



Bringing Generations Together in Wales

October 2012

This guide aims to provide some pointers and hints on what makes intergenerational work successful and includes some useful case studies providing examples of 'what works'

Contact

Welsh Local Government Association

The WLGA's primary purposes are to promote a better local government, its reputation and to support authorities in the development of policies and priorities which will improve public service and democracy. It represents the 22 local authorities in Wales, with the 4 police authorities, 3 fire and rescue authorities and 3 national park authorities as associate members.

Welsh Local Government Association

Local Government House

Drake Walk

Cardiff

CF10 4LG

Tel: 029 2046 8600

Fax: 029 2046 8601

www.wlga.gov.uk

Beth Johnson Foundation

In the past 40 years the Beth Johnson Foundation has been at the forefront of innovation in areas such as lifelong learning, housing, advocacy, peer health mentoring, engagement, intergenerational work and ageing across the lifecourse helping to shape better services for us all as we age.

Beth Johnson Foundation

Parkfield House

64 Princes Road

Hartshill

Stoke-on-Trent

ST4 7JL

Tel: 01782 844036

www.bjf.org.uk

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Foreword

Wales is facing future demographic changes in the make up of its society and while population projections are for growth, the population of Wales is projected to increase gradually to 3.2 million by 2024. People will be living longer and in general, healthier lives; the birth of children is expected to be maintained and even increase in some areas; and migration across Wales reflects there will be more people moving to live in Wales than will be moving away. These proposed changes pose a challenge for policy makers and for those providing services. There is also a challenge of ensuring communities grow and develop in a way that promotes cohesiveness, understanding and mutual respect , including between those of different generations.

In recent years, there has been a growing focus on bringing communities and generations together: to learn about each other, to support each other, to develop friendships and increase tolerance. This intergenerational work has focused on bringing older and younger generations together through cultural and community events, learning and educational opportunities and through specific events aimed at breaking down barriers, challenging stereotypes and increasing understanding of the different challenges generations have faced, are facing and will face in the future.

Local authorities and the third sector have been instrumental in encouraging and facilitating intergenerational activities in partnership with their local communities. Positive feedback and identifiable outcomes have been achieved from this. Based on the many achievements made and the potential for more similar work to be undertaken in the future, the WLGA and Beth Johnson Foundation are delighted to have worked together, with the support of the Strategy for Older People Co-ordinators in Wales, to produce this guide. It aims to provide some pointers and hints on what makes intergenerational work successful and includes some useful case studies providing examples of 'what works'.

We hope you find this publication useful. We encourage you to continue supporting engagement across the generations as we all work together to create a society that values everyone, whatever their age.



Steve Thomas CBE
Chief Executive
Welsh Local Government Association



Alan Hatton-Yeo
Chief Executive
Beth Johnson Foundation

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Intergenerational Practice (IP)

Intergenerational Practice (IP) can happen in many different ways and intergenerational projects come in all shapes and sizes. It can involve large communities providing one-to-one mentoring and befriending – and almost anything in between including skills-sharing. One format is not necessarily better than another, but some can bring longer-lasting outcomes.

A useful working **definition** built around the Beth Johnson Foundation definition is

Intergenerational practice aims to bring people together in purposeful, mutually beneficial activities which promote greater understanding and respect between generations and contributes to building more cohesive communities. Intergenerational practice is inclusive, building on the positive resources that the younger and older have to offer each other and those around them'

IP has the potential for tackling many social problems, especially (but not only) ones between young people and older adults that require a different way of

thinking and working. IP has been around for years and some elements will feel quite familiar.

The following list shows some of the different ways IP can happen and the different levels of intergenerational contact involved. It is important to be clear about the outcomes from the offset, then choose the relevant format for the activity .

Meeting Each Other

A planned meeting between younger and older people happens. Often, this can be the first step in longer-term interaction.

- **Example activity:** A group of young and older people meet up to design a community garden

Doing things together

Younger and older people meet up on a regular basis to do things together.

- **Example activity:** A group of young and older people come together to learn about digital photography, enjoy each other's company while making a calendar for charity

Regular interaction for a community purpose

This interaction can also be seen as project work. Here younger and older people work together for a period of time to improve their wider community, not just to achieve outcomes for themselves alone.

- **Example activity:** A community planner involves older people and younger people in consultation meetings for designing new street furniture

Ongoing interaction

This type of interaction is often based on project work and set up to run over many years. (within a school for example)

- **Example activity:** Neighbourhood panels decide that their membership and meetings must include representatives of all age groups to influence their decisions

Intergenerational places and spaces

Intergenerational interaction is built into the day-to-day use of a space.

- **Example activity:** A group of young and older people meet to design an intergenerational community centre or a park with a particular focus on younger and older people's needs



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Why do Intergenerational Practice?

For all age groups, intergenerational practice can bring positive benefits, including:

- Sharing people's skills, experiences, achievements and talents to achieve mutual benefits
- Enhancing self-esteem and reducing exclusion for individuals and communities
- Changing negative perceptions of older and younger people
- Increasing the participation of people in Life Long Learning
- Engaging more people in employment, education and training
- Enhancing active citizenship across generations
- Helping people feel safer by promoting greater understanding between generations
- Increasing physical and mental health and well being
- Creating neighbourhoods that help people to age well
- It helps in understanding the reasons for people's behaviour
- It helps in making new contacts with people of different generations

Why Intergenerational Practice is important for Wales

The Welsh Government's Strategy for Older People encourages older people to be as active as possible as they age, remaining engaged and valued in their communities. Alongside this, through initiatives such as Funky Dragon, and Continyou Cymru the Welsh Government encourages children and young people to be active and involved citizens in their school and in the community.

Following the publication of the *Strategy for Older People in Wales* in 2008 the Welsh Government published that same year their *Strategy for Intergenerational Practice in Wales*. The aim of this is to develop and strengthen relationships across the generations and for the Welsh Government to become an agent for

social change that benefits society as a whole, contributing towards achieving the aspiration to make Wales a society for all ages.

The *Strategy for Intergenerational Practice in Wales* was developed against a backdrop of an increasing amount of negative press and imagery about younger and older people and the changing nature of the communities in which we live and societal changes. Some of these changes have resulted in:

- an increasing number of isolated older people
- less contact between the generations
- a growing negativity by adults towards children and young people
- both the young and older generations feeling they are not respected or listened to
- a shared need for both young and old people to feel safe in their communities
- a need to promote positive images of young and old people that reflect the reality of their lives and challenge the ill-informed prejudices that impact on them

Intergenerational work is important for creating strong, vibrant and sustainable communities. This is consistent with other approaches to achieving this vision, for example, creating cohesive communities and achieving equality and fairness for all through *Strategic Equality Plans*.



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Planning Intergenerational Practice

Where IP can help

When setting out to do any intergenerational work, always remember these questions:

- What do you want to do?
- Why are you doing it?
- Where are you doing it?
- Who are you doing it with?
- When are you doing it?
- How will you be doing it?

Also remember:

- What will the outcomes be?
- What impact will they have?
- How will you be able to demonstrate impact?

Below are some key points when planning intergenerational practice:

- Identify people you need to be working with and get them involved early as intergenerational practice must be a co-production of those involved
- It is vital to have a picture of the outcomes that you and the other participants want to achieve when you are planning the activity

- All ages need to be attracted by the activity itself rather than to simply justify that it is intergenerational

- Continue to share the ideas and activities – don't try to keep intergenerational practice to yourself. Be aware that projects change and evolve and reflect this by adjusting the project plan as it progresses

- Think about how to reach older and younger people from different groups and communities and help them identify what activities they can do

- Consider communication needs and how you will offer language choices and the means of the communication

- Think in detail about how you will work with younger and older people and how they will work with one another. There will be different personalities, abilities and levels of experience to be balanced as the intergenerational practice work and relationships develop

- Has it worked elsewhere?
Remember to look at examples of existing and past work to help your planning. Case Studies can be very useful. (There is a case studies section in this publication)
- Consider what resources are needed, eg money, equipment
- Always consider equality and diversity principles. If in doubt, ask someone who will know

Below are some of the key points to consider when planning any sort of intergenerational practice activity, whether working with groups or with one-to-one mentoring and befriending:

- Be clear about your own role - are you facilitator, guide, or project / programme manager – and the roles of others
- Why are you planning this initiative and what difference will it make?
- Be clear on who you will be involving and what needs / requirements they may have
- Identify what your Intergenerational activity will demand from the people involved, especially the benefits and the time commitments
- Be open to different perspectives and approaches when planning projects
- Respond to issues as they come up and keep an open mind
- Be sure that you have the capacity, skills and resources available to complete the work in hand
- Keep good records of your planning process and what happened throughout the initiative. It always helps when looking back at the end

Set and agree ground rules with all involved:

Ground Rules

<http://www.wlga.gov.uk/english/older-people/ground-rules-health-social-care-and-well-being-forums/>

Funky Dragon Guide to Participation

<http://www.funkydragon.org/attachments/article/60/Breathing%20Fire%20into%20Participation.pdf>

Planning Checklist

Pre-planning	Identify potential partners and participants and develop the idea, purpose and preferred approach. Arrive at an agreed project plan. All required policies and insurances are in place. For example child protection, safeguarding, CRB checks and data protection
Communication	Everyone has been informed of what the project/work is about. Information is accessible and partnerships finalised
Paperwork	Partnership agreements and any necessary contracts set up, consent forms for photographs/trips, and registers. Confidential database set up and user protocols established
Venue	Whether for working in groups or with one-to-one IP, make sure that it is fit for purpose and that people will feel comfortable with their surroundings. Transport needs will need to be met, the area will need to be safe, well-lit and accessible by a range of travel options. Check: <ul style="list-style-type: none"> • Disability access and hearing loops • Equipment available • Room size and space 'fit for purpose' • Seating arrangements • Risk assessment completed • Access to building • Contact list for any problems • First language of participants
Facilities	Know what facilities are available, such as toilets, kitchen, first aid, refreshments, entrances/exits. Check for fire alarm tests
Staffing	<ul style="list-style-type: none"> • All staff informed about the work • First aider available • Adequately trained staff • Contact information

Volunteers	<ul style="list-style-type: none"> • Contact information • Training • Support 	<ul style="list-style-type: none"> • CRB if required • Volunteer policy which includes arrangements for support
Activities	<ul style="list-style-type: none"> • Risk assessment has been completed • Equipment has been checked • Impact of activity on individuals • If outdoors, are there sheltered areas? 	<ul style="list-style-type: none"> • Equipment is accessible for everyone • Data protection issues addressed
Participants	<ul style="list-style-type: none"> • Informed about what's going to happen • Have realistic expectations • Have awareness of individual needs • Agree ground rules (See page 10) 	



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Facilitation

A facilitator is a person who makes an activity possible or easier for everyone taking part. Good facilitation is a skill used in many different situations to meet the variety of IP. Good facilitation is a vital part of intergenerational practice as it ensures everyone can play a part in the work.

A facilitator holds a large degree of responsibility and it can be a challenging task. Facilitation can take time and practice to learn and to get it right. Every group of people have different needs and requirements.

In guiding an IP activity the facilitator has to be creative, flexible and adaptive.

- How do you deal with a group who remains silent despite the questions being asked?
- How do you deal with someone who talks all the time or others that won't talk?
- What does a facilitator do when too many hands go up, or when the group is just not engaged? (See ground rules on page 10)

A well-practiced facilitator is always learning. Good facilitation involves planning, understanding your

audience, being adaptive, open-minded and ready for anything. The points below are a guide to help you facilitate an intergenerational activity.

- **Plan your session:** Who is coming, where will the meeting or session take place and how will people get there?
- **Gather the information needed:** Who is coming and what is the relationship of the attendants? Is there a history of partnership working or conflict? Are some people more confident than others?
- **Look at what has happened before** and what information you may need from other meetings
- **Remember logistics of the day:** How will you get there? What time will food or refreshments arrive? Do the people coming have any specific requirements? (e.g. dietary)
- **What equipment will you need?** Will you need help getting it to the venue and/or setting it up?



The degree of confidence and mutual trust that is essential to successful IP relies on good communication. Set up a communication plan and identify how you will promote and market what you plan to do. Make sure that your information is communicated clearly, honestly and is easily accessible, bilingual and in relevant formats.

A simple Communication plan

Good communication is key to success but developing a communication plan is not complicated nor expensive. Here are the key questions you should ask?

- **WHO are your target audience?**
Who do you want to reach? You may want to reach communities and/or professional organisations, young people and older people etc. Know who you want to reach and remember to use appropriate language and tools for your target audience
- **WHY are you contacting them?**
What key messages and/or information do you want to give them? Key messages could include: What is intergenerational work? Why do it? What do you want from them? Do you want them to

participate? Do you want funding?
Be clear and concise

- **WHAT marketing methods will you use to contact them?**
This could include a press and media campaign, publications, events, website, internet, social media, presentations etc. Make sure that you use appropriate methods and tools

Press and Media 'no cost' options could include:

- Letters to the Editor pages in the local paper
- Local radio
- Community papers
- Partner newsletters and Councillor newsletters
- Intranets (internal emails in offices such as council offices)
- Social media – Facebook, Twitter, Blogs, website etc
- Identify 'good story' opportunities for free press and media coverage

- **WHERE will you contact them?**
Where is the best place to make contact with your target audience? It might be the town centre, empty shops, partner offices, supermarket or through social media websites (the 'where' is not always a physical location). Do your research – find out where the best places are
- **WHEN will you contact them?**
Be aware of when best to contact

your target markets. When are they available - busy weekdays/ weekends, during the day or evening, time of year and weather, whether to avoid or take advantage of holiday times etc

- **WHO will help you contact them?**
Who are the appropriate and most useful partners? What networks can you utilise?

Table 1: Simple Communications Table (layout)

Target Audience (Who)	Activity (What)	Key Messages (Why)	Actions (What and Where)	Time (When)	Responsible (Who)
Over 65s and under 18s in North Ceredigion	Develop leaflet and timetable for community bus	Free community bus for over 65s and under 18s Generations together etc	Write Content Collate photos Get quotes and decide design and print studio	Sept 2011	Communications Officer

People of different ages and from different cultural backgrounds will often have different experiences and expectations around how young people should act around older people (and vice versa). The differences may also reflect the gender of those involved.

Establishing a set of ground rules is very useful. (See page 10)

In some cases, the definitions of 'young', 'adult' and 'old' people will differ quite widely. If IP is being co-ordinated with a range of people from different backgrounds their cultural heritage should be factored in and different customs recognised.

Always be clear about what is meant by terms such as 'age', 'age group' and 'generation' and communicate this to others involved. Ideas about these factors may vary within communities and cultures. A starting point in Wales is for older people to be aged 50+ and younger people 1 – 25 years of age. So the answers to another set of preliminary questions will be helpful:

- Consider different perceptions of 'age' and encourage people of different generations to look for shared interests that are not defined by age
- Avoid confusing jargon and acronyms and ensure that the text and design of written communication is accessible

- Don't presume that everyone has access to the internet or email. Ensure that your communication is interesting and exciting as people prefer to read interesting things

Risk Assessment

No business case is complete without a hard look at what might go wrong. IP is a powerful social tool, but it is certainly no magic wand. So be aware of some of the problems that can occur when working across generations.

Safety and Confidentiality

Intergenerational practice will often involve close personal contact between the participants of widely differing ages – this is one of the great strengths of the approach. A top priority for the facilitator is to build into the activities the vital elements of mutual trust and confidentiality between all participants. Their physical and mental well-being depends upon this.

If any participants are younger than 18, then parent/guardian consent will be required before working with them and in certain circumstances any adults involved may need what have become known as CRB (Criminal Records Bureau) Checks.

The procedures for criminal record checks have been reviewed during 2011, as has the ***Vetting and Barring Scheme***. Further information on the current status of these can be checked here, see link below:

Update on the Vetting and Barring Scheme:

<http://wales.gov.uk/topics/educationandskills/schoolshome/wellbeing/vettingbarringscheme/?lang=en>

As well as any national systems, most local councils, schools, public bodies and Voluntary and Community Sector organisations will also have their own structures in place – checking all of these should always form part of an IP risk assessment. Start looking into these at an early stage, as approvals can take a long time.

On the Centre for Intergenerational Practice's website

www.centreforip.org.uk there is a Risk Assessment Toolkit, written by the London Borough of Camden, which may prove useful. The Wales Council for Voluntary Action (WCVA) also carries useful information on its website for anyone responsible for managing volunteers. To find out more see link below:

<http://www.wcva.org.uk/volunteering/>

Do's and Don'ts



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Intergenerational Practice: Some do's

- **Do** focus on building trusting relationships between all those participating, whether at project level or more widely
- **Do** develop work that emphasises the role of the generations as active participants with ownership of the project
- **Do** build on existing good practice in your area
- **Do** prepare the participants before they meet and work together and take a balanced, inclusive approach
- **Do** be clear on the purpose of what you are planning on doing and remember – 'who', 'what', 'where', 'when', 'why' and 'how'
- **Do** ensure that there are elements of the intergenerational practice that work for everyone involved
- **Do** be clear about how all participants will benefit from their involvement

- **Do** remember to put into practice all your planning
- **Do** remember to have the basic structures – good filing and records, contact details and a communication plan
- **Do** find committed or active partners – for example, partners willing to get involved with some of the practical issues such as transporting younger and older people to and from events
- **Do** involve people with experience of working with older and younger people
- **Do** consider the appropriateness of the approach in achieving the aims and outcomes
- **Do** understand the concerns of participants and what stage they are at in their lifecycle – this can impact on how well the groups interact

Intergenerational Practice: Some don'ts

- **Don't** involve older and younger people together in activities unless you have planned and prepared what you intend to do with them thoroughly and effectively
- **Don't** ignore the experiences and beliefs of participants. For example, not taking into account prejudice and mistrust towards younger/older people, or fatigue from over engagement, or participation in earlier intergenerational projects
- **Don't** try to involve younger or older people in initiatives which they are likely to be disinterested in



Community Engagement

Linking Community Engagement and Intergenerational Practice

- IP can be seen partly as a way of engaging with younger and older people who make up communities
- As a community engagement approach, intergenerational working has one of the strongest sets of resources and information available
- IP is relevant in the context of local communities, groups and individuals. It is for everyone, but here are some things to consider:

The context of 'place'

It is important to recognise that communities can be complicated – just as the groups and individuals living in them are. Communities may define themselves and definitions of community can and do change with time and events. People often belong to more than one community and communities are often very diverse. Communities can be:

- Communities of **Place** - defined geographical areas that can be based on any streets or neighbourhoods within which people interact with one another. It may be defined by residents or by external agencies

and/or

- Communities of **Identity** - as defined by those people who share a particular experience, interest or stake in an issue or characteristics such as young people, faith groups, older people, people with disabilities, ethnic groups, and lesbian, gay and bisexual people. Such communities may disappear when their core issue has been resolved or is no longer relevant to them. Common language also creates communities, for example a Welsh language book reading circle sharing a common language and a love of reading books written in Welsh. Always remember that we all have multiple identities

Why is community engagement important?

Community engagement provides people with opportunities to have a greater say in what happens in their area and to be more active in decision making.

- By talking about problems and solutions with communities, service providers can make sure that resources are targeted at areas with

the most need. Feedback from local people is a way of making sure services meet peoples' needs and improvements are effective. This could be about anything from roads, to recycling, to community centres

- People who are involved in local projects have a chance to build their skills set. This can be finding out new ways of doing things, improving communication skills, building confidence or just having fun. Being involved in projects can help people take on a sense of belonging and pride in their local area
- Regeneration programmes over the last 20 years have shown that real change takes place when local people have a sense of place and ownership in their neighbourhoods and lives
- Agencies and organisations, like councils, become more open and accessible when people understand how they work, are allowed to have a say in decisions and share the efforts to improve quality of life. Community engagement helps break down barriers and negative views of organisations

There is a wide range of groups in the community to work with and places to work such as:

- **Libraries**
- **Sheltered housing**
- **Community-focused schools**
- **50+ forums**
- **Youth groups**
- **Community projects**
- **Financial inclusion projects**



Ideas for using Intergenerational Practice



1. Try Something Different Day 2011

Local Authority: Caerphilly County Borough Council

The 'Try Something Different Day' was one of a number of events which took place during Older People's Week in October 2011. The event was facilitated in partnership with the Youth Forum and adult community learning (ACL) partnership in order to foster and promote intergenerational learning and provide an opportunity for the over 50's in the community to sample a new activity.

Earlier discussions with Communities First in Caerphilly lead to extending an invitation to the Caerphilly New Age Kurling league to attend the event in order that they might showcase the kurling and encourage the possible creation of a similar league in Merthyr. The event was advertised widely with a mail shot to the 50+ forum membership, a leaflet drop around the Dowlais area and announcements over the P.A system in both Asda and Tesco. Community transport was arranged to run from the town centre every 30 minutes throughout the day.

The event was supported by members of the Youth Forum, Caerphilly Kurling League and the Mentro Allan Coordinator. Activities during the day included; kurling, archery, cycling for all, nail painting, digital inclusion and a wii workshop (including dance and karaoke).

Exhibitors during the day included; Welsh Government, Communities 2.0 / Connect, Venture Wales, as well as local businesses. Welsh Government attended to conduct a survey regarding it's work with Older People as part of the review of the Strategy for Older People in Wales.

Members of the Youth Forum applied for funding from O2 for the event and were responsible for its organisation. They also facilitated workshops during the day.

The outcomes for the day were:

- To introduce members of the 50+ Forum to members of the Youth Forum
- To foster positive relationships between the Youth Forum and the 50+ Forum
- To introduce diverse activities to the 50+ Forum to enable them to try something different
- To demonstrate the positive contribution of young people to

others

It is envisaged that in the future the 50+ Forum will hold one of its quarterly meetings with the Youth Forum to continue to build positive relationships.

2. Intergenerational Summer Activities Programme

Local Authority: Newport City Council

A Grandparents Support Group was set up in Newport in 2010, hosted by GAVO to support them in their caring role. During consultation it was reported that grandparents who provide kinship care often do so at considerable cost to their mental and physical health, personal finances and relationships. It was also highlighted that school holiday clubs and activities were aimed at younger families and that there was little provision for grandparents who were carers. It was decided to pilot an Intergenerational Summer Activities Programme in 2010 and 2011.

Intergenerational sessions were organised to support Grandparents in their caring role during the summer holidays and improve the health and wellbeing of both children and grandparents. Sessions were open to Newport families and held every Wednesday afternoon 1pm-4.30pm at Malpas Court and Community Centre.

During the sessions healthy affordable cooking demonstrations were held which included nutritional advice and cooking on a budget. These were followed by practical cooking sessions that enabled

the generations to work together. Sessions were free and ingredients were provided. Fun quizzes and food facts were also provided.

Each week a physical activity taster session was also offered e.g. golf, bowls, self-defence and dance and information on how to access these in the community was provided. A basic first aid session was also delivered by St. John Ambulance, which focussed on the potential needs of grandparents and young children in an emergency. Participants found this very useful and gave them confidence in their reciprocal roles.

At the end of the programme participants were given an attendance certificate and an information pack containing recipes, tips for eating healthily on a budget and physical activity exit strategies.

The outcome of the events were:

- Participants felt that having an activity where all could participate instead of grandparents just watching was very beneficial and had strengthened their intergenerational relationships
- Many reported that the activity afternoon gave them some structure to the weeks during the summer holidays
- Grandparents built friendships and acted as peer support, offering their own experiences and advice regarding their roles and responsibilities
- Some reported that they had noticed a positive change in the behaviour of their grandchildren, which had made a difference to

- their life
- Following the activity taster sessions it was reported that some joined the Bowls Centre, a line dancing class and volunteered for St John Ambulance. This had opened up avenues for further activity
- The scheme was reported a great success and numbers doubled in the second pilot
- Volunteer helpers on the scheme reported that it had provided them with a valuable experience for work or study and made a positive contribution to their CV

3. Intergenerational Forums

Local Authority: Ceredigion County Council

Following an initial presentation of the Strategy for Older People intergenerational and engagement objectives to the Ceredigion Youth Forum, Joint Forums were organised to explore specific issues.

Progress and outcomes achieved were:

- Established a platform for the combined voices of the 50+ and Youth Forum
- Successful Citizen's Jury event (supported by the Council Leader and which explored the media's portrayal of young and older people) led to the Youth Forum requesting further activities
- Successful Joint Forum event (supported by senior officers from

the County Council's Finance Department and Education Cabinet Member) saw young and older people divided into Council departments and forming a Cabinet and Council to spend the Council budget and determine service priorities

- An excellent working relationship has been achieved with the children and young people's (CYP) team and between young and older Forum members
- Increased appreciation and understanding of the value of engagement and intergenerational practice across departments and partners
- Press and media coverage: Local Radio - Strategy for Older People slot, Regional Paper

4. Tech-New Age

Local Authority: Torfaen County Borough Council

Following successful funding from Communities 2.0, a Digital Inclusion Officer was appointed to deliver taster sessions and workshops in retirement housing schemes and community hubs. The workshops comprise of old and young people engaging together, using the laptop, kindle (e-book), mobile phone, digital camera and Wii games console.

The aims of the project were:

- For both beneficiaries to gain a better understanding of one another
- For the 50+ to confidently engage

- with ICT
- Reduce isolation through the development of local computer clubs which will bring people together to socialise and learn at the same time, and through communicating with family and friends through the social networking sites
- Improvement in the health and wellbeing of beneficiaries
- Beneficiaries saving money from online purchases and services
- For the young volunteers who are undertaking their Welsh Baccalaureate to gain the experience needed to successfully complete the qualification
- For volunteers to improve their skills and CV

5. Summer School for Grandparents

Local Authority: Isle of Anglesey County Council

This initiative was the result of consultation within the Agewell programme. Findings identified the need to promote more intergenerational activities. Summer holidays were recognised as an opportunity to organise mutually agreed activities in the shape of a Summer School for Grandparents.

The outcomes of the project were:

- Structured activities bringing younger and older people together through the medium of play, music and information technology
- Promote and encourage a healthy lifestyle – enjoyment of new experiences

- Empower younger and older people alike and make use of their knowledge and experience
- Provide mentoring opportunities which will contribute to community sustainability
- Improved practical skills – older people felt they had learned from the hands on experience of creating a digital story and during the craft work sessions
- Improved understanding of intergenerational practice across the Council Departments and other Third Sector organisations
- Enjoyment amongst younger and older people – participation in games brought enjoyment and fun to the sessions

6. Generations in Hand

Local Authority: Rhondda Cynon Taf County Borough Council

Links between a primary school and care home for older people in **Rhondda Cynon Taf** began with short visits to discuss history and WWII and developed into a programme of intergenerational work. This included developing land between the home and the school to make it into an outdoor classroom and environmental area that could be shared by pupils, residents and the wider community.

7. Intergenerational Schools Project Toolkit

Local Authority: Rhondda Cynon Taf

<http://www.centreforip.org.uk/resources/publications?page=6>

County Borough Council

8. The Rise of the Silver Surfer! - South West Rhyl

Local Authority: Denbighshire County Council

Younger and older people from the area were brought together for a whole week in open access ICT venues in the **South West of Rhyl** to discover the benefits of going online.

9. RSVP's Neath Port Talbot Celebrating History Project

Local Authority: Neath Port Talbot County Borough Council

Bryn Residents Action Group (BRAG) requested help from the RSVP project to arrange a social event which would bring together the older and younger generations within the community. The activities BRAG have assisted in organising include a 'Keep Bryn Tidy', a play about

local heritage, WWII tea dance which involved children from the local school collecting war time memories from the older people. It is hoped that this will become a digital archive for future reference.

Further case studies, specific to Wales are available for you to view from the WLGA's website, visit:

<http://www.wlga.gov.uk/english/older-people-and-ageing/>

There are also many different practical examples of IP at work all over the United Kingdom. A comprehensive library of case studies can be found at:

<http://www.centreforip.org.uk/resources/case-studies?r=1&q=>



WLGA • CLILC



Funding for Intergenerational Practice

In order to achieve funding it is important to have a robust business case for intergenerational practice.

The **Wales Council for Voluntary Action (WCVA)** provides a number of funding services as well as administering many grant programmes, including **Sustainable Funding Cymru**, a one-stop shop for funding advice and opportunities:

<http://www.sustainablefundingcymru.org.uk/>

Information on funding can also be obtained from **County Voluntary Councils**, which represent and promote the voluntary sector within their Local Authority area:

<http://www.childreninwales.org.uk/1403.html>

Local councils and their partners have become familiar with the pressures of planning and delivering services on a 'more for less' basis. Putting together a sound, practical business case for IP, offering tangible positive impacts against the backdrop of budget cuts and competing priorities is a must. It will need to consider:

- the clarity of IP focus and outcomes
- the extent to which multiple outcomes are identified and

addressed

- the level of strategic support for IP among local community leaders, elected and non-elected
- the level of wider stakeholder support across sectoral boundaries
- the impact of the IP on resource allocation/value for money and who else might be involved from different departments/organisations
- what sustainability measures are in place
- rigorous systems for monitoring and evaluating both qualitative and quantitative outcomes
- whether potential savings/risks have been identified

In the Welsh context, it is important to consider the need to work bilingually. Involvement of *Mentrau Iaith* (Welsh language initiative) which have links with Welsh speaking communities is an opportunity for sharing language skills



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Monitoring and Evaluation

across generations.

The competition for resources is becoming increasingly fierce within and between organisations and robust systems for monitoring activities and evaluating outcomes must be part of the business case.

- Address the perceived tensions between what have become known as 'hard' quantitative measures (such as the number of activities and participants) and 'soft' qualitative outcomes (such as less social tension, people 'feeling

better' about their communities

- There is a variety of techniques that can be used. Check out examples of relevant research studies about this, together with evaluation guides and toolkits, at:

<http://www.centreforip.org.uk/resources>



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Further Reading and Useful Links

1. Intergenerational Practice

The Centre for Intergenerational Practice (CIP)

The centre has an extensive library covering a range of intergenerational practice topics and resources that can be accessed at www.centreforip.org.uk

A toolkits and guides library includes resources developed across all sectors and can be accessed via the Centre for Intergenerational Practice website: <http://www.centreforip.org.uk/resources/toolkits-and-guides>

The Centre for Intergenerational Practice
Beth Johnson Foundation
Parkfield House
64 Princes Road
Hartshill
Stoke-on-Trent ST4 7JL
01782 844036
generations@bjf.org.uk
<http://www.centreforip.org.uk/wales>

Some training courses are also available, including:

- An introduction to IP
- Train the trainer

- Training for people who work with young people

CIP are working in partnership with RSVP Wales providing support to local authorities, ensuring all development is grounded into their policies and priorities.

RSVP Wales: 029 2039 0477

rsvp@csvwales.freereserve.co.uk

<http://www.centreforip.org.uk/wales/rsvp-partnership>

Welsh Government

A Strategy for Intergenerational Practice in Wales

This Strategy defines the direction the Welsh Government intend to travel in promoting intergenerational approaches, which it recognises will be further shaped and moulded by the involvement and engagement of the people of Wales: <http://wales.gov.uk/topics/olderpeople/publications/>

NfER / Local Government Association

Intergenerational Practice: A Literature Review

This report focuses on the findings from a literature review of what is known about the effectiveness of intergenerational practice conducted by the NFER for the Local Government Association (LGA):

Hampshire County Council
<http://www.hants.gov.uk/rh/comm/publications/LIG01/LIG01.pdf>

Intergenerational Practice: A Toolkit for Community Associations

<http://www.hants.gov.uk/rh/comm/intergenerational-toolkit.pdf>

Peterborough City Council

What is Intergenerational Practice?

http://www.peterborough.gov.uk/children_and_families/intergenerational_practice.aspx

Department for Work and Pensions

The DWP provides an introduction to intergenerational activity from a youth perspective and a concise overview of intergenerational work in the United Kingdom:

<http://www.dwp.gov.uk/policy/ageing-society/products-tools-goodpractice/intergenerational-activity/>

Age UK

Together we can make it happen: Intergenerational Approach

An introduction to intergenerational practice and the value of using an intergenerational approach:

http://www.ageuk.org.uk/search1/?keyword=intergenerational+&nation=ageuk_en-GB

Local Government Association

Intergenerational Practice: Outcomes and Effectiveness

Commissioned by the Local Government Association, this publication examines what works in intergenerational practice:

http://www.local.gov.uk/web/guest/publications/-/journal_content/56/10171/3377721/PUBLICATION-TEMPLATE

Joseph Rowntree Foundation

Promoting Intergenerational Understanding through Community Philosophy

This study summarises an independent evaluation of the 'Thinking Village project', which was designed to develop intergenerational understanding in a neighbourhood, using the principles of 'Community Philosophy':

<http://www.jrf.org.uk/publications/promoting-intergenerational-understanding-through-community-philosophy>

2. Why do Intergenerational Practice?

Strategy for Intergenerational Practice in Wales

<http://wales.gov.uk/topics/olderpeople/publications/?lang=en>

Strategy for Older People in Wales

<http://wales.gov.uk/topics/olderpeople/publications/?lang=en>

Funky Dragon

(Children and Young People's Assembly for Wales)

<http://www.funkydragon.org>

A Living Language: a language for living (Welsh Language Strategy 2012—2017)

<http://wales.gov.uk/topics/welshlanguage/publications/wlstrategy2012/?lang=en>

There are many practical case studies available from local, national and international IP work showing what can be achieved:

<http://www.centreforip.org.uk/resources>

<http://www.wlga.gov.uk/english/older-people-and-ageing/>

Getting on Together (Community Cohesion Strategy for

<http://wales.gov.uk/topics/housingandcommunity/communitycohesion/>

Wales)

3. Planning Intergenerational Practice, Facilitation and Communication

Groundrules

(See page 10)

Communication Plan

(See page 14)

Vetting and Barring Scheme

(See page 16)

Communication 'top tips' online link

<http://www.caerphilly.gov.uk/50plus/english/tips.html>

Different types of engagement

<http://www.involve.org.uk/people-and-participation/>

Training

<http://www.participationcymru.org.uk/training>

Participation Cymru aims to provide support, information and training around public engagement and participation including consultation and facilitation skills

Make it Accessible

A guide to making information accessible for communities in Wales, RNIB Cymru

<http://www.wlga.gov.uk/english/older-people/make-it-accessible-a-guide-to-making-information-accessible-for-communities-in-wales/>

2004:

Checklist for producing clear print

<http://www.wlga.gov.uk/english/older-people/checklist-for-producing-clear-print/>

4. Community Engagement

Welsh Local Government

Association:

Improvement and Governance

Public Engagement

<http://www.wlga.gov.uk/english/public-engagement/>

Participation Cymru

Practitioners' Manual for Public Engagement

This guidance is aimed at officials in public service organisations in Wales who are in the front line of engagement with service users. It is a step by step handbook that will guide practitioners right from the beginning of the planning process through to the end of the evaluation of the activity:

<http://www.participationcymru.org.uk/principles/practitioners-manual-for-public-engagement>

National Principles for Public Engagement in Wales:

These overarching set of principles are aimed at Public Service organisations across all sectors in Wales. They aim to sit above any specific standards that people might already be using and are intended to compliment them. They aim to offer a consistent approach and good standard for public engagement across Wales:

<http://www.participationcymru.org.uk/principles>

Equality and Human Rights Commission

Engagement and the Equality Duty: A Guide for Listed Public Authorities in Wales

This guide sets out what engagement is, why engagement is important, who public authorities should engage with, when they should engage and how they can do this. It provides advice on publishing engagement information and it sets out some success factors for engagement:

<http://www.equalityhumanrights.com/wales/public-sector-equality-duty-in-wales/>

South Wales Police Authority

Community Engagement Strategy

This overview document aims to define community engagement and how it is an integral part of achieving the South Wales Police Authority's vision of 'Keeping South

<http://www.southwalespoliceauthority.org.uk/en/content/cms/library/library.aspx>

Wales Safe':

North Wales Police and North Wales Police Authority

Joint Community Engagement Strategy

This delivery plan sets out a cooperate approach to community engagement for North Wales Police and North Wales Police Authority:

http://www.nwalespa.org/community_engagement-7.aspx

5. Funding Sources

The Co-operative Membership Community Fund:

<http://www.co-operative.coop/membership/local-communities/community-fund/>

The Tesco Charity Trust Community Awards Scheme:

<http://www.tescopl.com/index.asp?pageid=121>

Awards for All Wales

www.awardsforall.org.uk/wales

Greggs Foundation Grants

www.greggsfoundation.org.uk/grants

The Foresters' Fund for Children

<http://www.ffc.org.uk/you-need-help.html>

The Garfield Weston Foundation

www.garfieldweston.org

People's Postcode Trust

www.postcodetrust.org.uk

(Not applicable to Wales)

The Rayne Foundation

www.raynefoundation.org.uk

The Community Foundation in Wales

www.cfiw.org.uk

The Millennium Stadium Charitable Trust

www.millenniumstadiumtrust.co.uk

<http://www.newlookgroup.com/newlook/en/sustainability/foundation>

New Look Foundation:

6. Monitoring and Evaluation

Results Based Accountability (RBA) is an outcomes-based methodology for performance management which provides a 'disciplined way of thinking and taking action' to improve service outcomes for service users and their community, with particular applicability to organisations working in partnership across agency boundaries.

Results Based Accountability

www.resultsaccountability.com

Results Based Accountability: Implementation Guide

www.raguide.org

7. General

From Strategy to Outcomes- A showcase of local authority implementation of the Strategy for Older People in Wales

<http://www.wlga.gov.uk/download.php?id=2984&l=1>

Local Implementation of the Strategy for Older People in Wales – demonstrating value for money and efficiency in a period of economic austerity

<http://www.wlga.gov.uk/english/older-people-publications/local-implementation-of-the-strategy-for-older-people-in-wales/>

8. Find out more about Intergenerational Practice

Welsh Government

There is a consultation section which details all the current consultations underway:

<http://wales.gov.uk/consultations/?lang=en>

The Welsh Government's **Programme for Government** sets out the priorities for service delivery which will make the biggest difference to the lives of people in Wales:

<http://wales.gov.uk/about/programmeforgov/?lang=en>

Shared Purpose - Shared Delivery: Guidance on integrating Partnerships and Plans

This Welsh Government document sets out the role of local government and their partners, through Local Services Boards (LSBs), in helping to achieve the outcomes outlined in the Programme for Government, by bringing together public service leaders to plan, work, deliver and improve:

<http://wales.gov.uk/topics/improving-services/>

Older People Publications WLGA

<http://www.wlga.gov.uk/english/older-people-publications/>

Community Planning

This website aims to help people shape their cities, towns and communities:

www.communityplanning.net

People and Participation

This website provides practical information on involving people:

www.peopleandparticipation.net

Your Elected Representatives

(Local Community Councillor, Town Councillor, County Borough Councillor, Assembly Member and Member of Parliament). You can contact them either in person, on the phone, by writing a letter or by email. For further information contact your local authority:

For Assembly Members visit:

<http://www.assemblywales.org/memhome.htm>

For Members of Parliament visit:

www.parliament.uk

Commissioner for Older People

The role involves being a champion for older people and ensuring that the interests of older people in Wales, who are aged 60 and over, are safeguarded and promoted. The Commission will be a source of information, advocacy and support for older people in Wales:

www.olderpeoplewales.com

E- Petitions

Petitions to the Prime Minister can be sent by post or delivered to Number 10 Downing Street in person. You can create and sign petitions on the following website, giving you the opportunity to reach a wider audience:

<http://www.number10.gov.uk/take-part/public-engagement/petitions/>

Age Cymru and Age UK

A national charity which aims to improve the lives of older people by working with older people, older people's forums, decision-makers and service providers to make sure that the specific needs of older people in Wales are recognised and addressed. It has local offices throughout Wales which can provide you with all kinds of advice, support and information:

<http://www.ageuk.org.uk/cymru>

Citizens Advice Bureau

The Citizens Advice service helps people resolve their legal, money and other problems by providing free information and advice from over 3,000 locations, and by influencing policymakers:

www.citizensadvice.org.uk

Participation Cymru

Participation Cymru aims to provide support, information and training around public engagement and participation including consultation and facilitation skills:

<http://www.participationcymru.org.uk/>

The University of the Third Age (U3A)

U3A stands for the University of the Third Age, which is a self-help organisation for people no longer in full time employment providing educational, creative and leisure opportunities in a friendly environment:

www.u3a.org.uk

Communities First and Communities Next

This is a Welsh Government programme to tackle deprivation in Wales:

<http://wales.gov.uk/topics/housingandcommunity/regeneration/communitiesfirst/?lang=en>