry of Familiy Affairs, Senior Citizens, Women and Youth (BMFSFJ) in Germany. To date approx. 4000 participants with about 1000 productions have been involved in the project. Among these 40 % were produced by intergenerational teams. The age of the participants range between the ages of primary school, up to far over the age of eighty.

The Idea
Ursula von der Leyen, the current Minister of the BMFSFJ remembers the initial idea of the project: "Film production needs teamwork. Who is making a film is telling a story. Why not bringing the fascination for films together with young and old?" (JKF, 2008, p.5).
Video of Generations provides a forum to encourage the dialogue between the young and the old generation. The pedagogical intention of the project is to identify common ground and to discover that differences can be mutually valuable.

Creative media work promotes exchange and learning processes across generations.
Brüning Film, VdG, Germany

The Aims
The competition aims at encouraging self-expression in media form, promoting authenticity and media competence of both the younger and the older generation, by inspiring the participants to "translate" the diversity of their lifestyles to media and to appeal against taboos, stereotypes and prejudices.

How does "Video of Generations" work?
Project is targeted at the following groups: Young people up to the age of 25 looking at age and age-related every day life, older people (50+) andcross-generational teams .

Step one: The production phase
The competition category "intergenerational" and the prospect of the winning a prize motivates the young and the old to work jointly on projects. Among the most frequent forms of project realisation are witness portraits as well as films with biographically-based concerns.

Step two: The festival presentation
The best films of "Video of Generations" are presented to the public at the annual "National Video Festival". The productions of the "German Youth Video Award" will also be shown at this event. Combining both awards and providing free space for communication and exchange offers an additional platform for lively intergenerational debate.

Keys to success
The introduction of "Video der Generationen" has enriched the scene of the National Video Festival. This competition verifies that both generations are indeed enthusiastic about making films and keen to meet and exchange views on the artistic productions and different lifestyles with each other. On the question which films in particular facilitate the dialogue across generations, Jan Schmolling, the director of the Centre of Films for Children and Young People (KJF), answers: "Especially those, which transport subjective perspectives, affect directly, cause irritations, are in a way "crazy", and - as it is well-known laughing promotes awareness - are fun." (KJF, 2008, p8)

Material available:
The project website updates the public on current media projects and provides an online data base with all films submitted since 2007. ,
KJF releases compilations on DVD of exemplary award-winning productions. A handbook on the implementation of intergenerational video productions (2008) available at the KJF. (DE)

Further information:
Kinder- und Jugendfilmzentrum in Deutschland (KJF)
Centre of Films for Children and Young People in Germany
Jan Schmolling
E-mail: vdg@kjf.de
Website: **www.video-der-generationen.de**

In this chapter we will present brief references of 30 Intergenerational Projects, grouped according to 5 categories:

> Improving lntergenerational learning methods and curricula;
> Intergenerational engagement into social participation;
> Intergenerational practice at work;
> Intergenerational housing and at outdoor spaces;
> Building the future intergenerational dialogue.

Almost none of the projects can be fit in just one pure category and this classification, intents only to drive the attention for those that are looking for ideas to target a specific problem or situation.

To the projects that have overcome their funding period, their main products are mentioned and to ongoing projects, we present their goals. In either situations, web address, name and email of the Project Coordinator is made available.

Activities financed partially or integrally, in one or more phases by the mentioned sources:

Grundtvig Projects co-funded under Socrates or under the Lifelong Learning Programme from the European Commission.

Projects funded by other sources.

IMPROVING INTERGENERATIONAL LEARNING METHODS AND CURRICULA

ADD LIFE

ADDing quality to LIFE through inter-generational learning via universities

Products: The ADD LIFE European Tool Kit for Developing Intergenerational Learning in Higher Education is available in 6 languages (CZ, DE, EN, ES, FI, HU) and the "Open Symposium Reader" in English.

Marcus Ludescher   add-life@uni-graz.at
http://add-life.uni-graz.at/

COM–for–Skills

Products: e-booklet that contains case descriptions, good practices and the thematic collection of materials in relation to the adult education system with special emphasis on definitions and assessment of competences, application of ICT in the development of skills employability and entrepreneurship. (HU, PT, ES)

Mayte Gallego Garrido
mayte@fundecyt.es

EAGLE

European Approaches to Inter-Generational Lifelong Learning

Products: EAGLE Portal , Observatory and Toolkit for Intergenerational Activities – a verified and validated planning mechanism for both people planning new projects and those seeking to reflect on and improve existing work including an in-depth project assessment questionnaire (EN).

The EAGLE Toolkit for intergenerational activities has been developed to help stakeholders to think about why intergenerational activities are relevant to the community and to provide a framework for planning, implementing and monitoring intergenerational activities.

Thomas Fischer   thomas.fischer@fim.uni-erlangen.de
www.eagle-project.eu

Young need Old and Old need Young
An international workshop and an exhibition

Products: Workshop methodologies and contents.
Ute Wannig   ute.wannig@cil-frankfurt.de
www.cil-frankfurt.de

Inter-generational Learning
From diagnostic to impact evaluation

The Project will define methodologies and tools designed to meet the specific requirements of older people's learning, such as motivation, contents of experience, communication and transmission means.

Luisa Moar   moar@agfol.it
www.crossages.uv.ro

European guidelines for Later Learning in intergenerational, intercultural and ICT based Settings

The Project will provide Guidelines and Quality Standards for learners, training institutions and trainers dealing with later learning, especially in intergenerational, intercultural and IT-based settings.

Wali Berger wali.berger@bfi-stmk.at
www.ianusllp.com

INTERGEN
Intergenerational Knowledge Exchange

The Project aims to develop teaching materials to implement "intergenerational skill-sharing workshops" to enable two generations of blind or partially-sighted people.

Mokrane Boussaid   ebuoffice@euroblind.org
www.euroblind.org

DIGITAS - Digital Asylum-Seekers
Media education crash course for parents and grandparents

DIGITAS will produce a training course available on the Comenius-Grundtvig Training Database and which will be delivered to adult education trainers and teachers.

Lucian Branea   lucian.branea@gmail.com
http://digitas.epsilon3.info/

ILSE
Intergenerational Learning in Schools in Europe

The ILSE partnership has collected enough international evidences to assert that intergenerational programmes in schools not only enhance lifelong learning opportunities for older adults but constitute an effective model to foster significant contributions by older persons to society.

NIGEL
Intergenerational Learning in Europe

Products: Booklet presenting 10 examples of intergenerational learning activities, a CD with the documentation of the European Colloquium on Intergenerational Learning. (EN, DE)

Iris Marreel
dialog-der-generationen@pfefferwerk.de
www.generationendialog.de

TRAMP
Transnational mobility of older people

Products: a data base on intergenerational craft orientated projects in Europe and a compilation with methods and recommendations for transnational exchange programmes for senior citizens on intergenerational craft programmes. Project Co-financed under ENEA Programme.

Jürgen Lange   lange@aulnrw.de
http://tramp.pef.czu.cz/

INTERGENERATIONAL ENGAGEMENT INTO SOCIAL PARTICIPATION

TEDDY BEAR - Twinning the Elderly Disadvantaged and Disabled with the Young by Enabling Active Reminiscence

Products: Working methodology involving older people (50+) including those suffering from mild dementia/Alzheimer and children/teenagers who are studying 20th Century history.

Bernard Godding   info@e-c-a.ac.uk
www.e-c-a.ac.uk/teddybear

Memorieinrete Zagarolo-House of Memories and Encounter among People

Products: Face to face methodology based on direct testimonies and discussions, in a perspective of wide-ranging inter-generational dialogue involving citizens of different ages.

Isabella Di Stefano   isabella.distefano@upter.it
www.memorieinrete.org

Family Literacy Project

Products: Several reports and the first book on family literacy and an exercise book for practioners. (EN)

Deniz Senocak   deniz.senocak@acev.org
www.unesco.org/education/uie/QualiFLY

STAC – Strategies towards Active Citizenship

Products: Reports and documents about ICT training and active citizenship for older citizens (EN)

Daniela Grignoli   grignoli@unimol.it
www.seniorcommunication.eu

CASTIIS - Center for Social Assistance to the Elderly and Children

Products: Social Care Centre with an annual Plan of Intergenerational Activities (PT, EN)

Madalena Malta   madalenamalta@castiis.pt
www.castiis.pt

The memory line – an intergenerational course of learning and communication

Products: The theoretical-practical model experimented in the project can be used for different target groups: young people who have abandoned their studies, long-term unemployed, disabled, addicts and elderly. (EN)

Bruna Angela Franzinelli brunafranzinelli@virgilio.it
www.memoryline.org

E A S Y – European activation for seniors and youth

Products: The project focused on comparing seniors' and youth's perceptions and, their expressions of European Identity in a local educational setting.

William Devlin wdevlin@belfastmet.ac.uk
www.belfastmet.ac.uk

Senior Citizen's Learning and Traveling Through Space and Time

Facilitate solidarity and communication among younger and older people in a non-formal educational setting.

Ana Tabares Martínez
ana.tabares@concellodelugo.org
www.concellodelugo.

InCreaSe - Intercultural Creativity of Seniors. A European Travelling Training Academy

InCreaSe is a travelling training academy for cultural learning and participation of older people in Europe, including intergenerational and intercultural approaches.

Almuth Fricke fricke@ibk-kultur.de
www.increase-project.eu

SEELERNETZ - Senior Citizens in Europe learn in networks

Project will define an European model of low-threshold access to social networks in order to enable the elderly to acquire skills.

Brigitte Kukovetz koester@fogera.de
www.seelernetz.eu

Students-Retirees Intergenerational Learning Circles

Project outputs will be an intergenerational e-learning environment based on intergenerational learning circles of students and retirees.

Irena Rashkova irena_rashkova@yahoo.com
www.sturet.eu

Computeria - Inter-generational Solution to Empower

The Project aims to provide learning opportunities and guidance for young and the elderly in order to better integrate senior citizens with younger persons and vice versa.

Siegfrie Zimmermann
s.zimmermann@opera-socialis.de
http://oegb.de/moodle

SILVER - Stimulating ICT Learning for actiVE Eu eldeRs

The Project will develop knowledge-based community-building environment acting as an open innovation system to create communities of elders, students, teachers and other stakeholders.

Mirta Michilli
m.michilli@mondodigitale.org

INTERGENERATIONAL PRACTICE AT WORK

Transfer of skills and technical knowledge

This Project concerns the handing-down of skills and know-how from one generation to another for artistic or craft activities, especially those relating to the preservation of architectural heritage.

Charles Antoine Pasqualini patrimoine@oec.fr
http://tcast.oec.fr

Senior Intergenerational Social Capital

The Project will exploit the potential of senior workers, especially if close to retirement, fostering the transfer of individual know-how and competencies to new generations of workers within companies.

Giovanna D'Alessandro erifo@erifo.org
www.sisc-project.eu

Generational Change in the Teaching Profession

This Project creates a systematic scenario-based reciprocal collaboration models for interaction between experienced and novice teachers.

✉ Esa Niemi esa.niemi@oulu.fi
www.2agepro.psy.lmu.de

Intergenerational learning and transfer of transversal skills related to entrepreneurial management

The Project will identify and test ways to transfer the skills of senior managers/entrepreneurs to young.

✉ Cristina Zurita csancristoval@camara-ovi.es
www.patronproject.org

Intergenerational care benefiting three generations
VIVER, Portugal

BUILDING THE FUTURE INTERGENERATIONAL DIALOGUE

▪▪▪▪▪▪ Mix'âges Angers

Products: Several activities (the project is lasting since 10 years), namely the Annual intergenerational "Mix'âges"' Festival (since 2002)

✉ Loïc Toublanc loic.toublanc@ville.angers.fr
www.angers.fr

VIVER - Developing Creative Intergenerational Relations

Co-financed under Equal Initiative, VIVER has been linking five local networks, each bringing together companies, schools, local authorities, health and other social care institutions.

The core element of the partnership strategy, to adapt intergenerational relationships to the new realities of family life, was the introduction of an innovative professional profile: the "**intergenerational animator**".

A second strand of VIVER's activities was targeted at local companies, and particularly SMEs, and aimed to support them in initiating and strengthening work-life-balance policies.

✉ Teresa Pinto   vida@viver.org
www.projectotio.net and **www.viver.org**

Although there are a number of definitions and descriptors used for intergenerational practice most share a strong affinity to the commonly used international definition:

> *Intergenerational practice aims to bring people together in purposeful, mutually beneficial activities which promote greater understanding and respect between generations*

This definition acknowledges the importance of bringing young and old people together, but sees this in the wider context of a community constructed from a number of generations.

In the following lines, we will describe the set 8 core principles that practitioners and policy makers need to take into account when adopting intergenerational approaches.

1 Mutual and Reciprocal Benefits

Intergenerational Practice (IP) is based on the principle of all participating generations gaining benefit. By working together, both groups also ensure that important traditional skills are maintained for future generations.

2 Participatory

Successful IP is based on the aspirations of the generations participating. As for all successful work that engages with groups of people the participants are fully involved in shaping the programme and feeling a sense of ownership and power in shaping it and taking it forward. Good IP is dynamic and connects across the generations and within the generations.

3 Asset Based

Traditionally, the approach to social policy and practice is most often used to identify something as a problem and then to try to remove these circumstances or behaviours. It is based on a model, if addressing deficits. IP is assets based. It works with the generations to help them to discover their strengths and then builds on these assets to build success, understanding and mutual respect.

4 Well Planned

IP is not intended to replace natural connections, but instead, reflects a conscious attempt to create positive changes that are in addition to naturally occurring processes. It is based on structured programmes or projects, and the evidence is that the principles of good programme design are just as essential to successful IP as any other project.

5 Culturally Grounded

The rich cultural diversity that exists across Europe means that there cannot be common programmes that will work in all settings. Whilst the principles behind the approach may be the same the needs, context and attitudes of people may differ widely.

6 Strengthens community bonds and promotes active citizenship

IP promotes the engagement of people from across the generations with each other and those around them. Its emphasis on positive connection, recognising and building on people's strengths, is a highly effective way of building stronger, better connected communities with increased social capital and citizens who are more engaged in local democracy and social concerns.

7 Challenges Ageism

The young and old are the victims of ageist attitudes to varying degrees across Europe. IP provides a mechanism for the generations to meet each other, to work and explore together and from this rediscover the reality of who they really are and what they have to gain from being more involved with the other generations.

8 Cross-disciplinary

In recent years increasing professionalization has lead to an increasing specialisation in training and development. IP provides a vehicle and an opportunity to broaden the experience of professionals to working in a more inclusive way and to become involved in cross-training with other groups to enable them to think much more broadly about how they undertake their work.

> *While a range of "how to" Intergenerational manuals exist, there is not one manual that fits all communities, needs, or intergenerational strategies.*
>
> Shannon Jarrott, 2007

There is a wide diversity of manuals, guides, tool-kits and similar resources, related to Intergenerational Practice (IP), emerging from field experience, research or a combination of both.

Either didactic materials or research studies are very important to orientate on why, with whom, what, how, where and when we should start an IP. It's also very important to realize that **there is no "perfect formula" to produce a successful IP**. It is the responsibility of each professional to plan, experiment and evaluate their practice. This means that each professional must try, err and try again, each time learning how to do things more effectively.

Emerging from literature review on Intergenerational Programs, Springate et al (2008, p.15) identifies a set of key factors for success, grouped under 6 headings, that can drive activities to a "best practice" performance:

SUSTAINABILITY
    Long-term approach
    Funding
    Monitoring and evaluation

STAFFING
    Skills and training
    Commitment and enthusiasm
    Time and availability
    Stability

ACTIVITIES
    Shaped by participants
    Participatory
    Varied and diverse
    Focused on developing relationships

PARTICIPANTS
    Preparation
    Characteristics of the elderly volunteers
    Ensuring mutual benefits

ORGANISATION
    Planning
    Timetabling
    Transportation

PARTNERSHIPS
    Strategic involvement
    Operational relations

IP's have a deep interconnection with values, personal and family beliefs, cultural references, physical environment and other factors, which differ from community to community and country to country. With such diversity of factors it's important to assess the Strengths, Weaknesses, Opportunities, and Threats (SWOT Analysis), involved in the proposed project.

Benefits from IP are widely identified in literature, but before you start it is important to answer first to one keystone question:

Why do I, my institution or my community need to start an IP? 1

Reflection: The answer to this question must involve the core principles mentioned in the previous chapter and must not be answered only by one voice. **Be catalyst but don't proceed alone**. Because IP's are about bridging generations, merging people and requires from the community, the institutions and the people a genuine wish to experience and to learn from each other and together. **Theory:** socio-demographic trends, active ageing, intergenerational relationships and policy, community development, active citizenship.

Besides this fundamental question, below we present a set of questions, which have emerged from the MATES research and focusing on the most commonly perceived barriers relating to IP. For each answer, we propose clues to intervention (**Hands-on**), stimulation for further thinking (**Reflection**) and keywords for extra readings (**Theory**). Most of the proposed literature it's available at MATES website.

Which generations shall I bring together? 2

Reflection: Even without a deep knowledge of theoretical models about life course it is easy to accept that a child of 3 years will have very different interests from another of 9 years old, even if they belong to same chronological generation. The same can be applied to a person of 65 years and another of 75, even if they belong to the same social generation. **Think about the common interests and motivations of the participants as if they are age-less and are not shaped by generational stereotypes. Theory:** life span, course and cycle: theories and models, intergenerational socialisation

How can I engage the community? 3

Hands-on: Create a list of institutions that (in your community), provide services to young or elders: how can they interact beyond their traditional roles? How to create synergies and share local resources? **Start small**. Approach a small number of relevant institutions with a very specific goal or idea that meet community needs, explaining to them the benefits of IP's. **Organize a meeting** with local stakeholders and invite a professional with experience in IP, to start a local debate and raise

community awareness on intergenerational policy. Define goals and objectives, roles and responsibilities (volunteers/professionals), framework requirements and sustainability for the implementation of the programme. **Reflection:** Equal opportunities to all ages, anti-discrimination, intercultural issues, social inclusion, multi-disciplinarity, cross-departmental thinking, networking.

4 How can I involve the participants belonging to different age-groups?

Hands-on: Start small, it is a good way to begin. A group of 8-10 persons is enough for a first experience. In some activities, a previous meeting with a separate preparation of the different generations might be necessary before gather them together. The participants must be involved from the earliest stages of planning, deciding about tasks, activities, themes and all sort of "small" details: transportation, refreshments/lunch, photos/text registration, roles of participants, etc. **Plan very carefully at tiniest detail, and be ready to improvise over last minute unexpected situations. Theory:** (Dis)engagement theories, conflict, ambivalence and solidarity between generations, intergenerational communication and learning.

5 How to choose the best method to connect generations?

Reflection: There is no one-fit all situations best-method. However, several learning and creative methodologies can be adapted to IP's. Some of these methods have been used within the Projects mentioned in Chapter III and III, to activate communication and mutual learning, E.g.: autobiographical methods, self-direct learning, mentoring, transformational learning and communities of practice. **Theory:** Pedagogy, adult learning theories, andragogy and gerontagogy. Written and spoken arts, performing arts.

6 How do I know if I'm in the right path?

Hands-on: Evaluation it's a vital factor to improve and develop your IP. Before you start you may wish to plan your IP in line with the following **dimensions of quality** (mentioned in the page 4 of this Guide): empowerment, mainstreaming, adaptability, utility, sustainability and cost/benefit ratio. **Three simples' questions** addressed to participants, at the end of each activity, are enough to evaluate their satisfaction and improve your IP in the future: What goes well? What goes not so well? and How could the IP be improved?. At institutional level, it's recommended a deeper assessment, done cyclically and focused in each phase of the IP. **Theory:** Main authors to follow: Kuehne & Collins, 1997; Bernard & Ellis, 2004; Newman & Larkin, 2006.

7 How can I find financial support?

Hands-on: Finding support to start or sustain an IP is not only about money. List all of the resources that you need to develop the IP (space, didactic materials, transportation, free entrance at cultural places, etc) and address requests to institutions that might provide them for free. **Be attentive to grant opportunities** supported by national and local authorities, foundations and private companies. The European Commission has several Programmes to award grants to projects at a European level. The Lifelong Learning Programme, Grundtvig Action has a specific priority on "inter-generational learning" (http://eacea.ec.europa.eu). **Create your own source of financing** by selling products from the IP's or proving paid services.

8 How can I evolve from an intergene rational project to a more complex intergenerational programme?

Hands-on: Share your knowledge, your experience and your doubts; get in touch with other practitioners; invest in your own engagement in lifelong learning; improve your skills: Intergenerational courses at European level, free of charges can be found at Grundtvig Training Database:

http://ec.europa.eu/education/trainingdatabase

Expand the network of contacts and partner institutions. **Don't be afraid to try new experiences and approaches.** **Theory:** Intrinsic and extrinsic motivation theories, community empowerment models.

9 Where can I find meaningful literature about IP?

Hands-on: At the MATES web platform you can find an ever growing database of resources that including full access to PDF documents, a catalogue of books and magazines, a library of Projects and links to relevant websites. www.matesproject.eu

"

Wendy: *My parents wanted me to grow up.*
Captain Hook: *Growing up is such a barbarous business, full of inconvenience. (...)*
Peter: *Well, I will not grow up. You cannot make me!*
Peter Pan, by James Barrie
(1860 - 1937)

We need to invent this next stage of life (older years) that allows us the right mix of poetry and economy.
David Nee, 2003

"

In 2007 the United Nations defined Intergenerational Solidarity (IG solidarity) "as social cohesion or integration among generations" and reinforced the idea that it "enables the carrying of knowledge and culture forward through generational interdependence and interactions across all the ages: including among the youth and those at middle and older ages".

This Guide has emerged from a Project entitled "Mainstreaming Intergenerational Solidarity". MATES for short. Obviously it is utopian to put forward the idea that Intergenerational Practice (IP) can solve all problems that constantly create conflict, exclusion and inequality between different generations. IG solidarity is about political and administrative pacts, such as the social security system, but it is also about familiar and social solidarity. Furthermore it is about an idyllic quest for a better world, where people of different ages can live and share life together as "mates".

With this Guide we expect to provide a contribution to fostering the implementation of Intergenerational Projects, hopping that they will add and mainstream IG solidarity in all areas of life, through processes of learning and knowledge assimilation by formal, non-formal or accidental conducts.

At a more operative ground, MATES aims to provide a framework regarding the labour that has been done and that still needs to be done at European level. In the previous chapters we have presented 37 projects. We will now present some ideas on how to move forward, under 5 different fields. As in life, those fields are linked and overlapped, therefore suggestions presented in each one of them can be used or adapted to another.

IMPROVING INTERGENERATIONAL LEARNING METHODS AND CURRICULA

A significant amount of work is being done under this area, either in formal, non-formal and informal education. However, some areas are not covered yet:

Definition of a specific profile of competences for the intergenerational professional / facilitator / animator. This may help social recognition and skills validation of those already working in the field;

Development of a "training for trainers" curriculum;

Incorporation of training modules in to university curricula, of students undertake all sort of academic paths: social care, psychology, medicine, architecture, teaching, design, law, etc.;

Provide additional learning possibilities to

professionals already in the labour market, working with young or elders, but who feel the need for extra skills and capacities to start an IP;

Provide non-formal and informal learning possibilities to specific groups in society, such as mass media professionals, politicians at local and national level, those responsible for planning and building cities or other open spaces, marketing and advertisement professionals, etc.;

Increase areas of knowledge regarding the determinants of intergenerational learning and culture/values exchange process. E.g.: How should we weigh up factors as diverse as the emotional and motivational engagement of IP participants, curricula content, social environment and other factors in the education-learning process?;

Intergenerational and family learning is being built under some re-arranged principles of adult education. We need to research and experiment with different approaches, planned from the younger person's point of view.

INTERGENERATIONAL ENGAGEMENT INTO SOCIAL PARTICIPATION

This is a broad area and it is also the preferential target of most of the Projects. Some sub-items can be identified and are worthy of reference:

Equality and non-discrimination, it is one of the Core-Principles of IP's and it is widely and deeply expressed in all Projects. However, some areas are still more rarely considered, namely:
1- The cross referencing (multi-discrimination) between age and other grounds of discrimination: gender, sexual orientation, disability, ethnicity or religion;
2- Intergenerational learning contribution to a multicultural and multi-ethnic society, to help it become more coherent and peaceful;
3- Breaking the vicious cycle on how (generation after generation) some social groups are perceived. E.g: handicapped individuals, Romanies, etc.

Culture is another well explored field, either in reminiscence activities or in joint creative art activities. This field could be explored into other dimensions, involving different groups such as migrants, people with mental disabilities (e.g.: Alzheimer's patients) and others.

Technologies: Computer and Internet are the main focus of an extensive number of projects. It is important to tackle other fields of "digital divide", namely, by introducing the daily-life technologies in to Lifelong Learning Programme Projects (LLL Projects): Ex:

1- e-government services;
2- All types of information and assistive technologies able to provide a better living environment;
3- Role of technologies in social open spaces to support meaningful learning activities;
4- Experiment technologies to reduce language barriers between Europeans.

Civic engagement through voluntary work is very popular and successful in LLL Projects, but other approaches can be considered as well. We must bear in mind that many elder people in Europe have lived under repressive political regimes. They need to be informed and empowered about their rights, how to express them and how they can contribute to a better "Social Europe". Younger generations should work alongside with older, helping them to exercise their democratic rights (as participating in make-over of local and national policies) and make them to understand and practice some "new rights" or contemporary life-styles, such as consumer's rights or recycling / "green conscience".

Health: Considering that IP's can improve the sense of wellbeing and health of participants, this benefit is often a secondary consequence, instead of a direct aim. IP's that have a general focus on sport, nutrition or life style could narrow their purpose and seek to contribute to the prevention of a wide range of behaviours or even some pathologies: E.g.: tobacco, drugs, anorexia, depression, aids, suicide, etc. IP's involving people with dementia are underdeveloped and need further research (Travis, 1996; Bressler, 2001; Jarrott & Bruno, 2003).

Societal problems are diverse and extremely important in modern societies. They should be addressed from an intergenerational perspective. E.g.: work family conciliation, bullying, elder abuse, homelessness, science illiteracy, juvenile delinquency, elder's isolation, etc.

INTERGENERATIONAL PRACTICE AT WORK

This is still an under theorized and experimented area. Most of the projects are putting in practice an "alike" post-figurative model of learning (Mead, 1970), where younger learn from adults. Some other dimensions can be explored:

Pre-figurative model of learning: Elders learning from youngsters, other subjects besides ICT or languages;

Intergenerational entrepreneurship and self-employment shared between young and elders;

Knowledge sharing in the workplace to enable different generations to develop new skills and understanding of the whole workforce;

Intergenerational partnerships between younger and the older family business owners or managers, near retirement and without available biological family to succeed;

IP's itself has a great potential for the creation of new employment opportunities as well as new services, that must be explored.

INTERGENERATIONAL HOUSING AND AT OUTDOOR SPACES

Under this typology, some Projects have been found, although without a direct link with LLL Programme. Besides the awareness campaigns and training to specific public previously mentioned (e.g. architects, city planners, etc), there is still a need to:

"Unghettoize" learning spaces. Democratizing the access to training and education spaces to different public. E.g.: children's or elders into University Summer Schools or university students at Seniors Academies. This will help the generational demystification and improve the skills of future professionals;

Broadening the quantity and profile of non-formal learning places will raise public awareness and recognition on how to learn outside "official spaces" and how learning can be made more attractive and popular. E.g.: art galleries at open space in rural areas, buses covered with poetry in the cities, small educative messages at daily-life materials (tickets, paper bags for groceries, etc);

Research on the interest / need for specific "intergenerational spaces" and what sort of Guidelines they should follow.

BUILDING THE FUTURE
INTERGENERATIONAL DIALOGUE

Invoke "old" traditional models of family and society is an important exercise, but the future lays on new models, new relations and tensions.

Now the challenge is to identify, understand and coordinate efforts to build a culture of "MATEShip" instead of generational mutism.

Activities built on real age-equality (in opposite to "who needs whom") are very important and must be experimented beyond festivals, competitions and other cultural IP's. Those who have take the lead on this kind of age-less activities are in a good position to point to new paths.

Intergenerational exchanges that in the past occurred spontaneously at family level, must be developed to keep pace with the evolution of society. It is up to professionals to anticipate the new trends of society and to provide a future perspective for IP's.

TRANSVERSAL REMARKS

A set of transversal evidences have emerged from the analysis of LLL Projects, from which we elect three:

It is advisable that countries with a high concentration of knowledge in this field (e.g. Germany, Italy, Spain and UK) incorporate "newbie" countries and institutions into future partnerships;

Translation of final products in more languages will foster the benefit of experimental projects at EU level;

Maintenance of a website during and after the financing life span of the project will have a crucial importance.

Intergenerational Projects are not unique, and probably, neither the most basic solution to world's problems. But the world is about people, which generation after generation preserve humankind.

Solidarity between generations as an underpinning factor of social evolution, cannot be imposed by law. Instead it is up to each one of us exercising a small portion of human solidarity.

We hope that this Guide can be used as a tool to help you mainstream intergenerational solidarity in all fields of life.

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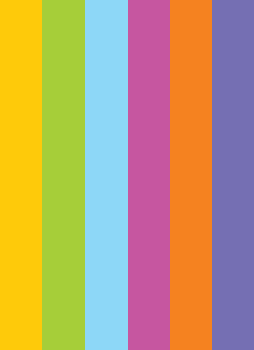Eduardo Franco: compares.compares@gmail.com **www.Iberian-slavonic.org**

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