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MODULE 2

YOUTH AND INTERGENERATIONAL PROJECT APPROACH

G.A. N° 2022-2-IE01-KA220-YOU-883F8363

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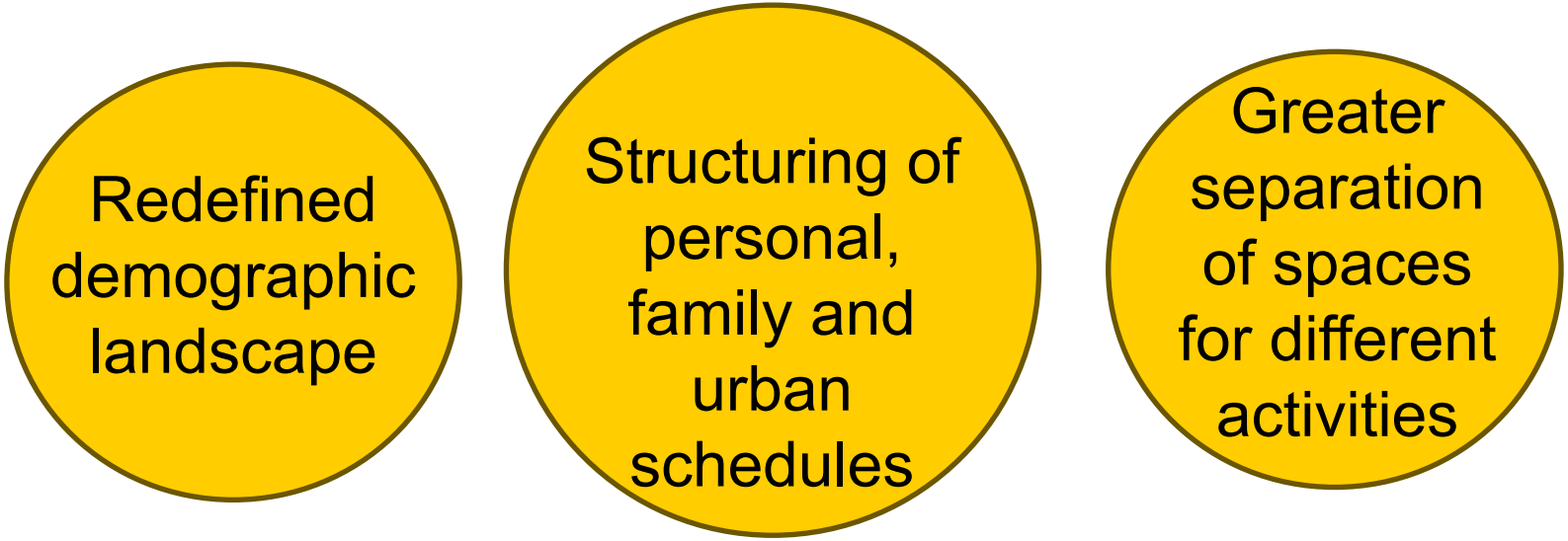
LESSON 1

Youth work, intergenerational approach and young caregivers support

CHANGES IN INTERGENERATIONAL DYNAMICS



Dozza, 2009

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1. Intergenerational approach

“a practice that aims to bring people from different generations together
in purposeful, mutually beneficial activities
which promote greater understanding and respect
and contribute to building more cohesive communities.”

Hatton-Yeo & Telfer, 2010

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NEXUS

1. Intergenerational approach

INTERGENERATIONAL LEARNING

Favours the <u>socialisation</u>

Focuses on <u>relationships</u>

Kaplan (2002) and Vanderbeck & Worth (2015)

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NEXUS

1. Intergenerational approach

The interaction between young and old should enable both generations to feel part of the community, promoting:

mutual respect

interdependence

solidarity

(Sen, 1993)

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1. Intergenerational approach

"Intergenerational practice can increase participation in positive activities, which is a key element in improving the prospects of all younger people, especially those from communities with a poor history of engagement and the 25% of younger people who do not currently engage in any positive activities outside learning."

Generations Together, 2009

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2. Rhetoric of intergenerational relationships

An intergenerational rhetoric reflecting public discourse on how intergenerational relations ought to be lived and assessed.

Lucher et al., 2016

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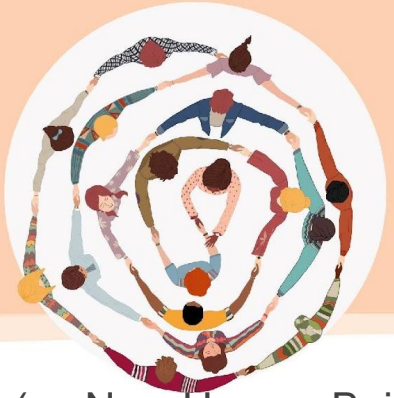
2. Rhetoric of intergenerational relationships



Development	⟹	Creation of a “New Man” (as New Human Being)
Cyclicity and Process	⟹	Chain of generations, seasons of life
Law	⟹	Intergenerational contract
Melioration	⟹	Teacher as gardener, youth are our future
Foreignness and severance	⟹	War of the generations

Lucher et al., 2016

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3. What «generations» are?

GENOS	*GENERATIO*
“to come into existence”	“genesis”, “creation”

Generations are described as being different from their predecessors, yet sharing common characteristics with them.

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Historical Phases

Ancient World

Generations are viewed as means of transmission of knowledge from generation to generation

Modern Age

Every “new” generatio is meant as the departure into a new and open future

Contemporary Age

The generational concept is used as a diagnostic tool for characterising a period of time

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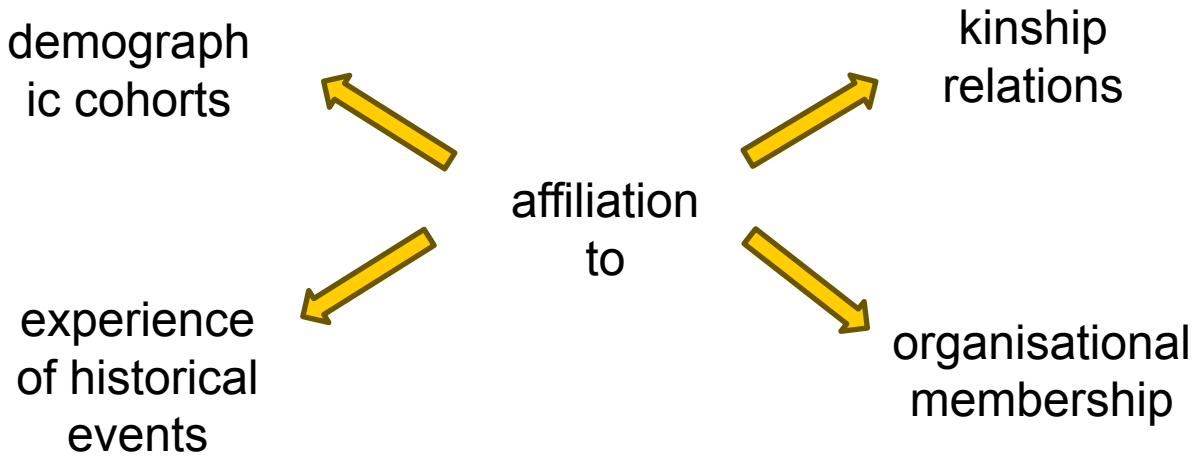
Self-Identity and Affiliation

Recognising oneself in a generation is important for self-identity.



“Generations” as “joint experience communities”

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Multigenerationality

Individuals may belong to multiple generations at the same time.

For example:

- older siblings may take on parental roles towards younger siblings;
- young people may care for parents and grandparents, and individuals may move between the roles of student and parent depending on circumstances.

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3. What «generations» are?

"Intergenerational relationships can be defined as
"social relations between members of two and more generations as well as within one and the same generation who are characterised by an awareness of generational membership with its resulting commonalities and differences (intergenerational and intragenerational relations)"

Lüscher et al., 2016

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4. The importance of intergenerational approach in youth work

Youth work inherently fosters intergenerational connections by building positive relationships among people of varying ages.

Acquiring training and expertise on intergenerational approaches is beneficial for:

- improving the relationship with the young people one works with;
- designing specific programmes and initiatives aimed at fostering the connection between different generations.

National Youth Council of Ireland, 2009

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4. The importance of intergenerational approach in youth work

Benefits of Intergenerational Programmes

- Overcoming barriers, stereotypes and prejudices;
- building safe and active communities;
- decreasing inequalities;
- reducing social isolation and loneliness;
- building quality relationships;
- improving health and psychological well-being;
- enhancing digital skills.

Ceccherelli, 2021; Minello and Margiotta, 2011

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4. The importance of intergenerational approach in youth work

Youth work is significant within community development and is an important site for intergenerational interaction.

- enhance the self-esteem and self-confidence of young people
- promote social awareness and a sense of social solidarity

National Youth Council of Ireland, 2009

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4. The importance of intergenerational approach in youth work

Promoting supportive intergenerational relationships

- Encourage interaction, life sharing, storytelling and resource sharing.
- Recognise the impact of individual actions on others to prevent conflict.
- Value personal characteristics regardless of age and avoid rigid role assignments.

Deluigi, 2014

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4. The importance of intergenerational approach in youth work

LET'S DISCUSS

What are the main intergenerational challenges you encounter in your contexts?

And the possible strategies to address them?

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AGEISM

Age doesn’t define you

Global Campaign to Combat Ageism - #AWorld4AllAges

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WHO DOES AGEISM AFFECT?

Ageism affects everyone.

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Ageism refers to the stereotypes (*how we think*),
prejudice (*how we feel*)
and discrimination (*how we act*)
towards others or oneself based on age.

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AGE STEREOTYPES

Beliefs that generalise the characteristics, attributes and behaviours of a particular age group.

For example:

- young people may be perceived as only energetic but not attentive;
- older people may be perceived as only wise but frail.

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AGE PREJUDICES

Prejudice implies a pre-constructed negative attitude towards individuals or groups without any previous interaction.

It includes:

- an emotional dimension (feelings of nervousness, anger, contempt, pity or dislike);
- a cognitive dimension (assumptions and beliefs about these groups, often rooted in stereotypes).

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DISCRIMINATORY ACTS

Age discrimination includes behaviours, practices and policies that target individuals on the basis of their age.

For example:

- in the employment context young people may suffer age discrimination such as being belittled, rejected for a job opportunity or paid inadequate wages, simply because of their young age.
- Older people may be rejected or turned down because potential employers consider them too old.

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AGEISM

LET'S DISCUSS

What stereotypes do the young people you work with feel associated with them?

What stereotypes do you feel are associated with your role as a youth worker?

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AGEISM

Ageism can manifest itself in <u>two main ways</u>:

IMPLICITLY

unconscious thoughts
feelings
behaviours

EXPLICITLY

deliberate actions
verbal expressions

(Iversen et al., 2009)

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AGEISM

Ageism can be:

- *directed at others*
- *self-directed*

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AGEISM

Youth workers need **awareness** of ageist attitudes both towards the young people they work with, and towards themselves.

This awareness enables youth workers to recognise and challenge ageist attitudes and to promote an inclusive and respectful environment.

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LESSON 2

Intergenerational learning, mentoring and reverse mentoring

1. WHAT IS MENTORING?

PARTICIPANTS BRAINSTORMING USING AN ONLINE TOOL as mentimeter

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1. WHAT IS MENTORING?

"A mutual relationship with an intentional agenda designed to convey specific content along with life wisdom from one individual to another. Mentoring does not happen by accident, nor do its benefits come quickly. It is relationally based, but it is more than a good friendship… mentoring is not two people who just spend time together sharing"

Thomas Addington and Stephen Graves

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1. WHAT IS MENTORING?

“Mentoring is a supportive learning relationship between a caring individual who shares knowledge, experience and wisdom with another individual who is ready and willing to benefit from this exchange, to enrich their professional journey”

Suzanne Faure

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1. WHAT IS MENTORING?

"Mentoring involves primarily listening with empathy, sharing experience (usually mutually), professional friendship, developing insight through reflection, being a sounding board, encouraging"

David Clutterbuck
expert in mentoring

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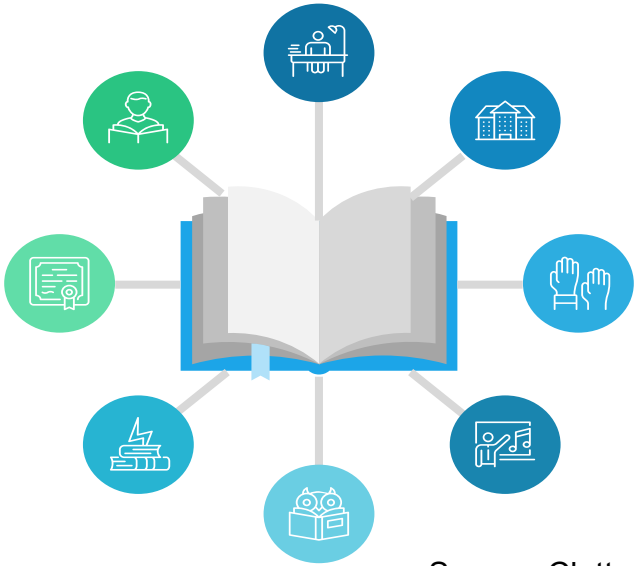
LET'S DISCUSS

What kind of activities should a mentor perform?

MENTORING ACTIVITIES

- Generating ideas
- Coaching
- Counselling
- Criticising
- Educating
- Challenging and confronting
- Reflecting



- Directing
- Supervising
- Role modelling
- Appraising
- Guiding and advising
- Supporting and encouraging

Source: Clutterbuck, D., & Lane, G. (Eds.). (2004). *The situational mentor: An international review of competences and capabilities in mentoring*.

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MENTORING COMPETENCES

- Self-awareness (understanding him/herself)
- Behavioural awareness (understanding others)
- Sense of proportion/good humor
- Communication competence
- Conceptual modelling
- Commitment to the continuous learning
- Strong interest in developing others
- Building and maintaining relationships
- Goal clarity

LET'S DISCUSS

How can mentoring be applied to caregiving?

2. How can mentoring be applied to caregiving (1)?

Young carers face a range of physical, emotional and financial challenges and pressures. It is vital to create an environment that is conducive to learning and support for them, providing opportunities for sharing and ongoing dialogue to ensure ongoing support.

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2. How can mentoring be applied to caregiving (2)?

Mentoring programmes can promote an open dialogue that encourages reflection and continuous progress.
The main objectives of mentoring in caring include reducing emotional distress, loneliness and social isolation, and stimulating motivation to care.

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TYPES OF MENTORING IN CAREGIVING

BEFRIENDING:
a relationship between two or more individuals that is initiated, supported and monitored by a third entity

PEER SUPPORT:
the mentor is a person who has encountered similar significant challenges as the carer

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3. REVERSE MENTORING

The concept of reverse mentoring involves the reversal of traditional mentoring roles, where a less experienced person takes on the role of mentor for a more experienced person who becomes the mentee.

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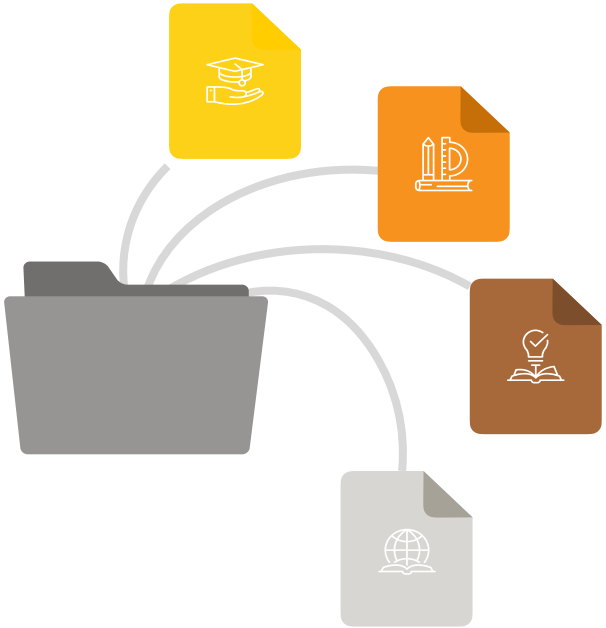
LET’S DISCUSS

Can you mention some examples of reverse mentoring in caregiving?

EXAMPLES OF REVERSE MENTORING



- Technology and social media
- Postmodern worldview
- Openess to change
- Greater empathy and tenderness

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BENEFITS OF MENTORING FOR CARERS

- ✔ Normalisation of experience
- ✔ Reducing isolation
- ✔ Receive emotional support
- ✔ Building resilience
- ✔ Expanding social network
- ✔ Developing new skills and knowledge
- ✔ Relieving care-burden

BENEFITS OF MENTORING FOR MENTORS

- ✔ Experiencing emotional benefits
- ✔ Developing new skills
- ✔ Perceiving having an impact and being useful
- ✔ Building authentic bonds

HOW TO FOSTER CO-CREATION OF THE RELATIONSHIP

Foster transparent communication

Practice patience

Respect each other's commitments

Embrace feedback

Set achievable expectations

Celebrate successes together

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A GOOD MATCH

“When a carer is matched with a mentor who is a good fit, it can greatly enhance the carer's journey, fostering skill enhancement, personal development and overall satisfaction”
(FasterCapital, 2024b)

LET'S DISCUSS

Can you mention some qualities of a good mentor?

QUALITIES OF A GOOD MENTOR

- ✔ patience
- ✔ understanding
- ✔ empathy
- ✔ warmth
- ✔ enthusiasm
- ✔ helpful
- ✔ open-minded
- ✔ good listener
- ✔ motivated
- ✔ supportive in making decisions

MENTORING COMMUNICATION SKILLS

- Trust and respect
- Questioning
- Listening
- Feedback

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LESSON 3

Methods and techniques to use in intergenerational interventions including the use of arts

1. Principles of intergenerational practice

- PARTICIPATORY
- INCLUSIVE
- UNIVERSAL
- FRIENDSHIP
- DO NO HARM

World Health Organisation, 2023

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1. Principles of intergenerational practice

- EQUALITY
- HUMAN RIGHTS
- CROSS-OR INTERDISCIPLINARY
- MUTUAL, RECIPROCAL BENEFIT
- ASSET-BASED
- EVIDENCE-BASED

World Health Organisation, 2023

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2. Levels of intergenerational contact

Intergenerational practice can take different forms, ranging from simple, short-term activities to large-scale projects integrated into community programmes.
Typically, **intergenerational contact develops gradually**, moving through different stages over time.
The "**7 levels of intergenerational contact**" provide a framework for promoting and tracking the level of interaction between the generations involved.

Kaplan, 2002

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1

LEARNING ABOUT THE OTHER AGE GROUP

2

SEEING THE OTHER AGE GROUP BUT AT A DISTANCE

3

MEETING EACH OTHER

4

ANNUAL OR PERIODIC ACTIVITIES

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5

DEMONSTRATION PROJECTS

6

ON-GOING INTERGENERATIONAL PROGRAMMES

7

ON-GOING, NATURAL INTERGENERATIONAL SHARING, SUPPORT AND COMMUNICATION

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3. Developing an intergenerational programme

Careful planning and implementation of practical steps are crucial for the success of intergenerational learning programmes.

Addressing each component systematically creates an environment conducive to meaningful intergenerational exchange and holistic learning experiences.

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4. Keys to successful intergenerational learning programmes

- Planning
- Clear Communication
- Stakeholder Engagement
- Resource Allocation
- Curriculum Development
- Activity Design
- Implementation Strategies
- Monitoring and Evaluation Frameworks
- Continuous Improvement Initiatives

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Guiding questions (1) to consider when designing an intergenerational programme

- What are the objectives and expected outcomes of your initiative? What specific areas are prioritised?
- Which age brackets, genders, and interests do you intend to cater to? Additionally, are there any relevant past occupations or hobbies among the participants?

Clyde & Kerr, 2021

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Guiding questions (2) to consider when designing an intergenerational programme

- What kinds of activities do you anticipate being effective for the designated priority areas?
- Where will the programme or activities be hosted?
- What are the primary benefits sought from the initiative?
- What potential obstacles might the program encounter?

Clyde & Kerr, 2021

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Guiding questions (3) to consider when designing an intergenerational programme

- How do you plan to assess, quantify, and document the genuine impact of the intergenerational learning and relationships fostered?
- In what ways will you commemorate achievements and the formation of new relationships?
- How will you sustain these connections over time?

Clyde & Kerr, 2021

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Inclusive involvement:

- Include representatives from different generations in the planning process.
- Involve potential participants to ensure that their needs and preferences are taken into account.

Specialist support:

- Seek specialised expertise, such as dementia specialists, if relevant to the programme.
- Provide additional support or training as needed to ensure inclusivity and effectiveness.

Clyde & Kerr, 2021

TIMING FOR MAKING CONNECTIONS AND UNDERSTANDING

Depending on

- Ages of the group
- Past experiences of participants
- Characteristics of the group
- Culture

Clyde & Kerr, 2021

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EVALUATE THE PROGRESS

Importance of evaluation:

- Reflection, identification of barriers and recognition of successes are essential aspects of programme evaluation.
- Evaluation guides the team in developing sustainability and future initiatives.

Assessing social impact:

- Evaluate the outcome of activities or projects to measure social impact.
- Measure the impact of the programme on participants, focusing on learning, relationship building or attitude change based on objectives.

Clyde & Kerr, 2021

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5. Intergenerational activities

Represent the interactions involving both younger and older generations to achieve a common goal together

Shared Experiences & Regular Contact → Prejudices and Stereotypes are identified, challenged and overcome → Better Social Cohesion

5. Intergenerational activities

Various strategies favour the success of intergenerational projects:

- case studies
- problem-solving
- simulations
- cooperative learning
- reciprocal teaching

GROUP ACTIVITY

Activities from *Connecting generations guide* (WHO, 2023)

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LESSON 4

Research in intergenerational projects

Intergenerational projects

Intergenerational projects are initiatives that bring together people of different ages to work together, share experiences and learn from each other.

These projects aim to bridge generational gaps and strengthen social cohesion by promoting interaction and mutual understanding between people of different ages.

By facilitating meaningful interaction and cooperation between younger and older people, intergenerational projects break down stereotypes and barriers associated with age and promote empathy, respect and mutual support.

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Intergenerational projects

Intergenerational projects cover a wide range of activities and programmes designed to facilitate interaction and cooperation between different age groups.

Here are some common forms of intergenerational initiatives:

- Shared learning programmes
- Community Service Projects
- Mentoring programmes
- Intergenerational arts and culture programmes
- Intergenerational housing and community living
- Intergenerational wellness programmes

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The importance of Research in Intergenerational projects

Foundations of the Scientific Method

The importance of Research in Intergenerational projects

Research plays a crucial role in intergenerational projects by providing evidence-based knowledge and evaluating the effectiveness of projects.

Through systematic quantitative, qualitative and mixed methods techniques, researchers can inform programme design, support policy initiatives and advance the development of intergenerational partnerships.

Article

Implementation of Evidence-Based Practices in Intergenerational Programming: A Scoping Review

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Abstract

Evidence-based intergenerational practices are sought by practitioners interested in the potential value of intergenerational programs. These are often difficult to identify as intergenerational program research frequently consists of small samples and pre-post analyses of attitudinal data with little attention to implementation characteristics. We systematically identified evidence-based intergenerational practices linked to program outcomes from peer-reviewed journal articles ($n = 21$) published between 2000 and 2019. Scoping reviews facilitate synthesis of available evidence-based practices and identification of gaps in the literature. Fifteen evidence-based intergenerational practices were identified; each was coded in at least five articles. The practices informed program content (e.g., using technology), program considerations (e.g., environmental modifications), facilitator and participant preparation (e.g., training), and quality interactions among participants (e.g., incorporating mechanisms of friendship). While these identified practices reflect extant theory and research, rigorous implementation research is needed to advance evidence-based intergenerational practice as policymakers and practitioners advocate for intergenerational program growth.

Keywords

scoping review, intergenerational programs, evidence-based practices, inter-generational, multi-generational, implementation

New intergenerational programs that foster relationships between youth and older adults emerge constantly to provide mutual benefits to all age participants (Jarrott, 2019a). Organizations employ intergenerational strategies to utilize available resources and respond to community needs, such as the opioid crisis that has placed many youth into foster and kinship care (Lent & Otto, 2018). Leaders responsible for these programs seek evidence-based practices to inform intergenerational program implementation, but these can be hard to locate. Moreover, intergenerational program evaluations are often insufficient because they commonly consist of anecdote or simple pre-post analyses conducted with small samples (Jarrott, 2011; Lee et al., 2020). Without implementation details, practitioners cannot determine the mechanisms by which outcomes are achieved. When desired change fails to materialize, practitioners cannot explain whether this stems from implementation failure (the wrong strategies were used in the intergenerational context) or theoretical failure (intergenerational strategies are not the right approach to address the need; Stame, 2010). With support for intergenerational services and programs growing, including from the recently reauthorized Older Americans Act (Supporting Older Americans Act, 2020), practitioners need guidance on the most effective strategies to employ in their work linking young and old persons. In the current study, we present intergenerational practices that demonstrated impact on program outcomes using a systematic scoping review method of peer-reviewed journal articles published in English since 2000.

Background Literature

Intergenerational Programming

Developmental and educational theory point to the unique need for intergenerational contact to achieve milestones critical to health. For example, developmental crises of trust and generativity described in Erikson's developmental model (1982) require relationships with members of other age groups to achieve resolution. Non-familial intergenerational programs, the focus of the current paper, have been operating for decades to meet this need. Foster Grandparents, for example, is one of the oldest formal intergenerational programs. Established in 1965, it continues today as part of the Corporation for National and Community Services, placing older adult volunteers in schools and other locations to work with young people with exceptional needs.

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The importance of Research in Intergenerational projects

Evidence-based insights

Research provides a systematic approach to understanding the dynamics, challenges and benefits of intergenerational interactions.

Evaluating project effectiveness

Research allows for systematic evaluation of impact and outcomes, informing future programme iterations and improving overall project quality.

Identification of best practices

Researchers identify key principles and recommendations for practitioners and policymakers, improving programme design and sustainability.

Filling knowledge gaps

Research contributes to the advancement of knowledge in intergenerational studies, deepening our understanding of intergenerational relations.

Promoting accountability

Research fosters trust among stakeholders and enhances the credibility and legitimacy of intergenerational initiatives.

Foundations of the Scientific Method

The scientific method is the systematic process by which science seeks to acquire objective, reliable, verifiable, and communicable knowledge of reality.

Key characteristics:

- **Empiricism and measurability**: Relying on observation and experimentation to gather empirical and measurable evidence about reality.
- **Formulation of hypotheses and theories**: Testing hypotheses through experimentation and developing explanatory models that complement existing knowledge.
- **Iterative process**: Continuous revision and reformulation of hypotheses and theories based on observations and experiments, allowing modification and updating of scientific conclusions.

The scientific process

- Problem selection and hypothesis generation
- Formulating the research design
- Data collection
- Data coding and analysis
- Interpretation of results

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From theory to practice

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The scientific process

1

Problem selection and hypothesis definition

2

Formulating the research design

3

Data collection

4

Data coding and analysis

5

Interpretation of the results

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1

Problem selection and hypothesis definition

Problem selection and hypothesis definition are critical early stages of scientific research.

Researchers identify a specific research question or problem to focus on.

A thorough literature review informs the research question and hypothesis formulation process.

Different approaches to literature review, such as systematic and traditional reviews, inform the research process differently.

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1

Problem selection and hypothesis definition

Bibliographic databases are essential resources for conducting thorough and accurate bibliographic research, particularly in the social sciences.

Here are some of the main bibliographic databases available in the field:

PubMed

Scopus

Web of Science

Google Scholar

PsycINFO

JSTOR

ERIC

OPAC

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1

Problem selection and hypothesis definition

The transition from literature analysis to hypothesis formulation is a crucial stage in scientific research, especially in the social sciences.

The validity of a theory can be tested translating it into empirically testable hypotheses, as empirical testability is fundamental to scientific rigour.

Hypotheses articulate theoretical propositions into specific relationships between concepts synthesised from data, empirical knowledge and theoretical frameworks.

This process forms a cyclical path from theory to hypothesis to theory, where hypotheses are empirically tested through data collection and analysis to confirm or refute relationships between phenomena.

Rigorous empirical testing involves meticulous methodological approaches and careful techniques to validate findings, highlighting the iterative nature of scientific inquiry.

Hypotheses play a crucial role as conduits for empirical investigation, facilitating the refinement and validation of theoretical frameworks in the social sciences.

NEXUS

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2

Formulating the research design

Developing a research design for intergenerational projects requires careful consideration of key steps to ensure effectiveness and validity.

These steps include:

Participant Selection	Design of Data Collection Instruments	Planning Experimental Procedures

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2

Formulating the research design

Selection of participants

Crucial for intergenerational studies, involving people of different ages and backgrounds. Factors such as age, gender, socio-economic status, cultural background and diversity of setting should be considered. Recruitment efforts should ensure inclusivity and capture different experiences and perspectives.

Design data collection tools

Design tools such as surveys, questionnaires, interviews or observations to collect relevant data. Ensure cultural sensitivity and age appropriateness.

Pilot testing is essential to ensure clarity, validity and reliability.

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2

Formulating the research design

Plan experimental procedures

Design structured activities or interventions to facilitate interaction between participants. Ensure consistency, fairness and ethical behaviour throughout the project.

Obtain informed consent and address any potential risks or concerns.

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3

Data collection

Intergenerational research projects use a variety of data collection methods to gain insights into the interactions between different age groups.

Surveys and questionnaires	Interviews	Focus groups
Observational studies	Document analysis	Mixed methods approach

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3

Data collection

The choice of data collection methods in intergenerational research depends on several factors.

Factors influencing the choice include research questions, objectives and the complexity of the phenomena under study.

The use of both quantitative and qualitative approaches allows researchers to explore intergenerational dynamics in a comprehensive way.

Quantitative methods offer statistical insights into trends and patterns, while qualitative methods provide a deeper understanding of experiences and perceptions.

The integration of both approaches facilitates a nuanced understanding of intergenerational relationships and interactions.

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4

Data coding and analysis

Since intergenerational studies require the adoption of interventions and educational programmes with a high level of interaction between people of different ages, the samples are often small. This implies that qualitative approaches suit better to this kind of studies.

This stage involves preparing qualitative (mainly textual data), assigning labels or codes (coding), analysing trends and relationships, and interpreting findings.

Researchers use techniques such as triangulation to compare findings from different sources and ensure credibility.

Reflexivity is essential to acknowledge and address researchers' biases, thereby increasing the validity of the findings.

Ultimately, this stage provides valuable insights into intergenerational relationships and informs strategies to promote understanding between different age groups.

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5

Interpretation of the results

The final stage of research design focuses on interpreting the results of data analysis.

Researchers analyse the findings to understand their implications, significance and relevance to the research questions and objectives.

Interpretation examines patterns, trends and relationships identified in the data in order to draw meaningful conclusions.

Consideration is given to how findings fit with existing literature, theoretical frameworks and real-world implications.

Researchers explore wider implications for intergenerational relations, societal dynamics and potential interventions or policies.

Practical implications of the findings are discussed, offering insights into understanding intergenerational interactions and their societal effects.

NEXUS

Let's put it into practice

Exercise: Developing a research design for an intergenerational project

Step 1: Identifying the problem and formulating hypotheses

Start by identifying a problem or research question related to intergenerational dynamics. For example, you might want to investigate the impact of participation in intergenerational programmes on the emotional well-being of older adults.

Formulate a hypothesis that provides a possible explanation or prediction for the problem you have identified. For example, you might hypothesise that "participation in intergenerational programmes improves the emotional well-being of older adults".

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Exercise: Developing a research design for an intergenerational project

Step 2: Developing the research design

Develop a research design that outlines how the data needed to test the formulated hypothesis will be collected and when (i.e. if you foresee a pre-post or a control-group evaluation. This includes:

- **Selecting participants**: identify who will participate in the study, such as older adults and young people involved in an intergenerational programme at a community centre.
- **Designing data collection instruments**: outline questionnaires or interviews to gather information about the emotional well-being of older adults and their interactions with younger participants.
- **Plan experimental procedures**: identify specific activities that participants will engage in during the intergenerational programme and develop methods to assess their emotional well-being.

Exercise: Developing a research design for an intergenerational project

Step 3: Data collection

Collect the necessary information or data to test the hypothesis formulated.

Try to use different methods, such as direct observation, interviews, questionnaires or controlled experiments.

For example, administer questionnaires to older adult participants *before* and *after* the intergenerational programme to measure changes in their emotional well-being.

Exercise: Developing a research design for an intergenerational project

Step 4: Data coding and analysis

Once data collection is complete, if you also chose a qualitative approach and used an interview guide, code and analyse the textual data to extract relevant information and identify any patterns or relationships between the variables being studied.

Use statistical techniques to compare pre- and post-program data and assess changes and trends in the emotional well-being of older adults.

Exercise: Developing a research design for an intergenerational project

Step 5: Interpreting the results

Finally, interpret the results of the data analysis in relation to the hypothesis formulated. Assess the consistency of the results with the initial hypothesis and consider the implications and limitations of the findings.

For example, if the data indicate a significant improvement in the emotional well-being of older adults following participation in the intergenerational programme, this suggests that the programme is effective in improving the emotional well-being of older adults.

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Thank YOU

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MODULE 2

YOUTH AND INTERGENERATIONAL PROJECT APPROACH

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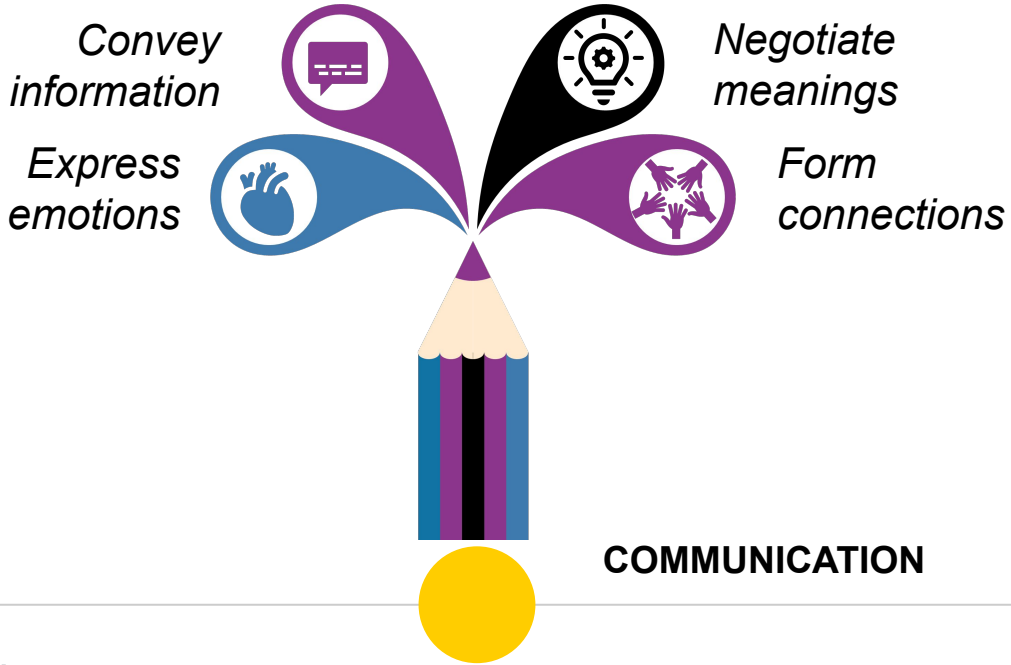
LESSON 5

Interaction in intergenerational projects

1. Intergenerational Communication and Theoretical Models

Interaction and communication

Interaction involves a two-way exchange in which multiple entities influence each other's actions, behaviours or states, resulting in a combined effect that exceeds individual actions.



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Intergenerational Communication (IC)

Intergenerational dialogue refers to an exchange between two different generations that enriches both sides through a comparison of views, mentalities, knowledge and approaches to life.

Intergenerational relationships are the way to develop and maintain a sense of trust between people at a time when feelings of social cohesion are waning (Kaplan et al., 2016).

Image from Markus Winkler on Pexels

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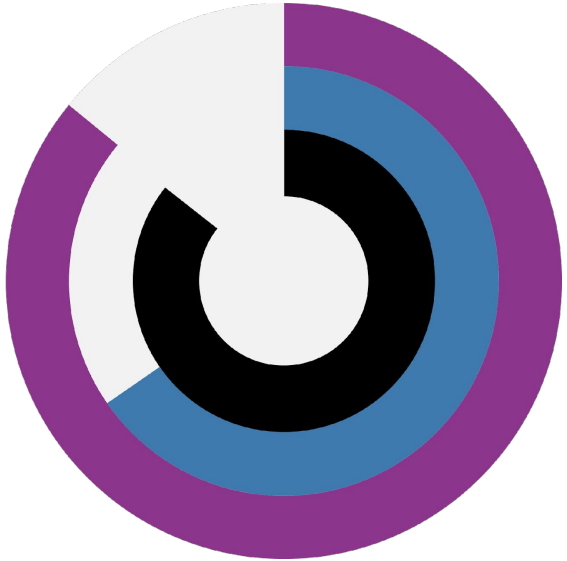
Intergenerational Communication (IC)

Intergenerational communication (IC) encompasses a wide range of interactions between different generations.

- **Role relationships** (e.g., grandparents and grandchildren, aging parents and adult children),
- **Age cohorts** (e.g., baby boomers, generation Xers, millennials),
- **Developmental stages** (e.g., adolescents, middle-aged adults, elders).



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Intergenerational Communication – Theoretical Foundations

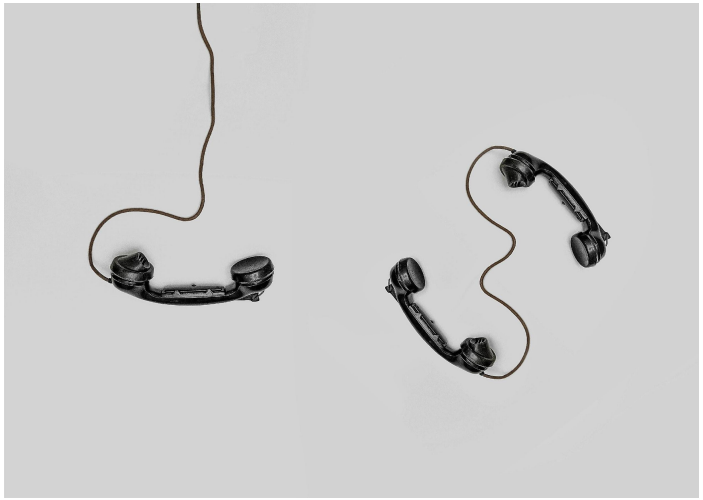
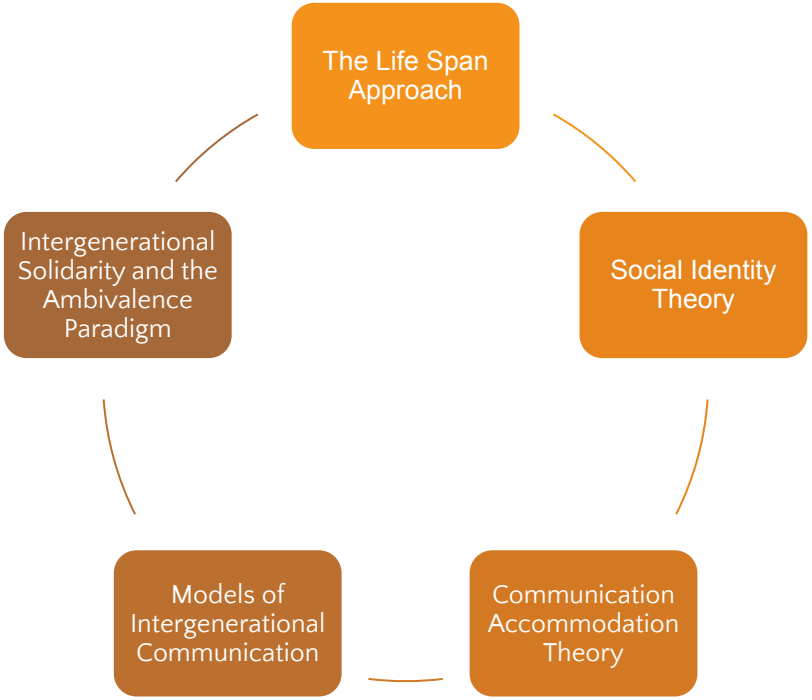


Foto di Alex Andrews on Pexels



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The Lifespan Approach

The relationship between grandparents and grandchildren can develop over time. Initially, grandparents may be very involved in the grandchild's life, attending events, holidays and vacations.

As the grandchild matures, especially after entering college, the initial closeness with the grandparents may diminish. Various factors, such as parental divorce, grandparents' health and geographical distance, can either strengthen or challenge the relationship over time.

Foto di Tima Miroshnichenko e di Pixabay on Pexels

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Social Identity Theory (SIT)

Individual's self-concept consists of personal and social identities.

Personal identities involve idiosyncratic characteristics

+

Social identities involve identification and emotional attachment to meaningful social groups

=

The social status and treatment of a group affects the well-being of its members and shapes interactions within and outside the group

From a SIT perspective, IC becomes an intergroup phenomenon where interactions are influenced by perceived stereotypical characteristics associated with age groups or cohorts.

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Communication Accommodation Theory (CAT)

Individuals adapt their speech style in interactions to either match or differentiate themselves from their interlocutors.

This adaptation, known as convergence or divergence, increases satisfaction and promotes future interactions.

- Over-accomodation
- Under-accomodation

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Models of Intergenerational Communication

Communication Predicament Model of Aging

Identify age stereotypes triggering and explore the effects of modified communication on older adults' responses

Activation Model of IC

Both positive and negative age stereotypes, examining various factors

Exploring intra-, interpersonal, intergroup, and context-based variables that may shape IC

Foto di cottonbro studio on Pexels

The Intergenerational Solidarity and Ambivalence Model

The model aims to understand the coexistence of affection and conflict within intergenerational family relationships

Foto di Kindel Media e cottonbro studio on Pexels

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2. How to promote intergenerational communication and interaction

From the theoretical to the practical

The theoretical models discussed can be useful in practice to bridge generational gaps and promote meaningful connections between age groups.

- **Life-span Approach**:
  - Encourage intergenerational engagement by considering individuals' life cycles.
  - Develop tailored programs for children, young adults, and seniors based on their abilities and interests.
- **Social Identity Theory**:
  - Foster a sense of belonging through shared life experiences.
  - Organize events celebrating cultural traditions to promote intergenerational cohesion.

Image from cottonbro studio on Pexels

From the theoretical to the practical

- **Communication Accommodation Theory (CAT):**
  - Adapt communication styles to meet the needs of different age groups.
  - Encourage active listening and patience to enhance intergenerational dialogue.
- **Intergenerational Solidarity and Ambivalence Model:**
  - Promote mutual support and reduce generational ambivalence.
  - Create volunteer programs involving both youth and seniors for community service.
- **Intergenerational Communication Models:**
  - Implement storytelling and personal experience sharing.
  - Organize sessions where seniors and youth exchange life stories to foster understanding.

Guidelines for promoting intergenerational interaction

From theory to practice, there are guidelines to follow to promote intergenerational interaction and communication. Let's explore these strategies together.

Active listening:

- Incorporating active listening into intergenerational communication fosters deeper understanding and respect.
- Active listening involves giving full attention to the speaker, without distraction, and seeking to understand their perspective.
- This practice promotes empathy and open-mindedness, laying the foundation for meaningful intergenerational relationships.

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Guidelines for promoting intergenerational interaction

Open dialogue:

- Encouraging open dialogue creates an environment where individuals can freely express themselves without fear of judgement.
- Participants can openly share thoughts, concerns and ideas, fostering mutual understanding and empathy.
- This approach promotes inclusiveness and acceptance, and strengthens links between generations.

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Guidelines for promoting intergenerational interaction

Define goals:

- Setting clear goals and creating activities with common objectives promotes communication and cooperation across generations.
- Activities with common goals encourage teamwork, mutual support and the exchange of ideas and experiences.
- Participants work together towards common outcomes and build meaningful relationships based on shared interests and goals.

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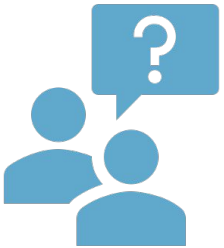
Guidelines for promoting intergenerational interaction

Clarify expectations:

- Clarifying expectations helps prevent miscommunication between generations with different expectations.
- Clearly articulating expectations promotes mutual understanding and cooperation, which reduces conflict.
- Open discussion of expectations increases empathy and respect across generations.



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Guidelines for promoting intergenerational interaction

Fostering respect and empathy:

- Respect for the unique experiences and perspectives of each generation is essential for positive communication.
- By cultivating empathy, individuals can put themselves in each other's shoes, fostering compassion and understanding across generations.
- Fostering respect and empathy builds mutual understanding and cooperation across generations.

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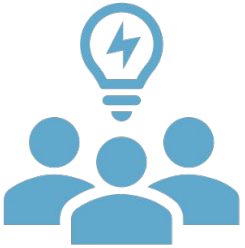
Guidelines for promoting intergenerational interaction

Sharing and learning:

- Facilitating the exchange of knowledge and experience bridges the generation gap and promotes mutual learning.
- Older people often have a lifetime of wisdom and historical insight to share with younger generations.
- Conversely, younger people can offer fresh ideas, innovative perspectives and technological skills that may be unfamiliar to older generations.



Guidelines for promoting intergenerational interaction

Adapt the environment:

- Creating welcoming and inclusive environments encourages intergenerational interaction.
- These spaces should be accessible and inviting to people of all ages, fostering a sense of belonging and acceptance.
- Inclusive environments promote intergenerational dialogue, understanding and appreciation.

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Guidelines for promoting intergenerational interaction

Involve professionals:

- Professionals in the fields of ageing, psychology, cognitive impairment and communication play a crucial role in designing intergenerational activities.
- Their expertise ensures that activities are engaging, culturally sensitive and tailored to the needs of different generations.
- Professionals facilitate communication and cooperation between generations and promote meaningful engagement.

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Guidelines for promoting intergenerational interaction

Intergenerational initiatives:

- Intergenerational programmes and initiatives facilitate meaningful exchange and relationship building.
- These initiatives may include volunteer programmes, study groups, intergenerational courses or workshops
- They contribute to the development of cohesive and inclusive communities where people of all ages actively engage and support each other.

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3. Benefits of intergenerational interaction

Why is intergenerational interaction important?

Today's older generation defies the stereotypes of ageing. They are mentally and physically healthier than previous generations. Many would be classified as middle-aged based on life expectancy.

Characteristics:
Resilient, capable and experienced.
Entering later life with improved physical and cognitive health.
Seek meaningful engagement and purpose in life.

Image from cottonbro studio on Pexels

Why is intergenerational interaction important?

Image from Ekam Juneja on Pexels

Urie Bronfenbrenner, child psychologist and co-founder of the Head Start preschool programme (US), was passionate about the idea that children thrive not only in the embrace of their parents, but also through the engagement of other adults who encourage and mentor them.

It's particularly relevant in modern society:
Equips young people to understand the past, navigate the present and prepare for the future.
Promotes continuity and cohesion within communities amidst rapid social change.

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Benefits for older people

- Increased self-esteem
- Improved well-being
- Increased social interaction
- Reduced anxiety
- Improved memory
- Improved physical mobility
- Greater sense of social connectedness
- Sense of acceptance and affection
- New perspectives

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Benefits for young people

- Promoting positive attitudes to ageing and improving social skills
- Develop critical skills such as critical thinking and problem solving.
- Helping young people develop their talents and interpersonal skills
- Having a model of non-cognitive skills that are essential for youth development
- Exposure to different points of view enriches cultural and intellectual horizons
- Promotes cognitive growth, emotional intelligence and social skills

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Shared benefits

Initiating a positive intergenerational dialogue between older people and children has several advantages, as it serves as a basis for

1. Creating active and safer communities,
2. Reducing inequalities,
3. Reducing social isolation and loneliness among older people,
4. Maintaining valuable relationships,
5. Improving health and psychological wellbeing,
6. Promoting digital connectivity among older people.

Image from Mikhail Nilov on Pexels

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4. Intergenerational interaction projects

Old's Cool Toolkit

Citadel Youth Centre's intergenerational project, Old's Cool, was launched in August 2015 in the UK. The aim of the project is to encourage and support young people at risk of disengaging from school, to facilitate intergenerational activities with older people and to present a record of their work to the wider community.

As part of the project, this toolkit has been produced to share the Old's Cool model of intergenerational practice and highlight good practice when working in partnership with schools.

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NEXUS

Intergenerational learning: exchanges between young and old | Jurriën Mentink | TEDxAmsterdamED

We invite you to watch this film about the creation of an intergenerational learning model that has had an incredible impact on its participants.

By offering students free accommodation in nursing homes in exchange for spending time with the residents, this solution proposed by a Dutch student has inspired one of the most beautiful and effective intergenerational learning models in the Netherlands.

The one described in the film shows another way of connecting generations through reciprocal activities that benefit both groups.

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An intergenerational pre-school and day care

Apples and Honey Nightingale House (UK) is a small Intergenerational pre-school and day care for all children from 3 months to five years. In their own bungalow within the grounds of Nightingale House, a care home for older people, the children develop a deeper understanding of the human life cycle and respect for others from their daily interactions with their older friends at Nightingale.

Their nursery is a particularly warm and caring environment that provides unique opportunities for children to flourish as individuals while becoming confident, resilient, and enthusiastic learners.

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Intergenerational projects as models for future initiatives

Thank you for exploring these inspiring intergenerational projects with us. As these examples show, intergenerational initiatives have the power to serve as both models and reflections for building future projects and activities.

These projects illustrate the potential of intergenerational initiatives to promote understanding, respect and meaningful connections across generations.

Let's continue to draw inspiration from them as we strive to create inclusive and enriching environments for all.

Image from Mikhail Nilov on Pexels

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Thank YOU

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MODULE 2

YOUTH AND INTERGENERATIONAL PROJECT APPROACH

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LESSON 6

Workshop

Writing a participatory intervention targeted to young carers of different care recipients: from the first idea to the impact on target group

Ice-breaker:
The human knot game

Structure of the activity in groups

1. Division into groups of 5 people maximum
2. Brainstorm about an idea for a workshop and fill in the worksheet according to that (45 min)
3. Presentation of all ideas in plenary and group discussion

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Evaluation exercise

One thing that worked well during the workshop

One thing you would have done differently

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