Bridging the Generation Gap

A report on intergenerational practice within the youth work sector
Acknowledgments

YouthLink Scotland would like to thank the four pilot projects for their active involvement in the evaluation and everyone else who agreed to contribute. Without your efforts this report would not have happened.

We would also like to take this opportunity to thank Paul Carberry, Stuart Aitken, Lisa Hogg, Brian McKechnie, Sandra Stewart and Jane Stevenson of the steering group for their help guiding the evaluation.

Finally we are deeply indebted to the Scottish Centre for Intergenerational Practice, the Robertson Trust and the Scottish Government for their financial support.

Written and researched by: Erin Elvin
Produced by: YouthLink Scotland
Designed by: Julie Wilson
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreword</td>
<td>2</td>
</tr>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Background</td>
<td>4</td>
</tr>
<tr>
<td>• Focusing on our communities</td>
<td></td>
</tr>
<tr>
<td>• Introducing intergenerational practice</td>
<td></td>
</tr>
<tr>
<td>• The youth work approach</td>
<td></td>
</tr>
<tr>
<td>• The intergenerational pilots</td>
<td></td>
</tr>
<tr>
<td>The Pilot Projects</td>
<td>7</td>
</tr>
<tr>
<td>• The Inverclyde PODs</td>
<td></td>
</tr>
<tr>
<td>• The North Edinburgh Intergenerational Project</td>
<td></td>
</tr>
<tr>
<td>• Tullibody Families</td>
<td></td>
</tr>
<tr>
<td>• Dunoon Common Ground</td>
<td></td>
</tr>
<tr>
<td>The Evaluation</td>
<td>12</td>
</tr>
<tr>
<td>• Terminology</td>
<td></td>
</tr>
<tr>
<td>• Methodology</td>
<td></td>
</tr>
<tr>
<td>Forming Relationships</td>
<td>14</td>
</tr>
<tr>
<td>• Engaging with participants</td>
<td></td>
</tr>
<tr>
<td>• Location, location, location</td>
<td></td>
</tr>
<tr>
<td>• Managing expectations</td>
<td></td>
</tr>
<tr>
<td>• Making time</td>
<td></td>
</tr>
<tr>
<td>• The right activities</td>
<td></td>
</tr>
<tr>
<td>• Connecting people</td>
<td></td>
</tr>
<tr>
<td>• Forming relationships: learning points</td>
<td></td>
</tr>
<tr>
<td>Improving Lives</td>
<td>24</td>
</tr>
<tr>
<td>• Successful learners</td>
<td></td>
</tr>
<tr>
<td>• Confident individuals</td>
<td></td>
</tr>
<tr>
<td>• Responsible citizens</td>
<td></td>
</tr>
<tr>
<td>• Effective contributors</td>
<td></td>
</tr>
<tr>
<td>• Improving lives: learning points</td>
<td></td>
</tr>
<tr>
<td>Building Communities</td>
<td>31</td>
</tr>
<tr>
<td>• Challenging stereotypes</td>
<td></td>
</tr>
<tr>
<td>• Raising community confidence</td>
<td></td>
</tr>
<tr>
<td>• Community ownership</td>
<td></td>
</tr>
<tr>
<td>• Building communities: learning points</td>
<td></td>
</tr>
<tr>
<td>Reflections on Intergenerational Practice</td>
<td>38</td>
</tr>
<tr>
<td>Conclusions</td>
<td>40</td>
</tr>
<tr>
<td>• Challenge perceptions of the causes of crimes amongst participants</td>
<td></td>
</tr>
<tr>
<td>• Improve community confidence</td>
<td></td>
</tr>
<tr>
<td>• Have positive outcomes for the participants</td>
<td></td>
</tr>
<tr>
<td>• Identify challenges and opportunities for intergenerational practice</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td>45</td>
</tr>
<tr>
<td>References</td>
<td>44</td>
</tr>
<tr>
<td>Annexes</td>
<td>45</td>
</tr>
<tr>
<td>• Annexe 1: Project plan template</td>
<td></td>
</tr>
<tr>
<td>• Annexe 2: Interview questions</td>
<td></td>
</tr>
<tr>
<td>• Annexe 3: Tools for evaluating intergenerational practice</td>
<td></td>
</tr>
</tbody>
</table>
**FOREWORD**

The vast majority of young people in Scotland make a positive contribution to society and are valuable and valued members of their communities. We share a vision in Scotland where all children and young people pursue their dreams and fulfil their potential in safe, strong and supportive families and communities. We want to build on the great qualities that young people bring to our society: energy, enthusiasm, creativity, an appetite for learning and huge potential for the future. Too many young people find that they are prevented from realising their potential and leading successful, fulfilling lives by social and economic inequality. The loss of these young people's potential contribution is a loss not just for them but for Scotland as a whole. It is, therefore, not only parents and families who have responsibility to ensure that our young people succeed in their ambitions but society as a whole.

We need to build stronger communities, which support young people as they prepare for adult life. This report, detailing the journey of four intergenerational pilots, showed that bringing the experiences and skills of adults together with the energy and freshness of young people was a positive force in all of the areas involved in the pilots.

Bringing generations together in four different areas of Scotland represented a new approach to creating communities that nurture and support young people. Instead of increasing division and disagreement, intergenerational work such as this promises to bring generations together and to reconnect young people and their communities by building on mutual interests and creating new ways of relating and working together to build communities where young people and adults together feel safe and supported.

Fergus Ewing, MSP
Minister for Community Safety
Introduction

“I think all old people have a wee phobia of young people.”
Young person, Inverclyde

Scotland has an ageing population. According to the General Register Office for Scotland, although Scotland’s total population has remained stable over the past 50 years, the number of older people in our society is increasing. In the 10 years from 1999 to 2009 the number of children under 16 reduced by 8% and the number of people aged 75 and over increased by 14% and this trend is expected to continue. Current projections suggest that the number of people aged 60 and over will increase by 50%, from 1.17 million to 1.75 million, by 2033.

In addition to the changing age profile in our communities, Scotland also has an increasingly mobile population. Individuals are moving away from the areas where they were brought up in search of better education, jobs and opportunities. New technologies have helped support this trend, enabling families and friends to stay in touch over long distances. Communities are seeing increasing numbers of newcomers bringing their families and new lifestyles to an area, sometimes of their own accord and sometimes due to local housing programmes. There has also been an increase in the number of small families and single parent households. The result is an increasing division between generations with people in the same area living increasingly isolated and disconnected lives. Many communities report that there are now very few places and events where people of different ages can mix socially, exacerbating the problem.

Of all the generations, young people are the most likely to report age discrimination, and YouthLink Scotland’s ‘Being Young in Scotland 2009 Survey’ found that over 60% of young people in Scotland believed that they had often or sometimes been discriminated against because of their age. In contrast, a report on ageism by Age Concern found that older people aged 65-74 were the least likely to report age discrimination, but noted that this may be because older people have lower expectations as a result of self-stereotyping. The report stated that this suggests that tackling age discrimination needs to involve older people as well as the rest of the population.

“Older people tend to see them [young people] en mass and have a negative view of them. They can’t understand what they’re doing or they don’t see what they’re doing or they think they do nothing.”
Older person, Dunoon

It is widely recognised that: “[Younger and older people] are more likely than other groups to lack social capital least likely to access resources, and services, and also lack political representation to participate in public life”. This is particularly true in more deprived areas with few amenities where the population can feel disengaged, trapped and frustrated. The lack of communication and understanding across the younger and older generations has meant that relations between these two groups can be particularly confrontational. These intergenerational conflicts are increasingly being publicised in the media.

“We have a high volume of residents that live in stairs - high rise buildings – and unfortunately there are not the opportunities they would like to talk and form relationships. This has filtered down to the young people because there are not enough green spaces for them to hang out in. So the places they do hang out are street corners and then they’re moved on because it’s perceived that they’re making a noise.”
Project Manager, North Edinburgh Intergenerational Project

“They [older people] see you in the street and they try and walk the other way. They phone the police and they’re always angry. They think we waste our time.”
Young person, Tullibody

There has been increasing global interest in activities and projects that address this ‘intergenerational gulf’ and help create more cohesive communities.

This report details the journey of four intergenerational pilot projects in Scotland. The evaluation of the pilots explores the benefits of intergenerational practice within a youth work setting and the challenges and opportunities for effective intergenerational practice. It aims to raise awareness of intergenerational practice in Scotland and to provide food for thought for those working in Scotland’s communities who may consider using intergenerational practice as part of their work with young people.
Background

Focusing on our communities

“We want to reconnect young people and their communities to build an unassailable alliance around the shared goal of a more successful Scotland, now and into the future.”

Scottish Government’s Preventing Offending by Young People Framework

In June 2008, the Scottish Government published ‘Preventing Offending by Young People: A Framework for Action’. The framework was developed to inform communities, young people, their families and the professionals working with and for young people of how the national agencies of Scotland, including the Scottish Government and the Convention of Scottish Local Authorities (COSLA), plan to tackle youth offending in Scotland. Following the publication of the framework, the Scottish Government set up working groups to take forward each of the framework’s five strands.

The ‘Victims and Community Confidence’ strand, recognised the important role communities play in creating a feeling of safety and well-being by tackling crime and the fear of crime. It stresses the importance of working with local partners and supporting community events, and acknowledges the many important contributions made by children and young people to help communities come together to provide a safer environment to live in. The Victims and Community Confidence working group felt that intergenerational practice, which brings different age groups together in mutually beneficial activities, had the potential to engage young people with their community and help take this work forward.

Findings from the ‘Scottish Social Attitudes Survey 2009’ supports the Victims and Community Confidence working group’s decision to look in more detail at the impact of intergenerational practice on community safety and fear of youth offending. It found that: “far fewer people had witnessed children or young people committing vandalism or being drunk and rowdy in their own areas than believed young people were mainly responsible for this type of behaviour across Scotland as a whole, suggesting that beliefs about young people’s involvement in antisocial behaviour (ASB) are not generally based in direct local experience”. It noted that: “most young people are not involved in ASB and, even amongst the minority who were, most will grow out of it rather than turning into hardened criminals” and encouraged the use of “measures to foster intergenerational contact – something that has been shown to be associated with both positive views of young people and with community willingness to get involved in tackling ASB.”

Introducing intergenerational practice

“Intergenerational practice aims to bring people together in purposeful, mutually beneficial activities which promote greater understanding and respect between generations and help to build more cohesive communities.”

Beth Johnson Foundation

Intergenerational practice can take many forms. It can involve one generation learning from the other, or bringing two generations together to address issues in the community which concern them both. It usually involves individuals who are not related to each other. It featured in the ‘Preventing Offending Framework’, where the national agencies committed to: “promote the messages about young people and support engagement with communities, including opportunities for intergenerational practice” and has been climbing up the Scottish Government’s agenda over the last few years.

In March 2007, the Scottish Government published the strategy document ‘All Our Futures: Planning for a Scotland with an Ageing Population’. In chapter 4, ‘Forging links between the generations’, the government highlighted the benefits of generations working together. It noted that intergenerational practice can lead to: “mutual respect, increased understanding and valuing what those of different ages have to offer”. This was recognised as an important component of good community safety and cohesion. In the strategy the government committed to establishing a Scottish Centre for Intergenerational Practice.
The centre, also known as ‘Generations Working Together’, became operational in October 2007.

While Scotland’s Centre for Intergenerational Practice is still young, the UK wide Centre for Intergenerational Practice (CIP), part of the Beth Johnson Foundation, has been running since April 2001. It aims to support the development of intergenerational practice throughout the UK and to promote an understanding of the potential of intergenerational practice to address social issues. It also provides secretariat for the International Consortium for Intergenerational Programmes (ICIP). In September 2008 the CIP forged a partnership with the National Youth Agency to support the development and promotion of intergenerational practice as a catalyst for change in statutory services in England and Wales the CIP has published a range of research documents which show the advantages that intergenerational practice can bring.

The Beth Johnson Foundation proposes that: “in bringing generations together, challenging negative stereotypes and breaking down barriers within communities”, intergenerational practice can significantly improve the lives of both the young and old, and the community around them. The report, ‘The State of Intergenerational Relations Today: A Research and Discussion Paper’, noted the potential for intergenerational contact to: “involve the exchange of knowledge skills information, ideas and values” and that “these exchanges… are vital to economic growth, the formation of social identity, the reproduction of culture and the functioning of a cohesive society.”

In addition to the benefits to the community of promoting tolerance and understanding between the generations, it is clear that intergenerational practice can have profound impacts on the individuals involved. A report published by the National Youth Agency observed that: “The benefits to the individuals can be far reaching. This may include increased tolerance and self-esteem, developing reciprocal relationships and, for older people in particular, improved health and well-being and reduced isolation”. Indeed, a literature review which explored over 280 different intergenerational programmes noted that the four main outcomes experienced by all participants were “increased understanding, friendship, enjoyment and confidence”.

The youth work approach

“Youth work is an empowering process. Youth work is one of the very few practices whose remit provides for young people to exercise genuine power – to take decisions, follow them through and take responsibility for their consequences.”

YouthLink Scotland’s Statement on the Nature and Purpose of Youth Work

Although there is a variety of intergenerational practice ongoing throughout Scotland at a local level and in response to local need, there is very little research and evaluation to identify good practice, especially within the youth work age group (11-25 years). The Victims and Community Confidence working group wanted to look in depth at how intergenerational practice can work within a youth work setting.

A ‘Review of Intergenerational Practice in the UK’ in 2002 by the Beth Johnson Foundation found that the term intergenerational practice is a loose one and can be interpreted in many different ways. The report emphasised that: “bringing young and old together does not automatically result in positive and beneficial exchange. If not properly facilitated and planned, activities may confirm or exacerbate prejudice.” The Victims and Community Confidence working group felt that the principles behind the youth work approach, as described in YouthLink Scotland’s ‘Statement on the Nature and Purpose of Youth Work’, could provide a suitable basis to help ensure a successful intergenerational project.

Youth work is an educational practice contributing to young people’s learning and development. It has three essential and definitive features. Firstly, the young people choose to take part in youth work. They can decide whether to engage or to walk away. Secondly, youth work operates on a young person’s own personal and recreational territory. Youth work respects a young person’s life experience and this forms the basis for shaping their experience. Finally, youth work sees a young person as an active partner in the learning
process, who can and should have the opportunities and resources to shape their lives, therefore the relationship between the young person and their youth worker is central to the learning process.

Key to the youth work approach is effective planning and consultation to tailor any youth work practice to the needs and aspirations of the young people. Also essential is the youth worker’s own learning process, where the youth worker is able to reflect back on their practice and be flexible enough to make changes where needed to enhance the young person’s learning and experience.

Youth work is part of Community Learning and Development (CLD) which is described as: “learning and social development work with individuals and groups in their communities using a range of formal and informal methods. A common defining feature is that programmes and activities are developed in dialogue with communities and participants… [CLD’s] main aim is to help individuals tackle real issues in their lives through community action and community based learning”. The CLD, and therefore the youth work approach, are based on the following principles:

- **Empowerment** – increasing the ability of individuals and groups to influence issues that affect them and their communities;
- **Participation** – supporting people to take part in decision-making;
- **Inclusion, equality of opportunity and anti-discrimination** – recognising that some people may need additional support to overcome the barriers they face;
- **Self-determination** – supporting the right of people to make their own choices; and
- **Partnership** – recognising that many agencies can contribute to CLD to ensure resources are used effectively.

**The intergenerational pilots**

From January 2010, as part of the work of the Victim and Community Confidence working group, four six-month intergenerational pilot projects were funded to explore the impact of and relationships between intergenerational practice, the youth work approach, and community cohesion. The funding came from the Robertson Trust, the Scottish Government and the Scottish Centre for Intergenerational Practice with each pilot project receiving a grant of £10,000. The pilots aimed to:

1. challenge participants’ perceptions of the causes of crimes;
2. improve community confidence;
3. have positive outcomes for the participants;
4. identify challenges and opportunities for intergenerational practice.

The aims of the pilots link directly with the following Scottish Government National Outcomes.

- **National Outcome 4**: Our young people are successful learners, confident individuals, effective contributors and responsible citizens.
- **National Outcome 7**: We have tackled the significant inequalities in Scottish society.
- **National Outcome 9**: We live our lives safe from crime, disorder and danger.
- **National Outcome 11**: We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.
The Pilot Projects

The Inverclyde PODs

The Cromdale Road/Slaemuir area of Port Glasgow had been identified as a ‘hotspot area’ by the local Community Safety Team. The area suffered from recurring problems with antisocial behaviour with the Community Safety Team receiving a high number of complaints. The Inverclyde PODs were designed to begin to look at addressing this.

Funding for the project came from a range of sources including the local authority and the intergenerational pilot funding. Two containers (the PODs) were situated in a disused school site, refitted to provide a workspace and kitted out with an electricity generator. The PODs were used to provide a series of activities and workshops six days a week. These included arts and crafts, music, fly-tying, photography, cookery and community gardening, amongst others. The aim was to bring young people, aged 10-18, and older people from the local tenants and residents association together in a safe space to learn new skills and develop relationships. It was envisaged that a committee of young and old people from the community would, over time, take responsibility for running the PODs so that gradually the Community Safety team could withdraw from the project and have less of a role in its day-to-day running.

The PODs were opened in November 2009, formally launched in January 2010 and closed at the end of July 2010. The evaluation took place between the launch and the closure.

“I think I see [intergenerational practice] as anything at all that breaks down barriers, I don’t think you can put it in a pigeon hole. I think that anything that gets communities talking and working together, whatever it would be and it works, that’s what it is.”

Project Manager, Inverclyde

The Safer Communities team approached intergenerational practice as something to help prevent antisocial behaviour and improve community cohesion, but did not ascribe particular features or attributes to it. Building relationships was seen as important because of the resulting impact that these improved relationships would have on community confidence. Key to the approach of the project was giving local people a safe location to ‘hang out’ together and take part in various activities.

Through the activities at the PODs the project began to engage with a regular group of young people, as can be seen by the sign-in sheets for the project. On occasion some of the parents of the young people also attended the PODs. The project organisers worked with the local tenants and residents association to engage with those older residents in the community most likely to be in conflict with young people and to encourage them to attend the PODs and spend time with the young people. The project therefore relied on the local people being willing to come to the PODs and engage in the activities to build relationships between the age groups.

Whilst elements of the five principles of CLD and youth work were used by workers at the PODs they were not applied consistently. Over the course of the project a range of individuals from different disciplines were brought in to run the activities at the PODs. They were supported by the Community Wardens and the local Street Mediators. Of the staff involved in the PODs, only the Street Mediators were CLD trained, and therefore the application of CLD principles was dependent on their presence.

The Cabinet Secretary for Justice visits the Inverclyde PODs
Outcomes specific to the project:
1. positive relationships between participants;
2. participants self-confidence and self-esteem is raised;
3. the Community Safety team is confident working with groups of people of different ages.

The North Edinburgh Intergenerational Project (SACRO)

The North Edinburgh Intergenerational Project was originally conceived and funded through SACRO (Safeguarding Communities – Reducing Offending) as a mediation service in 2008. It was noted that an increasing number of local mediation cases were for conflicts between young people and older residents in the area, therefore the project was set up to address this issue. The service aimed to improve intergenerational understanding through a mixture of mediation interventions, conflict resolutions and intergenerational events. After the first event in March 2009, which brought together older and younger people to discuss their perceptions of each other, an interest was expressed amongst young people in making a film that highlighted their local intergenerational issues. This idea developed into 14 young people from the local area forming a Youth Group who called themselves the NIP Crew. This group created a DVD to look at intergenerational issues within their local area. This was launched in October 2009. The NIP Crew now organises events for, and in partnership with, older people throughout North Edinburgh.

The intergenerational pilot funding funded the project from the beginning of January to the end of March 2010. The project was evaluated over this period and also took into account the impact of some of the work that had taken place over the previous year.

“...It’s about breaking down barriers for all ages to come together and form relationships. Me personally, I would have a shop front, where there is an office base, where it’s an open welcome space regardless of how old you are, and different days would have different events going on whether that be a lunch club with a cooking element, or whether it be the organisation of a big event or a homework club or something where young people and older people can come together and find out more about information about their local community, and if they’ve got an issue regarding an older person or a younger person they can come in and speak to someone.”

Project Manager, North Edinburgh Intergenerational Project

The North Edinburgh Intergenerational Project was influenced by its beginnings in mediation and focused on intergenerational practice as a way of reducing intergenerational conflict. Over time, it began to look more specifically at intergenerational practice as a means to challenging negative stereotypes of young people in the community. The approach was event focused. The youth group was not part of the original plan for the project, however it became the key means by which older people in the community were brought into contact with local young people to discuss stereotypes and foster positive relationships. Older people were not usually invited to attend meetings of the youth group unless it was to discuss an event.
Alongside specific events for older people the youth group also helped to organise community events, such as a gala day and a road safety day, which had a much broader community focus. Often these were organised in partnership with other community bodies such as the community police.

Relationships built between the different age groups were reliant on the type and frequency of events organised, and sometimes where in North Edinburgh the event took place. The North Edinburgh Project covered a large section of the city including Muirhouse, West Granton, West Pilton, Drylaw, Royston and Wardieburn and therefore the young people and older people at the events could live in areas that were a significant distance apart.

Elements of the CLD principles were applied to the project but not consistently. The key worker’s background was in mediation and they did not have formal CLD or youth work training. They sought to find advice and support on running a youth group and to teach themselves youth work principles and approaches, but did not always find this information readily available.

Outcomes specific to the project:
1. change people’s views of young people in North Edinburgh;
2. young people feel more pride in North Edinburgh;
3. service provider can evidence how intergenerational work can improve community cohesion and reduce stereotyping of different age groups.

Tullibody Families

The Tullibody pilot was a partnership between two existing Action for Children projects, Tullibody Families (a community family support service which supports young people up to the end of Primary School age and their families) and the Challenge Project (which aims to develop employability skills amongst young people aged 16-17 by giving them the opportunity to participate in community-based challenges). The two projects worked together to build a path and garden outside the family support service. After the completion of the garden Tullibody Families built upon this work by bringing generations together at events including a community planting day.

The young people from the Challenge Project were from disadvantaged backgrounds. They had been involved with the Challenge Project for a number of weeks prior to their work at Tullibody in autumn 2009. The older people were the parents, grandparents and carers of the children who attended Tullibody Families.

In 2010 the Tullibody Challenge project was nominated for the Scottish Social Services Council Care Accolades Awards under the ‘Involving our Community’ Category.
I would say that an intergenerational project serves the purpose of bringing people from different backgrounds and different ages and different experiences from the same community together. It’s about bringing them together for a common purpose where it utilises the experience, opinion, view and potential of all of them, and that it values all of that.”

Project Manager, Tullibody Families

The Tullibody project saw intergenerational practice as bringing people together in a clear common purpose – in this case to create a garden for the community to enjoy. It was also very clear that it engaged with a range of ages from pre-school children to teenagers to parents to grandparents.

Inverclyde and North Edinburgh aimed to engage specifically with those potentially in conflict and these were usually seen as teenagers and people over the age of 55. In contrast, because the venue of the Tullibody project was a family centre, a wider range of age groups were automatically engaged with the project. Alongside the users of the family centre, the project worked with older teenagers, some of whom were seen as ‘troublemakers’ within the area. It was these young people who built the garden. Users of the Tullibody Family Centre were regularly brought out to see the work of the young people and occasionally opportunities were provided for individuals to get to know each other better. The relationships built between the participants were therefore reliant on the opportunities for the members of the family centre and the young people building the garden to interact.

Many of the staff involved in the project had worked with disadvantaged young people or in community settings in the past and had CLD training. Throughout the project there was a tension between developing relationships and completing the building of the garden within the time available, whilst also following the CLD process.

Outcomes specific to the project:
1. positive relationships between group members;
2. young people feel more pride in their community;
3. increased visibility of the positive contribution young people can have on their community.

Dunoon Common Ground Project

Unlike the other three pilots, Dunoon did not build upon an existing project. It was a new group which aimed to bring a group of young and older individuals together to create photographic art which illustrated their views of the community while learning about each other. Over the course of the project the participants were given the opportunity to discuss their histories, experiences and perceptions. The group planned to use the findings of the project to inform the Dunoon Community Development Group, raise awareness of the positive and negative aspects of Dunoon and inspire positive change in the area.

The project worked with a group of 10 which included both younger and older people. The older people were recruited from the volunteers at the local museum and the younger people were high school pupils from the local area. The group started in January 2010 and their work culminated in an exhibition in May 2010. The evaluation followed the progress of the group throughout this period.

“I would define it as being something that is collaborative, something that gives both generations an equal standing on the piece of work and that gives them a shared role – that would be key to it for me. Young people going into an elderly setting and singing wouldn’t be an intergenerational activity, it would have to be something collaborative, an activity which means everybody can share views and engage equally.”

Project Manager, Dunoon

Group session, Dunoon Common Ground
The Dunoon project also saw bringing age groups together with a common purpose as key to intergenerational practice. For this project it was the creation and display of photographic images in the form of banners and postcards that reflected the group’s views of Dunoon. Dunoon saw the process of building relationships was more important than the project’s impact on the community or the physical outcome of the project itself. It had less of a visual presence in the community until the launch of its exhibition and it engaged with a much smaller and much more clearly defined group of individuals.

In addition to bringing the group together on a weekly basis to work towards the exhibition, the focus on building relationships meant that, where possible, activities were built into the programme which enabled participants to discuss their life experiences and differing views of the community.

The staff member responsible for running the project was CLD and youth work trained. However, time available and the pressure to complete the exhibition were key deciding factors in how well CLD principles were applied, as was the fact the staff member was freelance and therefore did not already have established links with groups of young people and older people in the community.

Outcomes specific to the project:

1. increased awareness of local history and civic pride;
2. increased confidence, communication and ICT skills;
3. the service provider can provide evidence of the benefits of using an arts approach to issue-based intergenerational work.
The Evaluation

Terminology
The terms “pilot” and “project” are used interchangeably to describe the four pilot projects.

The individuals who led the projects are referred to in this report as “project managers” or “service providers” although in practice job titles varied.

Interpretations of the term “intergenerational practice” varied between the projects. See the descriptions of the individual projects for further detail.

Throughout the report the term “young people” refers to people within the youth work age range of 11-25 years. The projects worked with young people at different points within this range.

The term “older people” was interpreted in different ways by the projects. For the majority of the projects this term referred to individuals over the age of 50, however, because the Tullibody Families project worked with families with children aged 11 and below this project had a broader definition of the term. In this case “older people” also referred to young adults with small children as well as older people who had grandchildren at the centre.

Methodology
Each of the four pilots had their own distinctive characteristics, for example, some worked intensively with a small group of individuals while others worked with a much larger and fluid group. The timescale for the projects also varied. As a result the evaluation of the projects did not seek to directly compare the different projects but to consider how each of the projects contributed towards achieving the aims of the pilot funding and the best practice lessons learnt.

Qualitative methods were mostly used for this evaluation, primarily semi-structured interviews and focus groups, however, some quantitative information was gathered, for example, statistics on local community safety complaints. Where appropriate these have been incorporated into this evaluation report.

Before the evaluation formally began, all the project managers were brought together to discuss what the evaluation entailed and any concerns they had. At the meeting attendees were given the opportunity to learn about each other’s projects and were able to consider their own role in the evaluation.

At the meeting, each pilot was asked to complete a project plan (annexe 1) before the evaluation started. This plan set out the expectations of the project manager for the pilot and also set out the context in which the project was operating. It was recognised that the different environments of the projects would result in their own unique set of challenges. In the project plan each project manager also agreed six outcomes. Three of the outcomes were set by the Victims and Community Confidence working group’s remit and were the same across all the pilots, while the remaining three were specific to the individual pilots. In most cases the specific outcomes were decided by the project managers, except in the case on North Edinburgh were the young people decided the outcomes. The three outcomes across all four pilots were as follows.

1. Participants have a better understanding of crime in their community which challenges perceptions they may have.
2. Participants have an improved understanding of the needs and values of different age groups which increases co-operation and reduces conflict in the community.
3. Participants feel they are able to influence change in their community.

As well as agreeing a project plan and outcomes, each project manager was interviewed to gather additional information about their project.

Once the participants in the pilots were identified initial focus groups were held, where appropriate, to explore their feelings about different generations and about the pilot.

While the pilots were running sessions were observed, key events were attended and further information about the projects gathered. Documentary evidence including photographs and session notes were collected.
As each pilot ended final focus groups were held with the participants in the pilot projects. At these focus groups participants were asked to assess their own personal development throughout the course of the project. Because of the variations between the projects, the number of focus groups varied depending on the nature of the pilot.

In addition to the focus groups, interviews were held with project participants, community leaders, the police, housing officers, community wardens, local Community Learning and Development staff and other relevant partners to gain a wider perspective on the impact of the pilot. Finally, the project managers were given a final interview to discuss how the pilot had evolved since the first interview and to review the impact of the pilot in the area. Project managers were also asked about any key learning points that they had taken away from the experience.

Please find below a summary of the primary qualitative research.

<table>
<thead>
<tr>
<th>Project</th>
<th>Number of focus groups</th>
<th>Number of interviews</th>
<th>Number of observation visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dunoon Common Ground</td>
<td>2</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>North Edinburgh Intergenerational Project</td>
<td>3</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Inverclyde PODs</td>
<td>2</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Tullibody Families</td>
<td>3</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10</strong></td>
<td><strong>26</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>
Forming Relationships

Relationships are the connections people have with other people. Relationships may be between people with personal connections or those with connections based on print, media or correspondence. People absorb more knowledge when the bond is with someone they know and respect. The pilot intergenerational projects aimed to build relationships between young and old people in a community with a view to promoting understanding. This would challenge perceptions of young people as the cause of crime and improve community cohesion.

Engaging with participants

In Inverclyde, whilst the young people were attracted to the PODs as an alternative to the streets, older people were less willing to get involved despite the project’s attempts to engage with them through flyers, posters, and word of mouth.

“The young people just took to it [the PODs] like glue and what you had was a lot of young people using it and I think, again it’s about trying to break the barriers down. I think the older people thought, ‘That’s for young people. That’s for them to hang out’.”

“Riverclyde homes were going to do something, and the community wardens were also going to do a wee surgery [at the PODs], but I don’t think it ever took off. I don’t think it was successful because I don’t think anybody came to them.”

Street Mediators, Inverclyde

The project aimed to work with the local tenants and residents association to engage with more older people but some members of the group were unwilling to become involved.

“At my tenants meeting this person made it quite clear that they weren’t interested in the children.”

Older person, Inverclyde

Tullibody also had problems engaging with some of the older people they had originally aimed to work with. Although they had a wide range of people involved through the Family Centre itself, they wanted to engage other older residents in the community who did not have children and grandchildren at the centre and who had potentially been in conflict with some of the young people working on the garden. However, there were two main barriers which prevented this from taking place. Firstly the project noted the difficulty raising awareness within the community of what was happening at the centre. Secondly, the family centre works with vulnerable young people, some of whom were on the Child Protection Register, and therefore there were limits to how they could engage with the community outwith the project.

“We involved them the best that we could through the routes that they had, like the over 55s group [at the Tullibody Healthy Living Project], but the number of people might have been bigger if we had a longer run in. Because folk don’t very readily involve themselves in these kind of things until they know more of what it’s about… and we’re not very obvious unless you have something to do with family life, and so involving people who are out of that circle takes time to build up.”

Project Manager, Tullibody

Dunoon Common Ground originally intended to work with young people from the local homelessness charity, but unfortunately this did not prove possible because of the availability of the young people from the charity and the availability of the older people. Whilst some young people from the youth housing support project expressed an interest in taking part and the Project Manager visited the service a number of times, their circumstances at the time the project started did not allow for them to engage.

“In our kind of business if you want a group of twelve then you’ve got to start with 16 because their lives change. They get a job, they get put on a training scheme, something happens… they have to do that, that’s what the job centre dictates them to do.”

Project Manager, local youth housing support project, Dunoon

Instead Dunoon ended up engaging with a very different group of young people, and a much smaller group, than originally anticipated. The young people were from the local high school and were interested in the photography aspect of the project. None of the young people had been in
conflict with the older people or had been involved in youth offending.

“We were working with groups of older people and younger people who were quite tolerant and open minded to begin with. We did try to engage with more difficult to reach young people – but they did prove difficult to reach. We didn’t get the opportunity to bring them together with the older people. But I think the group we did end up working with did improve their understanding of one another.”

Project Manager, Dunoon Common Ground

“The thing about this project, they didn’t have the right kind of young people. I mean the young people they did have were lovely, probably the old people they had were lovely too, but they didn’t have the right kind of people.”

Older person, Dunoon

“I think it was really successful in terms of the intergenerational work, the two groups just worked brilliantly together. I would just love to have seen it expanded in terms of more young people to be involved.”

Community Artist, Dunoon

The North Edinburgh project benefitted from the local knowledge of the project manager, who was a community activist in the area.

“I think they’ve been very lucky that one of the staff they’ve got is a local who already had good contacts and networks within the area. I think if they hadn’t been who they are then it might have been completely different.”

Community Learning and Development worker, North Edinburgh

As a result, the project’s intergenerational events were usually well attended and positive. However, it was noted by both the older and younger participants in the project that, like the Dunoon project, those involved were seldom individuals who had been involved in intergenerational conflict in the area.

“We’ve reached out to all those who will listen, but we cannae reach those who don’t want to listen to us.”

Young person, North Edinburgh

“Whoever selected the ones to come to the group wasnae far enough widespread. It was all handpicked, you know? So you’ll not see them. You’ll not see these ones hanging about the shops because they dinnae hang about the shops.”

Older person, North Edinburgh

Across the projects several key factors were identified that affected the project’s ability to engage with older and younger people in the local community. These included the environment, length of time the individuals spent together and therefore the time given for opportunities for the different age groups to interact, the project manager’s existing relationship with the group, and whether the project manager engaged separately with the different age groups before they met to establish ground rules and address apprehensions.

Location, location, location...

One of the main barriers faced by Inverclyde when trying to engage with older people in the community was the PODs’ location and limited inside space. The old school site where the PODs were situated proved to be extremely prone to the wet. While attempts were made to resurface the area around the PODs, frequent rains and snow fall, including one incident when the area was used as a dumping ground for snow cleared from the roads, rendered the site muddy and inhospitable for many residents in the area. Where possible, attempts were made to try to address these problems, for example, when concerns were raised regarding the lighting of the area floodlights were brought in.

The space inside the PODs was small and separate generators had been installed to provide heat and light. With as many as 30 young people visiting the area in one evening, space was limited and the venue could become quite noisy. Indeed some of the local young people were at first put off due to the limited facilities at the PODs.
It had originally been proposed that the Inverclyde project would take place in the local shopping area where the young people frequented, but unfortunately this did not prove possible because of the lack of facilities in the area and concerns raised by the local residents.

“I think that the venue should hold more young people, and there are a couple more key things for me. There isn’t a ramp and we would need to make sure that was in place. On the back of that I can see why they’ve put it there, because there is a lack of facilities.”
Youth Work Co-ordinator, Inverclyde

In contrast, because the Dunoon project had managed to engage with volunteers at the local museum, the museum offered a room for them to use. Although the room was small, the size of the Dunoon group meant that this was not an issue and all age groups began to feel ownership of the venue. In particular the young people welcomed the room at the museum as being different from school and therefore more welcoming and comfortable.

“It’s not the prettiest room or the most luxurious room but it felt like ours for the duration of the work. Everyone found their own seat and knew which particular sandwich they would eat. It was all very familiar and all the older people and all the young people chipped in making the tea or pouring the juice or washing the dishes. It was a cosy environment that everyone felt really comfortable in.”
Project Manager, Dunoon

“[I] think it was good to meet here [at the museum] because if we had met at the school… it would have been the same awkwardness on our part because we’re not exactly at our most comfortable when we’re at school and with them [the older people] there as well… we’d have been more nervous.”
Young person, Dunoon

Managing expectations
Meeting separately with each group before they were brought together was seen as essential by all but one of the projects. At the Tullibody Family Centre this was done formally through an induction with the young people from the

The Inverclyde PODs closed during the day

“[You’d go down the wee side road and there’s a wall in front of the PODs and they’d go in through the gates and obviously it was a waste ground surrounded by hills. I think that is one of the reasons why older people didn’t use it as much. I definitely think the location had some bearing on it.”
Street Mediator, Inverclyde

A cooking class inside the Inverclyde PODs

“Cus when they [other young people] came here there wasnae any heat. They thought it was gonna be pure amazing and they came here and it was tiny.”
Young person, Inverclyde

Despite this, many young people in the area welcomed the location and feel of the PODs, seeing them as an extension of their outdoors space, and often turned up in large numbers. Organisers noted that activities such as cooking, when only a limited number could be allowed in the venue at one time, were usually over-subscribed and some young people needed to be turned away.
Challenge Project who were building the garden. It was seen as essential that the induction happened because of the vulnerable nature of some of the users of the centre and the health and safety implications of doing building work around small children. Staff at the centre were also keen that the young people felt at home working at the centre and were comfortable using the facilities. Users of the centre were engaged in an informal way because of the fluid nature of their attendance at the centre but this was seen, nevertheless, as vital activity by the Tullibody Family Centre to reassure parents and others about the work. The discussions allowed concerns and questions to be raised, including the use of appropriate language around the small children.

Dunoon Common Ground also saw pre meetings as important to the project, particularly with regards to creating the right environment for relationships to develop. By meeting the individuals beforehand, the project manager felt it enabled them to identify those who would be challenging to work with and those who would need additional encouragement to get involved. Secondly, it allowed ground rules to be set and apprehensions addressed. Ground rules and codes of conduct were considered important to ensuring that the project had a positive impact and that any negative stereotypes were not reinforced. The rules were agreed by both the older and younger people.

“I don’t think I would’ve even considered bringing them together without me having met and spoken to them separately first. Even for my own benefit, it would’ve been a totally different experience trying to manage the setting without them knowing me individually first.”

Project Manager, Dunoon Common Ground

The Dunoon Project Manager felt that because the individuals involved in the project were “tolerant and open minded” they did not need to meet more than once prior to the group being brought together. Much more work would have been needed had the individuals involved been different.

“It could have been a very different experience with different groups. We could have had a much more challenging group of young people who weren’t able to sit still or stay in the room or focus…”

Project Manager, Dunoon Common Ground

This need for meetings with both age groups at the beginning of the project, was highlighted by the experience at Inverclyde. Although business meetings were held with the tenants and residents group on the practicalities of the PODs being introduced to the area and the activities to take place, little work was done on establishing codes of conduct or clarifying expectations and responsibilities. As a result, there did not appear to be a full understanding amongst the older residents about the purpose of the PODs as a safe place for all age groups to use, not just the young people. This made it difficult for the project to engage with older people in the area. The project manager recognised this.

“We didn’t do that, should we have done it? I think in hindsight, now, we should have done that.”

Project Manager, Inverclyde

The workers at the PODs also felt that, by working more with the residents group prior to the project starting, and by providing more support during the course of the project, they would have been more engaged.

“I think that it could be quite unfair to young people if you don’t prepare them beforehand, because you could set them up to fail if they come in and misbehave and the older people just go, ‘Oh well, I told you so’. Or the older people haven’t been given any indication that certain behaviour is expected of them as well and they make bold statements about what young people are or aren’t and you end up in a situation where you are managing a row.”

Project Manager, Dunoon Common Ground

What is clear is that because of the limited preparatory work with the different age groups and the nature of the interaction between some of the individuals, relationships between the age groups in some cases deteriorated.
“There was supposed to be some input from the residents groups on the running of the PODs, but that didn’t happen, and I think the young people were disillusioned by the residents group. To my knowledge the money raised by the gala went to the association and the young people are still annoyed about that.”

“I think you need the tenants and residents group to buy in. If they’re not on board with what’s going to happen within their community then you’re off to a bad start. They did say that they were on board but as time went on it was very clear that they weren’t, especially with young people coming to their meetings and actually speaking up for themselves and possibly challenging some of the decisions that they were making. They didn’t like it one bit. I think they were just happy to get young people off the street and into the PODs and that was it.”

Street Mediators, Inverclyde

Interestingly North Edinburgh was not as convinced by the need for a pre meeting as the other three projects. It was not clear from the research but it is possible that this was because the Project Manager’s existing knowledge and relationships with the individuals involved meant they were less concerned about the possibility of negative relationships developing. They were concerned that a pre meeting would unduly influence the young people’s behaviour and therefore the relationships they built with the older people.

“I don’t want to prepare them too much so it seems staged when they come to an event. You want it to be open and honest.”

Project Manager, North Edinburgh

A pre meeting was also considered important by most projects for reassuring participants about what the project would involve, what demands it would have on their time, and for addressing any apprehensions. For older people, the most important issue was “I need to know what to expect” and this included questions around child protection.

The apprehensions felt by participants prior to being involved with the projects usually varied depending on the nature of the project and the activities they would be involved in, but child protection was a consistent concern for older people across nearly all of the projects. At Tullibody the issue was built into the centre as part of their day-to-day work, and therefore older people were confident that child protection issues had been addressed, but older people at both North Edinburgh and Dunoon were very aware of the public anxiety about older people having relationships with younger people.

“My wee granddaughter came down one time and went, “Granddad, I want a hug and a kiss” and this boy came wandering over and said, “That’s out of order, encouraging a wee lassie like that”, and I said, “That wee lassie is my granddaughter”, and he went, “Oh, I didn’t know”. That’s the sort of scenario we’re into.”

Older person, North Edinburgh

“I thought, ‘what’s all the implications of all this? In this day and age we’ve got the child welfare act, you’ve got the health and safety thing, what could happen to us? Two men at 60 wandering around the town taking photos with the youngsters…”

Older person, Dunoon

Making time

Whilst opinions varied about the need for a pre meeting, creating time for the participants to get to know each other was considered important by all the projects.

The amount of time participants had to discuss local issues in Dunoon was crucial to the relationships built between the group members, but even in this project it was felt that more time would have been beneficial. This was mostly because of the length of time that the young people, who were taking time out from school to take part in the project, could spend with the group.

“I think as we were going through it we didn’t really have a huge amount of contact with the young people, we didn’t really see what they were doing at all. We saw a little bit of each others’ [photographic work] at times, but they [the young people] were only in here for such a short time.”

Older person, Dunoon

“I think if we had managed to get the more collaborative art work done the relationships would have developed even more, but I think the relationships were pretty strong and supportive.”

Project Manager, Dunoon Common Ground
In recognition of this need for additional time, and despite the end of the intergenerational pilot funding, the project planned to hold one or two further meetings over summer 2010 to give the group the opportunity to discuss their artwork in more detail.

The North Edinburgh project was aware that many of the events that they held were one off events which meant that while positive relationships could begin they did not have the opportunity to mature. One of the reasons for this was the large geographical area covered by the project. This meant that different events took place in different areas and with different groups of older people rather than with a consistent group of individuals. The other reason was the capacity of the staff concerned. At the time of the evaluation, the project was in the process of looking for further funding. This was taking up some of the time that could have been spent on developing intergenerational events or taking on mediation referrals.

“I feel that all I do is source funding, and that has taken a huge chunk of my time… and it’s taken me away from the everyday stuff and dealing with referrals, working with the youth group, organising events, so yeah… that’s been a huge negative unfortunately.”

Project Manager, North Edinburgh

“You need to sustain that relationship and how do you do that unless you invite them to the same event every month? And that unfortunately just couldn’t happen, funding for one thing, I just don’t have the money for all these events. I didn’t want to put over that it was just a token, I wanted them to see that the impact they were having from just coming to one event would impact on another young person in another place.”

Project Manager, North Edinburgh

The Inverclyde PODs’ main challenge regarding building relationships was engaging with older people in the area and managing the existing perceptions of the different age groups. This meant the issue of time for relationships to develop was less of a practical concern for them. Nevertheless, they recognised its importance in achieving a successful intergenerational project.

“I think we need time. I don’t think relationships build up over night, but once you’ve started to build up small relationships it starts to show in the community, and we need more time for that to develop. We need to be realistic with our timescales.”

Project Manager, Inverclyde

The right activities

While the projects faced many challenges encouraging different age groups to take part in the project, what usually attracted those who did get involved, and encouraged them to remain engaged, were the activities. Over the course of the evaluation the participants were asked to indicate what would most attract them to take part in an intergenerational project and “to take part in fun activities” came first for young people and joint second for older people. There was no consensus amongst the group about what the activities should be, this was very much dependent on the individual’s interests. This was particularly true in Inverclyde. Because of the limited facilities within the area for their age group, young people were more interested in having something to do that kept them busy and engaged than in any particular activity.
<table>
<thead>
<tr>
<th>Reason for getting involved</th>
<th>Average</th>
<th>Average Young</th>
<th>Average Older</th>
</tr>
</thead>
<tbody>
<tr>
<td>To take part in fun activities</td>
<td>3.2</td>
<td>2.7</td>
<td>4.0</td>
</tr>
<tr>
<td>For free tea/coffee and food</td>
<td>3.6</td>
<td>3.0</td>
<td>4.5</td>
</tr>
<tr>
<td>To learn something new</td>
<td>3.8</td>
<td>3.3</td>
<td>4.5</td>
</tr>
<tr>
<td>To try something new</td>
<td>3.8</td>
<td>3.0</td>
<td>5.0</td>
</tr>
<tr>
<td>To challenge stereotypes</td>
<td>4.6</td>
<td>3.0</td>
<td>7.0</td>
</tr>
<tr>
<td>To help the community</td>
<td>4.8</td>
<td>6.3</td>
<td>2.5</td>
</tr>
<tr>
<td>To get out the house</td>
<td>5.6</td>
<td>6.3</td>
<td>4.5</td>
</tr>
<tr>
<td>I need to know what to expect</td>
<td>5.8</td>
<td>8.3</td>
<td>2.0</td>
</tr>
<tr>
<td>To connect with other people</td>
<td>5.8</td>
<td>7.0</td>
<td>4.0</td>
</tr>
<tr>
<td>To get to know people of a different age group</td>
<td>6.2</td>
<td>6.3</td>
<td>6.0</td>
</tr>
<tr>
<td>To meet people my own age</td>
<td>6.4</td>
<td>5.7</td>
<td>7.5</td>
</tr>
<tr>
<td>To help other people</td>
<td>7.2</td>
<td>8.7</td>
<td>5.0</td>
</tr>
<tr>
<td>To teach other people what I know</td>
<td>8.4</td>
<td>10.7</td>
<td>5.0</td>
</tr>
</tbody>
</table>

(A low score indicates increased importance to participants)

“We want the PODs to be open on Sundays because we’ve got nothing to do.”
Young person, Inverclyde

What was also consistent across the groups was the importance of the social element of the project. Meeting new people was not necessarily a requirement for taking part – indeed, some felt that going on your own to meet new people was an intimidating prospect – but attending with a friend and being given the opportunity to socialise with both new and old acquaintances helped participants to remain engaged and feel a part of the project. The interactive and informal approach of the projects, as distinct from a formal style of education, was also appealing to participants.

“I looked on it as an opportunity. I just went, I got involved to make up the numbers but for me it was a good focus for a hobby that I had anyway and it was great fun.”
Older person, Dunoon

“One of the main things that first drew me to the initial meeting was the fact that I got into photography. I was wanting to do more and try to improve. I thought it would be quite interesting to meet different people, but that was less important cuz we kinda knew everyone.”
Young person, Dunoon

“I hate when you have someone just talking at you, it’s really boring. It’s better when you’re doing stuff like, pure interacting, playing wee games, that’s fun.”
Young person, North Edinburgh

“You go to see if you know anybody but some people are like, “I’m not sitting there myself like an idiot”, but if you go with your mate and enjoy it you think, “Well, I can go again.”
Older person, Tullibody
Connecting people

All the projects saw some improvement in the relationships formed between the different age groups, but the depth of these relationships varied widely. They were strongest within the Dunoon project, where they centred around the exploration of each other’s views on different issues affecting their area. As the project closed the participants expressed a willingness to stay in touch and to interact outwith the project.

“At first I was really shy and quite nervous - I didn’t really talk very much. But now it’s like… you can pretty much just talk, share your views and be comfortable to do it.”
Young Person, Dunoon

“I think they could have sat and we could have a conversation, all of us together, in a social way all evening. We could have talked about loads of different things and they had as much to say on what was going on as we did.”
Older Person, Dunoon

“It was a bit of a surprise to discover how similar their views were to ours on life today.”
Older person, Dunoon

In Tullibody and North Edinburgh the relationships built between the different age groups tended not to be as strong and were usually based around the positive visual presence of the young people in the community and occasional interactions, rather than regular interaction and the facilitated sharing of views over a prolonged period.
“I communicate with a lot more older people now than we did before. Because we’ve actually spoke to older people.”

Young person, North Edinburgh

“Today’s an instance that they’ve all come together, helping people, enjoying themselves, they’re fitting in with everybody, talking to everybody. There’s no aggravation, no anything, they’re just having a nice time. And they’re very polite… we’re just having a nice afternoon.”

Older person, North Edinburgh, at an Intergenerational Tea Dance event

“You don’t want to just walk up to a somebody like a parent or that in case they think you’re going to cause trouble or something like that. But it’s easier when you work right outside and they come and speak to you and you come in and you’re alright with them.”

Young person, Tullibody

In contrast to the other three projects, relationships in Inverclyde tended to be more difficult to maintain and build. Whilst a few older people were actively involved in the project through volunteering and helping to run activities, and therefore were developing good relations with the local young people using the PODs, others were unwilling to take part. On occasions there was also some conflict between the different age groups, triggered by some of the older people’s unwillingness to engage with the project and possibly exascerbated by historical conflict between the two age groups in the area.

“To me they’re not as cheeky. There’s maybe an odd one or two, but overall they’re not as cheeky. They’ll get involved more because the activities that we ran for them like jewelry and cooking, fishing and photography, all these different things, a lot of them enjoyed it.”

Older person, Inverclyde, a volunteer at the PODs and member of the tenants and residents committee

“I attended a meeting between some of the young people and some of the people from the tenants and residents association and one of the complaints was that they were looking for some of the people who attended the tenants and residents meetings to may be turn up [to the PODs]. And one of the challenges from the tenant and residents members was: ‘Well, where are your own parents? Where are your own grandparents?’”

Local Councillor, Inverclyde

Forming relationships: learning points

• Intergenerational practice has the potential to build strong relationships between different age groups. Even where the relationships developed are not as strong as hoped, they can still aid understanding between the generations and help individuals feel more comfortable with each other and within their community.

• It can be difficult to engage with the different age groups, particularly when relationships between them have historically been difficult. Expertise may be needed, for example, through local youth workers or community mediators, to help some groups become involved in the project and to keep them engaged.

• Another challenge to engaging with the different age groups is the other commitments they may have, whether because of school, family, or other activities. Intergenerational projects need to be flexible and willing to compromise, particularly when the time available is limited.

• Local knowledge and working with established groups can help the project to engage with local community members.

• People are more likely to engage with the project if it is located in a relaxed and pleasant environment where they feel comfortable.

• Pre meetings with the different age groups are important for identifying any areas of potential conflict and addressing these before the groups meet, for example by agreeing guidelines and codes of conduct to ensure that all participants are given equal importance. If this is not done, the project may have a negative affect on the relationships.
between the age groups, particularly when there are existing tensions between group members.

- Pre meetings also help address any concerns that the different groups have about getting together. For older people this often includes concerns around child protection and clarifying what the project will involve.

- Finally pre-meetings can help to ensure buy in to the project for agreeing the issues to be addressed and the intended outcomes for the work. Features that are integral to the youth work/CLD approach.

- When the groups are brought together it is important that the activities are fun and interactive, and that time is built in for the two age groups to socialise and get to know each other. Where activities enable the participants to share their views on issues and interests the relationships tend to be stronger. As they discover what views and opinions they share, participants become more comfortable to take an active role in discussions.

- Time is also needed for the staff involved in the project to prepare and organise events and meetings so that intergenerational opportunities can be made the most of.
Improving Lives

In addition to building relationships between the generations the projects also anticipated positive outcomes for the individuals. The pilots aimed to help people to become successful learners, confident individuals, responsible citizens and effective contributors – the four capacities set out in the Curriculum for Excellence.

As well as capturing progress towards these outcomes for participants through interviews and focus groups, outcome wheels (annexe 3.2) were used for those projects with a stable group of individuals. They helped to show how individuals had changed over the course of the project.

Outcome wheels for before and after the project, young person, North Edinburgh Intergenerational Project

Outcome wheels for before and after the project, older person, Dunoon Common Ground
Successful learners

The evaluation shows that participants from both age groups involved in the pilots gained new skills and had new avenues for learning opened up to them.

At North Edinburgh, because older people were mostly only involved by attending events, it was the youth group that benefited most from being part of the project. By taking part in the various events, the group developed a wide range of skills such as communication skills, many of which could be beneficial for future employment.

“The skills that they’ve learnt already, public speaking, doing presentations, doing videos, sitting round the table and talking to people, listening to adults – these are all really important skills for when they grow up in terms of their future employment.”

Community Learning and Development worker, North Edinburgh

“We learn it as we go, like to go and speak to old people, that’s like learning a new skill, the tea dance, like, we learnt how to use a camera and all that.”

Young person, North Edinburgh

The outcome wheels showed that, through being involved in organising events, the young people felt they had significantly improved their problem-solving skills. Out of a high score of 10, the young people rated themselves at an average 6.3 before the project this had increased to 8.6 at the end of the evaluation. While their ability to find information when they needed it and to learn from their mistakes had not increased to the same extent, there had nevertheless been an improvement of around 1.5 points for both.

Similar to North Edinburgh, the young people at Tullibody were the main beneficiaries of the project. Over the course of the evaluation, many young people moved onto other positive destinations and full time work placements, therefore it was not possible to do outcome wheels with the group. However, an early focus group with the young people indicated what the young people had gained from being part of the project.

“We can rely on getting a job now that we’ve got all the knowledge and that, that we need. It’s made it a better life for us.”

Young person, Tullibody

The young people agreed that through their experience at Tullibody they had become more competent and hardworking. They also felt that it had improved their ability to work effectively as part of a team. Interestingly, they noted that because they had received a get ready for work allowance while doing the building work, taking part in the project had also improved their money management skills.

It is worth noting that the young people at both North Edinburgh and Tullibody had been involved in the projects for longer than the six month period of the pilots. In North Edinburgh, the young people had been part of the project since March 2009. In Tullibody many of the young people who built the garden at the Family Centre had previously been involved in building work at a local bowling club. As a result, the impact that the project had on their lives was likely to be greater than for the other projects which ran over a shorter period.

At Dunoon, because the two age groups were equally involved in the project, both derived benefits from the project. Both age groups noted
increased computer skills, both generally and in relation to manipulating photographs. This was aided by the project manager and local Community Learning and Development team making IT classes available to those who wished to use them. The young people chose not to use these opportunities as they were already IT literate but the older people welcomed the opportunity.

“I most enjoyed the process. I ended up doing a computer course. The project manager and artist taught me how to use the photoshoots – you know, Photoview or whatever it is – to edit the photographs. A lot of positives came out of the whole thing.”

Older person, Dunoon

“[IT Training] was offered to everyone so the young people could have accessed it if they wanted to. We tailored the training and when the training would be available to the people who wanted to access it. There was none of the young people that really wanted to, or I suspect, needed to access the training.”

Youth worker, Dunoon

Because the older people had started from a very high baseline, the outcome wheels didn’t show any significant changes. Nevertheless despite the high baseline and the limited time available, there were small improvements in their ability to find information, solve problems and learn from mistakes. The younger people showed more of an improvement. In particular, the young people felt that their ability to find information and solve problems had improved, with their ratings increasing from 7.5 to 8.5.

As Inverclyde operated as a drop-in centre, it had a fluid population of young people taking part in different activities every night, this made using the outcomes wheels impractical as the different individuals’ involvement and experience at the PODs varied widely. However, those who worked closely with the young people were able to report improvements in their skills. One of the most successful activities that took place at the POD was “Rock ‘n’ the POD”, where the young people selected and performed the songs for a CD of music which they then performed live at the local gala day.

“It just brought them together and taught them to work together, as a team. And outside the hours in the POD they put on the hours of practice. It was really good the effort they put in.”

Workshop provider, Inverclyde

In another activity, one of the young people who attended the POD started her own dance class for other young people to attend.

“One of the young people volunteered to actually run her own dance class, and we done that. She took the group; done the warm up… they did break dancing and all different stuff.”

Street Mediator, Inverclyde

“They [the young people] were over using the PODs every night because they were interested in what was going on. Some of the children might never have had the opportunity otherwise to maybe learn to cook, and get involved, and go places.”

Older person, Inverclyde

Confident individuals

All the projects saw an increase in the confidence and self awareness of the young people involved. This was particularly noticeable in North Edinburgh. A local project worker particularly noted the impact of the project on one young person.

“The young person was very closed. They struggled with their language and communication. I mean they had learning difficulties but they simply struggled to relate to people and very much viewed people, especially older people, as the ones who would judge. And this changed. The young person was able to relax more and was able to state their own view. They were more confident in themselves which allowed people to get a bit closer. Their relationship with me changed. They became a much better listener, more confident at expressing desires and needs.”

Project Worker, Edinburgh City Council

“I’m more confident, like to talk in front of people. I was less confident before. It makes me happy that I can change stuff over here because of [the project].”

Young person, North Edinburgh
Whilst the impact of the project was not always as noticeable amongst participants of the other projects, nevertheless the young people and those involved in running the projects saw a difference.

“I don’t think I’m dramatically different in any way, but I feel more comfortable. I feel more confident at expressing my ideas and just talking with older people. Not just these older people, but others as well.”

Young person, Dunoon

“Confidence as well, I’m more confident, from seeing them coming and meeting all the parents. Like when I met [older person], I met them and you get more confidence speaking to them and that..”

Young person, Tullibody

“Their ability to go up and perform at a show - that takes a lot of guts. Half of them couldn’t sing to start off with but that confidence built up until they got to the stage where they worked together as a team. They came together for the day, the gala day, and they got up and their confidence was so high by that time they just got up to perform and enjoy the day.”

Workshop provider, Inverclyde

The projects had little or no impact on the confidence of the older people involved. Part of this was the nature of the older people’s involvement in the projects. The only project which regularly engaged with a distinct group of older people was Dunoon, and because the older members of the Dunoon group were very confident before the start of the project it had little or no impact. Further evaluation would be needed on intergenerational projects working with vulnerable older people to evaluate the impact this work could have on the confidence of this age group.

Responsible citizens

The Curriculum for Excellence aims to enable people to participate responsibly in political, economic, social and cultural life.

In Dunoon, the young and older people explored their views of their community and sought to stimulate positive change through their photo exhibition. Expressing their views of the community was seen as a core aspect of their work from the beginning of the project, when the group’s initial comments on what should be celebrated and what should be changed about Dunoon and some of their photographs were used as a consultation tool at a community planning event.
In May 2010 the final designs for the exhibition, reflecting both positive and challenging viewpoints of the town, were printed and displayed around the town in a street-based exhibition along with a series of accompanying postcards. The challenging images received a negative reaction from some local business leaders who felt the publicly displayed banners gave the wrong image of the town. They put pressure on the group to remove the work from public display, which was done to avoid undue conflict. The reaction of the business association was picked up and discussed in the local press. This further engaged the young and older people in the issues affecting Dunoon and many considered taking a more active involvement in local political life as a result.

“I think it enraged young people and older people in equal measure with the lack of understanding from some sectors. They were very clear that there should be a place for challenging views to be expressed and heard and not swept under the carpet. The older people were ready to ‘man the barricades’ to send letters to the press, and are still wanting a right to reply. The young people too, one young person in particular, was determined that we should actually be causing more debate and discussion.”

Project manager, Dunoon

“It really bothered me when that happened. I just got so mad. I thought they had no right to take our work down. They should have thought, ‘it’s their work, it’s their view, and maybe we should try and help them combat it.”

Young person, Dunoon

The outcome wheels also showed that the participants in the Dunoon group felt that taking part in the project had made them more sensitive to the feelings of others. This change was particularly noticeable amongst the young people who rated themselves at 6.5 at the start of the project and 8 at its end. Whilst not as significant, the increase for the older people was nevertheless notable, increasing from 7.5 to 8.3.

Interestingly, in North Edinburgh the outcome wheels showed a smaller amount of change for the statement “I am more sensitive to the feelings of others”, increasing from 6.8 to 7.6. It is possible that this was because of the limited time that the young people spent getting to know individual older people in the area.

However, they did see a significant increase in how they “respect beliefs and practices which are different from my own”, which increased from 6.5 to 8.5. This may relate to the approach of the project. Whilst the relationships that developed between the older and younger people at Dunoon were stronger, they worked within a small group. The young people of North Edinburgh, in contrast, came into contact with a wider range of older people from different sections of the community at their events, and therefore encountered a wider range of beliefs and practices.

The active involvement of the project manager in the community also had an impact on the extent to which the young people of the North Edinburgh Project participated in the community. The young people were involved in a range of community events including a road safety event and an international women’s day event (these were not always intergenerational).

In Inverclyde, the ability of the young people to participate in their community was made more challenging by the ongoing conflict between the age groups and limited experience in setting up youth groups. Despite these barriers some of the older young people, with the support of the community safety team tried to set up their own youth committee to raise funding to keep the PODs in the area. The aim was for the group to become properly constituted and to work in partnership with the tenants and residents group to improve the area.

“We were going to start, like for older kids that were there, we were going to start our own youth committee and I would have been spokesperson within the tenants group to go back to them, but every time I went back it was just negative, no, no, no so I called it a day. The wardens and street mates, they were great, like if the older kids wanted to have their own committee in some way help to run it themselves if there was a way to do it… There was a few meetings, but we didn’t know how to go from start to finish. You know, how do we go about this? Who do we go and see? Who can keep us right?”

Older person, Inverclyde
At Tullibody one young person’s involvement in the project has inspired them to train to be a social worker.

“I’m trying to get a job with social work. It starts in the next couple of weeks. It’s in a care home and working with a care worker from social work… I was in care when I was 15 and since then I’ve always wanted to work with children. See like working here [at the Tullibody Family Centre] and having him as well [the young person’s child]? It makes you want to do more so I got the opportunity from my social worker.”

Young person, Tullibody

Effective contributors

The projects encouraged their participants to work as a team, contribute equally, and take ownership of the work. In Tullibody, the young people’s commitment to the work in the garden was noted by the older residents who used the family centre. In one incident the garden was vandalised, and the older people were impressed by the young people’s response to the incident and that they repaired the damage that had been done.

“They could have just opened their curtains and gone, ‘Pwsp, I can’t be bothered with this, it’s too wet’ but they would still turn up. And they were also so polite as well, they’d never get in the way and you didn’t hear any bad language or anything like that.”

Older person, Tullibody

“They were dead easy to share our space with. Very polite. They were good at getting on with what they were here for. If they were in for tea and we were going in for our group, they would say ‘we’re just going back out now’. They knew what they were here for and they knew they had a time limit and were getting on with it. They looked like they were interested. They weren’t happy when it was damaged. You should have seen them. Gatted.”

Older person, Tullibody

As a result of the young people’s visible commitment to the building work at the centre, the older people became increasingly interested and willing to share their comments.

“I always found that everybody [older people and staff at Tullibody Families] were keeping an eye on what we were doing and how we were doing it, and the young people were always looking to be involved with the centre as well. There was a lot of good communication. The first week the young people wouldn’t speak to the staff and families as much as they did in week eight!”

Project worker, Challenge Project, Tullibody

“We had a say in where things went. You could pick your choices. My daughter loved doing that bit too.”

Older person, Tullibody

Despite the challenges faced in Inverclyde, the various activities that the young people were involved in did inspire and enable the young people to contribute to the community and to work together. This was particularly noticeable at the local gala day where the young people, volunteers from the community, and the staff team worked together to create crafts, such as homemade t-shirts to sell on the day and organised the entertainment. Young people took it in turns to work at the stall which was set up to raise money for the PODs, despite some poor weather.
In Dunoon, the outcome wheels showed that, through the exhibition and the impact that the exhibition had on the local community, both age groups felt that they had actively contributed to the local community. The changes reflected in the outcome wheels were higher for the young people than the older people. This is likely to be for two reasons. Firstly, the older people were already volunteering in the local museum and some were also involved in other community activities, this meant that their baseline was higher. Secondly, they completed their wheels before the local business association demanded the removal of the images and therefore they did not capture the resulting strength of feeling this generated within the group.

The young people saw the biggest improvements for “I can let people know what I think” and “I can work with other people”. These increased by 4 and 3.3 points respectively. Although “I feel part of my community” saw a smaller increase at 1, this was nevertheless positive. The older people also saw the biggest improvement in “I can let people know what I think” and smaller increase for the other two statements. From the results, it appears that relationships built between the Dunoon members and the opportunities provided to discuss issues in the community, helped the group to feel more positive about expressing their views more generally.

In North Edinburgh, the feeling amongst the young people of becoming effective contributors was even stronger. The outcome wheels showed that the young people felt that their ability to tell people that they think and work with others had increased considerably, as had the extent to which they felt like part of their community. On average they felt that their ability to contribute had increased from 5 to 8.7 points. The young people had developed a greater sense of belonging through the youth group to their community, and some of them wanted the youth group to make a greater contribution by giving more young people the opportunity to join. Between the end of the evaluation period and the publication of the report, two new young people had joined the group.

“I’d probably like the project to inspire more young people to get more involved in their community. Like reach out to the younger people.”
Young person, North Edinburgh

Improving lives: learning points

- Intergenerational practice has the potential to help young people become successful learners, confident individuals, responsible citizens and effective contributors. Its impact on older people was less clear although the limited results available suggested the impact may also be positive.
- The act of building relationships between different age groups can improve the confidence of young people when communicating with adults, including those adults who were not immediately involved in the project, such as project workers.
- The ability of intergenerational practice to enable young people to become responsible citizens and effective contributors depended on the approach of the project and the strength of its partnership working. Projects need to be able to bring in local expertise when appropriate to meet the needs of participants so that their potential can be maximised.

The evaluation focused on the immediate impact that being part of the pilots had on the participants. There may be longer term impacts that have not been captured.

The limited time available for the pilots will have had an impact on the extent and the sustainability of the differences the projects made in the participants’ lives.
Building Communities

A key purpose of the intergenerational pilots was to build more cohesive communities. The relationships formed between the participants and the positive outcomes for the individuals all contributed towards this aim.

It is thought that, by improving community confidence, pressure on local services will be reduced as a result of the reduction in complaints and conflicts and the improvement in communication between the age groups. This aim is particularly important today given the ongoing impact of the recession in Scotland, particularly the expected decrease in available public funding and resulting pressure on frontline services. It has been suggested that the recession may also lead to an increase in conflict within communities unless measures are taken to address community cohesion.

“[As] more and more young people are going to be stuck at home with no hope, no prospects for the future… that makes people angry and it spills over into life in the community.”

Community Learning and Development Worker, North Edinburgh

Intergenerational projects may have the potential to engage with those members of the community who are frustrated with the current economic climate and lack of opportunities, as well as enabling them to learn new skills that may help them find a positive destination.

Challenging stereotypes

The evidence suggests that many conflicts and complaints in communities originate from misunderstandings and misconceptions of the different age groups, as noted in the background to this report. One of the key ways that intergenerational practice is seen as potentially addressing community cohesion is by challenging the existing stereotypes of young and older people with a view to increasing understanding and encouraging positive communication.

In Dunoon, the relationships built clearly gave the younger participants a different perspective of the older age group. In particular, the young people were surprised by how active and adventurous the older people were.

“I thought they were going to be stuck in the past slightly more… out of touch. But I learned that I really shouldn’t put people in a box before you’ve met them.”

Young person, Dunoon

“[There was one of them I was talking to and she sounded wilder than me! She said that when she was my age she was in Germany nightclubbing – she was cooler than I was!”

Young person, Dunoon

The older people had a positive view of the young people from the beginning of the project which meant that fewer misconceptions were challenged. This was because some of them were grandparents and one had been a school teacher, whilst others had nieces and nephews. They all therefore had regular interaction with young people outside the project. Their involvement in the project did, however, give them a new perspective on the issues facing Dunoon and the challenges faced by young people.
“I think I noticed that they looked at the positive side of all those things because they were youngsters and they were in amongst all this graffiti and stuff like that which probably wasn’t their doing. It’s our generation and people our age, we were looking at the negative side.”

Older person, Dunoon

“[Discussing the young people’s postcards of Dunoon]
To see the ruined house with the picture of the… I think it’s stunning – just seeing their interpretation and seeing what they saw.”

Older person, Dunoon

The older people at Tullibody also expressed a positive view of young people in general. They also recognised the value of having a positive image of young people in the community in order to challenge stereotypes. In particular, the older people noted that some of the young people had been involved in antisocial behaviour in the past and they welcomed the dedication that the young people showed in being part of the project.

“I have to say the first time I saw them I was intimidated, but they were very polite. The first couple of times you didn’t know what to think because there was quite a few of them but they were always very polite, very kind. So it just shows you what your impression might be, but they didn’t live up to it at all.”

Older person, Tullibody

“I don’t get to talk to many people of that age, and it’s a reminder that what we see in the press and in the media of all these hoodies, they’re not all like that. It’s only a small number. Most of them are nice and most of them are kind.”

Older person, Tullibody

Similarly the young people welcomed the opportunity to do something positive in the area and to build relationships with older people. They noted the benefits that presenting a positive image of young people brought to their interaction with the community.

“‘...that looks at you different because you wear a tracksuit. It’s never going to change. But some folk like the mums here [at Tullibody Families] that saw us doing that, they’re going to look at us different because they’re going to know we’re not troublemakers.”

Young person, Tullibody

“...to be easier. Like walking down the street and that, you’re not going to be cheeky, you’re going to be nice to them. If they give you a dirty look you’re just going to turn around and give them cheek or start shouting and swearing at them but if you get to know them and you walk down the street you’re going to say ‘Hiya’, you’re not going to be cheeky and they’re not going to look at you like you’re scum.”

Young person, Tullibody

The North Edinburgh project had identified ‘challenging stereotypes’ as one of its key aims, and it was one that the young people were all committed to. In an exercise looking at the outcomes for the project, the young people identified “to change people’s views of young people in North Edinburgh” as their top outcome. As a result, most of their events were focused around this aim. The youth group had a greater focus on being visible and the young people wore sweatshirts identifying them to the community.

The project had a positive impact on young people’s image of older people, with the young people expressing surprise at how much fun they had in the company of older people.
The tea dance was actually very good. I never thought that I’d enjoy it as much as I did. It’s nice to see that not all grown ups think of us like the way we think they do. People say that they see us as wee hooligans but then some think we’re very sound, like when we were there they were happy to invite us back.”

Young person, North Edinburgh

Press article on the North Edinburgh Intergenerational Project, North Edinburgh News, April 2010

Tea, cola and dancing...

A fun event, which aimed to reduce the negative stereotyping some older people have about young people, was held at Wise Pikin Neighbourhood Centre on Friday 26 February.

The afternoon event was filled with lots of dancing, chatting, laughter and smiles. Everyone, young and old danced along to some old favourites such as the Hokey Cokey and Darling W观 Witches.

The young people thoroughly enjoyed the afternoon and all said they’d like to attend again. One young person said: “It was great feeling that we made a difference.” Tracy at North Edinburgh Intergenerational Project is delighted at how successful the day was and hopes to repeat the event in the future.

Exploring stereotypes of older and young people (annexe 3.3), Older People Focus Group, Tullibody

Press article on the North Edinburgh Intergenerational Project, North Edinburgh News, April 2010

Wallpaper exercise (Annexe 3.4), North Edinburgh Intergenerational Project Focus Group
In Inverclyde, whilst the many activities ongoing at the PODs and young people’s involvement in the gala day shows that a lot of work was ongoing to tackle the stereotypes of young people and to make their positive contributions visible in the community, the difficulties engaging with older people in the area means that is unclear whether these have had an effect.

Raising community confidence

A key underlying aim of the pilot funding was to improve the feeling of safety and wellbeing within the local community and therefore improve community confidence. The projects approached this in different ways. Some provided diversionary activities, some created opportunities for reskilling and engaging young people in informal education, whilst others built relationships between young people and the community police. Finally, some of the projects sought to raise the concerns expressed about the community by the older and younger people with local decision-makers.

The Inverclyde project was very successful at creating diversionary activities for young people in the area. The young people and community members and representatives all recognised this.

“The PODs help us get off the street and out of trouble.”
Young person, Inverclyde

“[Discussing the PODs impact on antisocial behaviour] It’s made a big difference. Because the children that were getting named all the time [as antisocial], they were coming over to the POD and getting involved in the activities that were on. So that’s where I saw a change.”
Older person, Inverclyde

“I was getting quite a few complaints at that time from some of our residents about litter in gardens and about youngsters kicking balls up against shutters of some of the local shops up there. Some of the challenges from some residents and from some of the youngsters themselves were that there’s nothing to do up there. And what I would say, that certainly over the last 8 or 9 months since the project has been up and running there, I haven’t received the same number of complaints. So I think that tells a story.”
Local Councillor, Inverclyde

Some had concerns regarding the intergenerational aspect of the PODs (because of the difficulties the project had encountered bringing some members of the two age groups together) and it was noted that a consistently applied CLD approach would have been more effective. Nevertheless, the success of the PODs as a diversionary project was accepted.

“As a diversionary activity, yeah I haven’t got a concern for that. I think that the PODs are the ideal thing to take forward. But intergenerational work? I’d question that.”
Youth Work Manager, Inverclyde

The community police also noted that the PODs were a positive diversionary activity, highlighting statistics showing that property damage complaints had decreased from 23 in April 2009 to 14 in April 2010 when the PODs were open. They also found the PODs helpful for engaging with local young people and finding out about incidents that had occurred in the area.

“The project had a positive diversionary influence on young people in the Upper Port Glasgow area. Calls to the police about youths causing annoyance, drinking and vandalism were down. Police also received positive feedback from local residents and community groups. The project gave police access to some superb community intelligence which nipped several problematic gang related issues in the bud. I used information gained as a direct result of the project to reassure the community that matters were much more minor than had been originally reported and that due to interventions by wardens, street mediators, police and school guidance staff were unlikely to recur.”
Community Police, Inverclyde

In North Edinburgh the police also found the intergenerational project helpful for engaging the young people in the area. Through the project the police worked with the young people on several community events and as a result the two groups developed a relaxed relationship with each other. The police noted that the young people of the project ‘hung out’ with some young people who were ‘known’ to the police.
Mainly the youths that are involved [in the project] are not what I would term ‘high tariff’. We have a number of youths who have been offending on a regular basis and they’ve not been involved. However, I would qualify that by saying that the young people [in the project] were all familiar faces to us, being people that were hanging about in groups with some of the high tariff offenders.”

“There has been a change in confidence of the young people [in the project] in terms of them dealing with adults and especially ourselves. [We were] definitely assisted by that relationship when we had a serious incident that a number of the young people had been witnesses to, and it was them coming forward and telling us what happened that allowed us to go forward and resolve the case.”

Community Police, North Edinburgh

In Tullibody, the police saw merit in the work being done by the young people, particularly with regards to the building of the garden.

“The biggest youth crime we have is vandalism. From what we’ve seen the kids are getting involved building something and unfortunately it has been vandalised in the past couple of months. They’re feeling what other people feel when their property gets damaged. They’re getting an understanding of basically being a victim of crime. And you can see that they’re not then following the same pattern of offending as they probably would have if this project had never arose.”

Police, Tullibody

The young people themselves saw other benefits from being involved in the project. The local region was known to have ongoing conflict between people living in different areas. The young people who came together in the project came from different parts of Clackmannanshire and would not necessarily have got on had they met casually. However, as they came to know each other better through the project, some of these ‘territorial’ feelings were tackled.

“See like before we started on this, if I came into Alloa or something and I see one of them [indicate other young people in the room] I’d maybe start fighting with them and they’d maybe start fighting with me. But when we went to that work thing and actually got to ken each other we didn’t want to any more.”

Young person, Tullibody

The immediate impact the Dunoon project had on community safety was limited. Again, this was because the project was not able to engage with the hard to reach groups as originally planned.

“The older people didn’t really have that perception of the young people [as youth offenders] anyway, so it never really came out, and they had a reluctance to criticise the town or to be seen putting Dunoon down. I think that is why youth offending didn’t come to the fore as much as we had expected or anticipated.”

Youth Services Manager, Argyll and Bute Council

“I think it’s definitely been successful in terms of intergenerational work but not really the youth offending because there really isn’t much in the way of crime and violence. I don’t think it really touched on it because to begin with there was only three of us and none of us were really the ones that were going to get in trouble.”

Young person, Dunoon

However, should some of the issues for change raised by the Dunoon project be addressed, it is possible that these may have a significant longer term impact on community safety in the area. It is not possible to capture this as part of this evaluation.

Community ownership

One way of addressing offending is to instil a sense of community ownership in young people and those around them. Rather than individuals getting involved in antisocial behaviour they are instead inspired to improve their community.

In Inverclyde, young people were not seen as being engaged in their community because of the lack of facilities available.

“They’re not engaged in the community because mostly, outwith the PODs, all activities are outwith the community.”

Older person, Inverclyde

The PODs created a hub through which the young people could meet and become involved in community activities. This was shown by their participation in the gala day and in their attempts to form a youth council. Regrettably, the PODs were due to close at the end of July 2010. Although some activities were to continue in other
forms, sometimes being delivered by local partners, the PODs themselves were to move on to a new area. As a result, it is unclear whether the engagement of all the young people who used the PODs in community activities will continue.

In Tullibody, the focus of the project was on the family centre rather than the community as a whole, therefore the work of the young people was not as visible as the project organisers had hoped. The young people were regularly seen in the town in their high visibility jackets and working boots but the work they were doing was not necessarily well known to those who saw them. However, the young people’s involvement with the centre, and the relationships they built with the older people using the centre, did help those living locally to feel more at home in their community.

“Now I’m not paranoid to walk about the streets or that so that’s easier, because you get the younger ones, you get the older ones … I’ve stayed here for 3 years this March coming and I never used to walk about up until I started this and had to walk about because I had to come over every day or I wouldn’t get paid.”

Young person, Tullibody

The Dunoon project had clear links with Dunoon Community Development Group and planned, from the start, to use these to inform decision makers of the group’s findings. It also intended to have a public exhibition of the artwork in order to stimulate discussion on local issues. It did not, however, anticipate the level of public attention that it did ultimately attract when elements of the local business community took exception to the artwork (see section ‘responsible citizens’). This gave the project increased publicity in the local area and also helped those involved in the project to see that they were making a real impact.

“It ended up looking at what we had to celebrate as a community and what we would like to change. At some of the forums I have gone to where it has been discussed, people are actually up for saying, ‘Right, we’ll look at this is six months time and see if some of these have been changed’. I think has been a challenge to the community which is no bad thing.”

Project Manager, Homeless Charity, Dunoon

The extent of the project’s impact in the area became clear after a fatal incident in the area. In the local press the Dunoon Common Ground project was held up as an example of local people highlighting what needs to change in the area.

Those behind the Dunoon Common Ground project mentioned may not thank us for bringing the project into this issue. However, inadvertently but auspiciously, it has helped to highlight the dual diagnosis of the state of Dunoon’s health. It certainly has not contributed to the weekend’s events, in any way. It has not made things any worse – it simply tried to point out what is here, behind the acceptable face and the façade.

It was removed out of sight, but we must not let it go out of mind. The tragic events of the weekend have, unfortunately, confirmed some of the challenges that Common Ground highlighted. If we face up to those challenges we may, just may, see change. But if we pretend they don’t exist, we are in effect running away from challenges which, as some members of our community have seen in the worse possible ways this week, may just overcome us. And if that happens, how will we maintain the façade when it’s broken beyond repair?

Challenge and change. We must face our challenges – pretending they’re not there is as good as giving in; and then we might just see a change of face.

Press article, A Tale of Two Dunoons, The Dunoon Observer, Friday 11 June 2010

In North Edinburgh, community leaders recognised and appreciated the engagement of the young people in the area and the young people, as already noted in this report, are keen to do more (see section “Effective contributors”).

“The NIP Crew are getting known locally as a group of young people who are starting to spread the message that young people in hoodies are not thugs.”

Local Councillor, North Edinburgh

There is, however, a risk that community engagement can be taken too far, and that the different events will begin to overshadow the reason that the group was formed. This was noted by local workers.
"I think there are lots of organisations and projects that they could go and meet, there’s tons of pensioners groups, lunch clubs, community groups, tenants groups there’s huge amount of projects within the area that it would be useful for them to go and talk to and develop relationships with. The problem is, is it realistic for them to do that? Part of what they have to do is prioritise what it is that they want to do otherwise what can happen is that the project can end up not meeting their needs as young people and their interests.”

Community Project Worker, North Edinburgh

Building communities: learning points

• Intergenerational practice can have a positive impact on communities by challenging stereotypes, improving community confidence and encouraging community ownership, however time is needed to develop and sustain this engagement and interest.

• By building relationships between younger and older people in the community, misconceptions of both can be challenged. However, both age groups tended to differentiate between those involved in the projects and the other members of that age group in the community. This means that the project did not necessarily change how they view the rest of the age group. More research may be needed on whether intergenerational projects affect how participants engage with individuals in the wider community.

• As young people engage in intergenerational projects they usually become increasingly confident interacting with adults in authority. They can become a helpful link between the local police and other young people in the community. It should be noted that it is possible that overtly making this link between the police and the project could discourage some young people from becoming involved.

• Intergenerational practice has the potential to better engage younger and older people in the community but this is dependent in the approach, focus and sustainability of the project.
Reflections on Intergenerational Practice

Although the projects’ approach to intergenerational practice varied, as did the challenges and successes they encountered, all of the project managers were positive about the advantages and long term benefits of intergenerational work. This was true even for those project managers who were not originally convinced by the concept.

“Initially when we took on this project intergenerational work wasn’t something that was high up on our agenda, we’re about safer communities, its about reducing crime, the fear of crime, but a lot of it crosses over into intergenerational work, because its all about people’s attitudes and perceptions. I would say… I probably really underestimated the concept of intergenerational work and how important it was. I probably had the view in my head that it was kinda all fluffy and kinda ice cream and apple pie. But in reality its not, it’s probably the core foundation of communities and I think vitally important that we tackle it. And albeit, it’s not the first thing on the programme when you look at antisocial behaviour and you look at crime and fear of crime, but it links in so incredibly well that it should sit up alongside it, and I think that the work that is getting done should be probably increased tenfold.”

Project Manager, Inverclyde

As pilots, the projects were constrained by funding and timescales, but many saw the potential of doing more intergenerational work in their area. Indeed, in some cases there was a recognised demand for more intergenerational work.

“People were saying, why aren’t you working with the 40 – 50 year olds and young people, why aren’t you working with the over 70s/80s/90s and young people, and there’s scope for all of that – really bring young people in contact with their wider community, the community whose young people they are, and who should be embracing them and not actually vilifying them. Youth work needs to be are the core of that.”

Project Manager, Dunoon Common Ground

There were a number of factors that the Project Managers and others involved in the projects felt were particularly important to enable intergenerational practice to make a real difference in Scotland’s communities. These included:

- long term sustainability through funding and the effective allocation of local resources including premises, staff and equipment when needed;
- effective partnership working to maximise resources and expertise;
- equal respect and opportunities to be heard for all the participants in the project - both older and younger; and,
- the voluntary nature of the projects.

“There’s about thinking longer term not short term, and it is about investing in communities and creating opportunities to build community.”

Project Manager, Tullibody

“In order to make it sustainable and transformative you must have something else to support. Definitely partnership working, definitely Tullibody Healthy living, definitely the community council, definitely the pensioners group, definitely Clackmannanshire Council.”

Project Manager, Tullibody Healthy Living

“To be taken seriously, to actually be able to experience that feeling of being respected and being listened to and being heard and people actually treating them like an equal – that is such a fantastic experience for young people and it will change their attitudes towards adults when they realise there is another way of being and relating to other people.”

Community Learning and Development worker, North Edinburgh

“If you force somebody into something they don’t react very well, you’ll get the same response from the youngsters.”

Older person, Dunoon

Many of the factors for success raised in the evaluation are embedded in youth work (see section “The youth work approach”), and as a result, many of the projects felt that youth workers had skills and abilities that were essential for effective intergenerational practice, both because of the resources and skills they could bring to the
project and the existing relationships that they have with local young people.

“You can’t work with young people without youth workers and do this kind of work. It’s not just a case of opening the door and letting young folk run in and have a game of pool or whatever. This type of work is quite intensive so it has to be effectively resourced.”

Community Learning and Development worker, North Edinburgh

“I think the underlying requirement is to constantly support youth work and fund youth work in neighbourhoods across the country. I think if you don’t have the youth work presence then you risk missing the opportunities to really engage with young people and move them forward in their lives, then engage with other generations in the community and really break down those barriers.”

Project Manager, Dunoon

Often, to ensure effective engagement with young people and the long-term sustainability of the project, it was felt that youth workers should be brought into the project by working in partnership with existing youth work organisations.

“If you do things in partnership with the council you don’t just get their youth workers getting involved, you’ve got the relationships that the youth workers already have with the local young people that’s already established.”

Project Manager, Tullibody Healthy Living

“I would recommend that a piece of work like this comes out of an established group of young people and that you develop this as part of their regular work programme rather than trying to draw people in at random to a new piece of work.”

“I was engaged as a freelance worker so I don’t work full time for any particular agency. I think if I was a full time youth worker at a particular project I would have had stronger relationships set up in advance.”

Project Manager, Dunoon

Despite the challenges and difficulties faced by the projects, they all found their participation in the intergenerational pilots a helpful learning experience. Whilst they acknowledged that their projects had not necessarily gone forward as planned, they were nevertheless pleased by what had been accomplished in the short time and with the limited resources they had available.

“Fundamentally I think we made the absolute best that we could out of the opportunity when it presented itself. And yeah, there were things that could have been better in retrospect, definitely things that could have been better, but I do think it was a good job and a very worthwhile and valued process.”

Project Manager, Tullibody
Conclusion

The four intergenerational pilots were funded and evaluated to explore the impact of, and relationships between, intergenerational practice, the youth work approach and community cohesion under four aims.

Challenge perceptions of the causes of crimes amongst participants

In most cases, the views held by the older people about the young people they met through the pilots were positive.

The views of the younger people about older people tended to vary depending on their experience of interacting with them in the community. Some of the young people simply viewed older people as “fuddy duddies” who didn’t get out much whilst others saw them as complainers and had a much more negative view of them. Young people did feel that overall older people held negative views of young people and through the projects were often surprised by how positive older people could be about young people.

The pilots showed that intergenerational practice has the potential to challenge perceptions held of young people as the troublemakers in communities and older people as “fuddy duddies”. They showed that where the older and younger age groups were not in direct conflict within the community, even just the visibility of young people doing something positive in the area, and providing the opportunity for the older people communicate with them on an informal basis, was sometimes enough to begin this process.

Further understanding could be achieved by bringing the two age groups together to discuss some of the views held to further dispel perceptions. These opportunities should be carefully managed to ensure that the two age groups treat each other with equal respect, to ensure that they feel comfortable discussing their opinions and to avoid reinforcing negative stereotypes. Pre meetings prior to the two age groups being brought together to agree guidelines, address apprehensions, and to give those facilitating the meeting the opportunity to meet the individuals involved can be an invaluable part of this process.

Where there is existing conflict between the two age groups being brought together it is much harder to address perceptions, and more than six months is likely to be needed to address the underlying tensions. In these cases, much more work needs to be done with the two age groups prior to bringing them together to ensure they have been involved in, and are agreed on, the purpose of the project and are fully engaged into the process. They also need to be continuously supported to encourage them to remain engaged throughout the life of the project. Expertise in community liaison and working with young people, particularly the CLD and youth work approach, is important in these projects to ensure that relations between individuals improves rather than deteriorates. Given adequate time and proper resources, intergenerational practice could make a real difference to areas with conflict between generations.

Improve community confidence

The pilots showed an increased sense of community confidence amongst young people. By building relationships between the younger and older people, young people started to feel more confident when interacting with other older people they encountered and therefore started to feel more comfortable when they were out in their local area. This was particularly noticeable when they came into contact with figures of authority such as the police or project workers. These figures of authority saw a difference in how the young people reacted to them and benefitted from the improvement in their relationship.

In addition to feeling more at home in their local area, the young people also began to take more pride in their community and to try to improve it. Whilst approaches to this varied (some made physical improvements whilst others organised and took part in events and exhibitions) by taking part the young people felt an increased sense of belonging and learned new skills.
Have positive outcomes for the participants

The event focused projects tended to be young people led which meant that older people did not always learn new skills by taking part. However, where the younger and older people were brought together to achieve a common purpose, both age groups saw benefits from being involved. For the older people, this was usually around learning new skills, but they also came away from the project feeling better able to express their views and to contribute to the group.

The young people across all the projects came away with increased confidence, both when interacting with adults and increased confidence in their own abilities. This was noticed not only by the young people themselves, but also by all those who worked with them. The skills they learnt depended on the project involved, so whilst some improved their public speaking and organisational skills, others learnt building or IT skills.

The young people also benefited from the same improvements as the older people, but in their case the improvements were usually more noticeable. There was a marked improvement in the young people’s confidence in actively contributing when working with other people and in their feeling that they were taking part in their community. Their sensitivity towards others also improved.

As a result of the projects, some of the young people moved on to positive destinations or were getting involved in activities that they would not otherwise have taken part in.

Identify challenges and opportunities for intergenerational practice

The biggest challenge faced by all the projects was engaging with the different age groups. In most cases, while the project originally intended to engage with hard to reach groups – both young people who were disengaged with education and community and older people who also had limited interaction with the wider community – this did not prove possible. This was sometimes because of the different links and networks staff members had in the community and sometimes because of the limited availability of one or both of the groups.

The suitability of the venue, the activity(ies) available, and the expectations of the participants also played a key role in whether or not individuals chose to become involved. Older people coming into the intergenerational projects were particularly concerned about child protection and how they would be perceived if they were spending a great deal of time with young people. The most difficult challenge encountered was the existing relationships between the different age groups. When they were in conflict this had a significant impact on the project’s ability to build relationships and engage with the different groups.

The six month funding period available to the pilots was also a significant challenge, impacting on the time available for the planning and development of the projects and therefore the benefits to the participants and community. It was seen as important that time was taken to identify, from the outset, the different starting points and needs of those individuals and community groups that the project hoped to engage with. To this end the pre meet, as an opportunity for the project leader to get to know the participants, had the potential to be an important aspect of the planning stage. Also essential was the project’s links with partners and its ability to bring in specialised skills when needed. These elements are built into the youth work approach, a fact which was recognised by several of the projects and highlighted a key factor for success.

The projects encountered many different challenges on their intergenerational journeys. Some challenges were due to the short term nature of pilot projects, which meant they faced numerous time and funding constraints. Other challenges came about because of the relatively new nature of intergenerational practice within the youth work sector and therefore the limited information and advice they had available. Despite the challenges, the projects all saw many positive outcomes come from their work, particularly for the young people and their communities.
The findings of this evaluation show that intergenerational practice can make a real difference to Scotland, even in a short time frame and with only £10,000. Given longer term, sustainable, funding and robust support and advice, intergenerational practice could lead to further significant and long lasting benefits.

Perhaps the most important indication of the potential of intergenerational practice has been the response of the project managers themselves and those who took part in the four pilots. All of them enjoyed their time in the projects and all of them wanted to see more of such practice taking place in Scotland’s communities in the future.
Recommendations

1. The profile of intergenerational practice should be raised in Scotland.
2. Accessible guidance for practitioners on what makes an effective intergenerational project should be made available.
3. More research and advice is needed on dealing with conflict between generations within an intergenerational project.
4. Different funding options should be explored as further resources are needed for longer term pilots that can fully explore the impact of intergenerational practice on communities and individuals and to encourage the development of sustainable projects.
5. Local authorities and communities should consider and explore all possible intergenerational projects/practices available.

Recommendations – Project Specific

5. Local organisations considering starting an intergenerational project should be encouraged to bring in expertise when needed. This means that organisations that work with older people should work in partnership with youth workers, while organisations that work with young people should bring in those with an expertise in engaging with older people.
6. Any projects formed should be encouraged, at the start of the project, to make time with each of the groups involved to discuss perceptions, agreed outcomes, child protection issues, ground rules and any other issues.
7. Time should also be made available to allow participants to get to know each other. This may be through pre-meetings.
References


Intergenerational Relations and Practice in the Development of Sustainable Communities: http://www.communities.gov.uk/publications/corporate/intergenerationalrelations

Scottish Government’s Preventing Offending by Young People Framework, June 2008: http://www.scotland.gov.uk/Publications/2008/06/17093513/0

Scottish Social Attitudes Survey 2009: Local Issues, National Concerns, Public Attitudes to Antisocial Behaviour in Scotland: http://www.scotland.gov.uk/Publications/2010/03/17133110/0

The Beth Johnson Foundation: http://www.bjf.org.uk/


Generations Working Together: The Scottish Centre for Intergenerational Practice: http://www.scotcip.org.uk/

National Youth Agency: http://www.nya.org.uk/


Intergenerational Practice: A Review of the Literature: http://www.nfer.ac.uk/nfer/publications/LIG01/LIG01.pdf


Working and learning together to build stronger communities Scottish Executive Guidance for Community Learning and Development: http://www.scotland.gov.uk/Publications/2004/02/18793/32157


One interview was by phone and email due to availability
Annexe 1: Project Plan Template

The Project

<table>
<thead>
<tr>
<th>Organisation:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Contact:</td>
<td></td>
</tr>
<tr>
<td>Tel:</td>
<td></td>
</tr>
<tr>
<td>Mobile:</td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td></td>
</tr>
</tbody>
</table>

**Description of the project:**

Any community based project will be affected to some extent by the area in which it is set. It is therefore important for a project evaluation to understand the area to properly appreciate the barriers and challenges the project may face.

**Where is the project taking place?**

*Example:* The project will take place in an area of high deprivation with a high crime rate. It has particular problems with graffiti (35% of crime in the Local Authority (LA) area), vandalism (20% of crime in the LA area) and antisocial behaviour (10% of crime in the LA area). There are limited activities for young people and therefore many young people will congregate in parks and in the street to socialise. Some local residents find this intimidating.

**Who are the project partners?**

Please list any project partners you will be working with.

**Who are the people who will benefit from the pilot?**

An evaluation must consider the background of the individuals involved in the projects as this could have a huge impact on progress towards any outcomes. For example, a young person may have had difficult relations with authority figures in the past which makes it harder for them to engage with project organisers other participants in the project.

*Example:* The young people involved in this project are young offenders and are perceived as troublemakers in the community. They have volunteered to become involved in the project to learn new skills and to change the way they are seen in the community. The older generation taking part are members of the local church group and have volunteered to teach young people more about the community they live in and it’s history.

**What are the risks to the project?**

List any risks to the project (you may want to consider your task list/action plan when you do this)

*Example:* Difficulties finding participants OR staff going on A/L or off sick OR funding restrictions etc.

For each risk you should consider what impact it may have on the project and whether it is possible for the project to recover should the risk occur.

*Example:* Difficulties finding participants may mean the project cannot run or may delay the start of the project. This could be overcome by all partners committing to identify new participants and encouraging them to take part. We could also advertise for new participants through local networks.
Outcomes

Remember, the more outcomes you identify the more measuring and monitoring you will need to do. Select the goals for your project that you think are the most important. You should agree these with any other project staff to ensure that everyone clear about what you are aiming to achieve and to make sure that your outcomes are realistic.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Measure(s)</th>
<th>Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes are the changes that come about as a result of the action e.g. Young people and adults are more able to understand other people’s experiences, backgrounds and beliefs.</td>
<td>This is how you will measure progress against the outcome e.g. Questionnaires/participants feedback sheets, focus groups, interviews, reflective diaries, comment boxes, graffiti walls, statistical data collection, documentation review/produced materials and objects Sometimes you can use the same measure for several outcomes e.g. a questionnaire or focus group can ask the participant(s) about a number of issues.</td>
<td>This is your starting point for measuring progress towards your outcome – a short description of where you are now. You may not be able to complete this column when you first write your project plan; you may need to do some initial research using your measures first. e.g. The police receive an average of 10 complaints a week from older residents about young people in their community who are hanging about in the streets.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Action Plan

The action plan/timeline is not there to set out the progress of the project in stone. It is there to help project organisers plan for the future and to inform any evaluation. If a task is not completed or was delayed then the plan can be used to record any barrier and/or challenge that you had to overcome and learn from. While not all tasks need to be included it is good practice to include all those that need to completed for the project to meet all its outcomes.

You may find yourself adding new tasks as your project progresses. These should be clearly indicated on your plan as they can be used to show how your project evolved over time, perhaps in response to changing circumstances. These changes could indicate how the project was able to respond to the needs of its participants.

<table>
<thead>
<tr>
<th>Task</th>
<th>Who? date</th>
<th>Start date</th>
<th>End</th>
<th>Completed?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>These are the key milestones of the project. <em>e.g. Recruiting staff, finding a venue, the first meeting of the participants in the project etc.</em></td>
<td>The staff member(s) responsible for completing the task.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>This indicates whether the task was completed and whether it was done in a timely manner. <em>e.g. Completed two weeks early OR completed four weeks late</em></td>
<td></td>
<td>Here you can make additional comments about any barriers or challenges you faced. You should also include any positive changes to the project. <em>e.g. A new partner for the project came on board who had five young people interested in the project. As a result we had the right number of participants earlier than expected and therefore held the first meeting of the group two weeks earlier OR there was an outbreak of swine flu in the local area which led to several participants pulling out of the project. The first meeting of the group was therefore delayed.</em></td>
</tr>
</tbody>
</table>
Annexe 2: Interview Questions

Initial Interviews with the Service Providers

1. Can you describe your project to me?
2. Can you tell me about the area that your project is based in?
3. What do you think are the biggest challenges you’ll face while involved in this project?
4. Can you tell me about the outcomes for your project? Which of these outcomes do you think will see the most progress and which will present the biggest challenge?
5. Are there any differences your project will make which are not described in the outcomes for your project?
6. Have you been involved in an intergenerational project before? How did you find the experience?
7. What do you hope to learn from taking part in this project?

4. Do you think your project made links between those groups of people within the different generations who will benefit the most from a better understanding each other?
5. What are the key factors for a successful intergenerational project?
6. How would/are you develop(ing) the project for the future?
7. Have you learnt anything about evaluating services by being a part of this pilot? Is there anything you will take away with you and reuse for future projects?
8. What is the most important thing you’ll take from being part of the pilot?
9. What could the Scottish Government and other organisations do to help support this type of work in the future?
10. Any further comments?

Interviews with Partners and Participants

1. What was your involvement the intergenerational project?
2. How much do you know about the aims and objectives for the project?
3. What do you think were the benefits of the project?
4. Do you think there are any areas where the project could improve?
5. Do you think a project like this should be run again?

Final Interviews with the Service Providers

1. How much progress did you make towards each of your outcomes? What could have been better, what surprised you?
2. What challenges did you encounter and how did you overcome them?
3. Based on your experience in this pilot, how would you define an intergenerational project?
Annexe 3: Tools for Evaluating Intergenerational Practice

This section outlines some of the tools that were used during the evaluation to explore participants’ views of each other and their community.

Because of the differences between the projects, different tools were used for different projects. In some cases it was discovered that the group was more receptive to discussion than activities. When this occurred the discussions were based around the questions posed by the activities and recorded.

3.1 Why would you get involved?

During the course of the evaluation it became clear that some of the projects were finding it difficult to engage with those individuals they originally set out to work with. For this reason the evaluation explores why the individuals who had engaged had chosen to become involved.

Participants were given a set of cards with the following statements:

- To meet people my own age
- To get to know people of a different age group
- For free tea and coffee and food
- To take part in fun activities
- To get out the house
- To learn something new
- To teach other people what I know
- To challenge stereotypes
- I need to know what to expect
- To help the community
- To help other people
- To connect with other people
- To try something new

They were also given blank cards to complete should there be any items they thought were missing.

They are then asked to place the items in order of importance to show what motivated them to be involved in the project.

During the discussion the group were asked:

- What did you put first and why?
- What did you put second and why?
- What did you put last and why?
- Is there anything missing from the list that should be there? If yes, where would you put them in the order of importance and why?

3.2 Outcome Wheel

Where the project worked with a specific group of people over a significant length of time, at the final focus group the participants were asked to complete an outcome wheel. This was to identify the difference that the project made to them personally.

They were asked to colour in an outcome wheel to show – on a scale of 1 to 10 – how true each of the statements were for them BEFORE they were part of the project. They were then given a second wheel and asked to indicate how true each of the statements were for them NOW.

Outcomes 1 to 14 on the outcome wheel link with the four capacities of Scotland’s Curriculum for Excellence as follows:

**Successful learners**
- 7. I can find information when I need it
- 12. I can solve problems
- 13. I can learn from my mistakes

**Confident individuals**
- 3. I understand my feelings
- 4. I am OK when something goes wrong
- 5. I want to succeed in life
- 9. I can look after myself
- 14. I know what I am good at

**Responsible citizens**
- 6. I am sensitive to the feelings of others
- 8. I get on with people who are different from me
- 11. I respect beliefs and practices which are different from my own

**Effective contributors**
- 1. I can let people know what I think
- 2. I can work with other people
- 10. I feel a part of my community

The final two places on the wheel can be used to monitor progress against the project specific outcomes.
3.3 Exploring stereotypes of young and older people

This exercise first took place at the initial focus groups at the start of the project.

The group was split into two and each group was given the outline of a person (template available to photocopy on the next page). They were asked to use drawings and words on the outline of their person to show:

- How are young people seen?
- How are older people seen?

Once this was done the group was asked to present their image to the room and discuss it.

At the focus group at the end of the project the outlines were brought out again and shown to the group. The participants were asked:

- Was there any thing on the picture of the person that you would have disagreed with both before the project and now?
- Was there anything on the picture of the person that you would have agreed with before the project and now?
- Was there anything on the picture of the person that you had changed your opinion on and why?
- Was there anything not on the picture of the person that you would like to add?
3.4 Reflecting back

Some of the projects had been ongoing for some time before the start of the evaluation, therefore a separate focus group was held to review what had happened within the project to date.

A roll of wallpaper was stretched across the floor of the room. The participants were given different coloured marker pens and asked to think about each of the different events/activities they had been involved in, using the wallpaper to create a giant timeline. For each event/activity they were asked to draw images or write short phrases which showed:

- What they were like at the time (confident, shy, loud, quiet etc.)
- What they liked about it
- What they disliked about it, and
- What they learnt about their community and other people

At the very end of the wallpaper they were then asked to write down/draw thoughts of what they want to achieve over the next few months as part of the project, considering:

- What do we want to achieve?
- What do we want to become?

The activity could also be used to reflect back on the project once it has closed or to review progress to date.