

FIRST ICIP INTERNATIONAL INTERGENERATIONAL
CONFERENCE

Connecting Generations - A Global Perspective

2- 4 April 2002 at Keele University, England, in partnership with
The UNESCO Institute for Education and the Beth Johnson
Foundation

CONFERENCE REPORT

Message to conference from the Patroness of ICIP

Dear Friends

I am sorry that I am unable to be with you today but unfortunately the conference clashes with the World Forum for NGOs. For many years I have been committed to the importance of international collaboration as a prime way to develop our thinking and understanding in the field of Ageing. More recently in my role as Chief Executive of Age Concern England I became increasingly convinced of the importance of intergenerational approaches if we are to build a healthier society.

When I was approached by ICIP to become their first Patron I was delighted to accept. ICIP brings together in one organization many of the things I have worked for and continue to work for. Over the next three days you will enjoy a rich opportunity to share your ideas and experiences with colleagues from around the world. This can only enrich your and their understanding.

I wish you all a successful conference. More importantly I wish ICIP an increasingly successful and influential future. You are fortunate to be here today at ICIP's first international conference. The fact that so many of you are here highlights the importance we all place on ICIP and intergenerational work. I look forward to participating with you all in ICIP's future.

Enjoy the conference.

Baroness Sally Greengross

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Introduction

Connecting Generations – A Global Perspective, held 2-4 April 2002 was the first international intergenerational conference of the International Consortium of Intergenerational Programmes (ICIP).

The conference brought together over 90 professionals from 20 countries across the globe, North and South, to share their experiences, to learn from one another and to debate the future development of intergenerational work. The conference was structured around small, facilitated workshops and presentations to allow all participants to enter into practical discussion. A special symposium with speakers from Latin America, Africa and Asia provided particularly interesting insights into how intergenerational methods can be used in widely varying cultural contexts.

The conference was a key activity for ICIP, both as the first of its biennial conferences and as an introduction of this new and growing network of professionals interested in intergenerational approaches. It also helped to look beneath the surface of intergenerational programming to explore its underpinnings and to learn from the diversity of experience that participants brought to the conference. The conference was attended by a wide range of participants in intergenerational practice: researchers, practitioners, educators, health promoters, community activists and others interested in incorporating intergenerational approaches into their work and policies.

Feedback from the conference was very positive – participants greatly enjoyed the chance to meet like-minded people from so many countries, the opportunity to network and to learn from one another, and the chance to explore ideas.

The next conference, to be held in 2004 in Victoria, Canada is now eagerly awaited.

On behalf of everyone involved in organising the conference I would like to express my sincere thanks to the workshop facilitators. When we organised the conference one of our prime aims was to let people learn from each other. The facilitators played a key role in making this happen.

I would also like to thank everyone who attended for giving so freely of themselves and making the conference a memorable and successful occasion. All of us made new friends and contacts and this can only contribute to the global development of IP.

Alan Hatton-Yeo

ICIP – The International Consortium for Intergenerational Programmes

ICIP is an international membership organisation focused solely on promoting intergenerational programmes, strategies and public policy from a global perspective. Launched at an international meeting of intergenerational specialists in the Netherlands in October 1999, ICIP embodies the importance of bringing together policy makers, academics and practitioners to promote intergenerational practice.

ICIP's aims are:

- to promote and develop intergenerational programmes and practices nationally and internationally,
- to develop a systematic approach to understanding why intergenerational programmes and practices work
- to promote the importance of intergenerational programmes and practices as agents for global social change.

If you are interested in becoming a member of ICIP, please contact us at the address given at the end of this report.

Conference Sponsors

We would like to thank those who supported this conference, and without whose assistance the conference would not have been possible:

- The Beth Johnson Foundation
- UNESCO Institute for Education
- The Centre for Social Gerontology and School of Social Relations at Keele University
- The Beth Johnson Housing Association
- KPMG
- Kent, Jones & Done

Conference programme

Tuesday 2 April 2002

14.00 – 15.30 **Opening of conference and keynote speech**

Chairs: Toshio Ohsako and Nancy Henkin

Introduction and opening of conference

Sally Newman

Keynote speech: Older People's Engagement – the Better Government for Older People Concept

Mervyn Eastman, Network Director, Better Government for Older People, UK

Keynote message

From Baroness Sally Greengross, Chair of the Experience Corps, UK, read by Toshio Ohsako

Introduction to the workshops

Alan Hatton-Yeo

15.30 – 16.00 **Tea**

16.00 – 18.00 **Setting the Agenda**

Four simultaneous interactive workshops exploring key issues for the conference

Wednesday 3 April 2002

08.00 – 09.45 **Poster session**

Participants have an opportunity to present their projects informally using visual displays or posters

09.45 – 10.15 **The Themes of the Conference**

Chair: Ludger Veelken

10.15 – 12.00 **Working through the Agenda**

Interactive workshop sessions on the themes highlighted in the *Setting the Agenda* workshops

12.00 – 13.00 **Lunch**

13.00– 13.30 **Headlines from the morning sessions**

Chair: Lesley Hart

13.30 – 15.45 **Working through the Agenda**

Interactive workshop sessions with further development and exploration

of the themes outlined before. Summing up statements and recommendations.

15.45 – 16.30 **Tea and scones**

16.30 – 18.00 **Presentations**
See below for presentation schedule

19.00 – 20.00 **Drinks reception**

20.00 **Conference Dinner**

Thursday 4 April 2002

09.00 – 11.00 **Option 1: UNESCO Symposium: Intergenerational Strategies for Sustainable Community Development in Developing Countries**

Option 2: Presentations

See above for symposium description and below for presentation schedule

11.00 - 11.30 **Coffee**

11.30 - 13.00 **Feedback from the workshops, conclusions and recommendations**

Chairs: Kees Penninx and Jumbo Klercq

Conference Summary

Looking back at the ICIP conference now it is impossible to summarise the rich ideas that were shared over the three days. What we have produced below are some of the key outputs and learning that occurred. Summarised immediately below are the key points that there was general agreement about. The most important one is the recognition that ICIP is about people and that we all need to take responsibility to keep in touch with each other. At the back of this report are the contact details for everyone who attended. Please take time to share ideas with colleagues.

I think there was a recognition that three days was enough time to begin to raise some of the issues in a systematic way. What we have here is a framework to inform our future conferences and I look forward to continuing the dialogue we started in Victoria in 2004.

Workshop report one

Six areas were identified that we wanted to try and focus on in more detail:

- A framework for mapping IP.
- Core beliefs and values that lie behind IP – tension between different value systems where funders and policy makers may place too much emphasis on dysfunction rather than what people want for themselves.
- The role of leaders and practitioners as mediators or facilitators between the young and the old.
- Standards of practice.
- What we can learn from cultural comparisons.
- Systems approaches to IP that bring a number of IP approaches together to address public policy.

Lot of general agreement about core areas but also a recognition that we had started a process that we wanted to continue.

Agreed a number of recommendations and actions.

- We will work by email on doing more work on the mapping framework that we started to develop and then share it with everyone else as a potential common framework that could be used more widely.
- Everyone checks to make sure the email address on the contact sheet is correct.

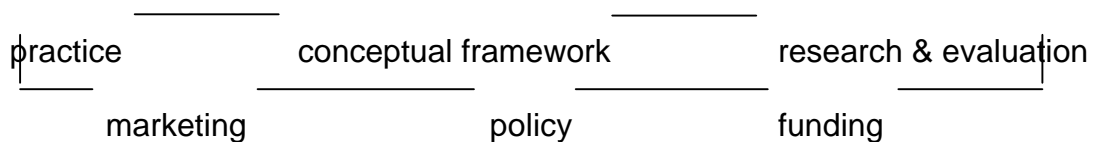
- That we all take some personal responsibility to keep contact with each other and we explore the idea of email buddies where everyone identifies at least one person with a shared interest and keeps contact after the conference.
- That we look at the UN convention on the rights of the child and the UN principles on the rights of the elderly as a starting place for our value base.
- That having a contact database up and running to facilitate networking was a priority and that people consider making small targeted donations specifically for that purpose.
- That we need to keep up the momentum but that the people here are ICIP's richest resource and the most important thing we can do now is to stay in touch and keep learning from each other.

Workshop Report Two

Defining the key issues

The participants started the session in small groups in which they worked at defining the most important issues. The results of the groups were then discussed among all participants. The first round led to the following conclusions:

1. Intergenerational work is a continuum and all aspects of that continuum need to be explored and developed further:



2. We need to increase the knowledge base for intergenerational practice.
3. Intergenerational practice contributes to three areas (or levels):
 - a) Individual human development (which historically has received the most attention)
 - b) Community development
 - c) Development of the society (including the global society).
 Sub-themes, such as cross-cultural awareness, health and learning, can be aspects of each category.
4. Including or not-including biologically connected intergenerational relationships is a non-issue. There is no reason to exclude intergenerational practices solely because they are based on family relationships.

Exploring the three categories of levels of intergenerational practice

The sub-groups then went on to explore how intergenerational practice contributes to the three defined categories (human development, community and society). Each group did this using their own approach.

- One group used an existing intergenerational program in the Netherlands and looked at how it contributes to each of the levels.
- Another group looked at 'what sells'? What information in each category would be helpful to market and find funding? They especially looked into the sub-themes health and crime.
- The third group asked themselves the question: What do and should we know about how intergenerational practice influences each of these categories. They came up with a list of questions that need to be answered, such as: How does intergenerational practice influence young and old people throughout their lifespan?

Looking into specific interests

During the last session the participants defined their own specific interests and new groups were formed around these:

1. *Intergenerational theory and conceptual framework*: This group came up with 9 theories that have been used to research intergenerational practice and 5 theories that should be used.
2. *Evaluation*: This group exchanged experiences and questions dealing with the practice of intergenerational program evaluation. They discussed topics such as: linking objectives to outcomes, using observation, using anecdotal evidence and process evaluation.
3. *Practice, engaging communities*: This group discussed tactics for engaging communities through intergenerational practice. They shared experiences and exchanged examples of successful and less successful ground work in different countries.

Questions waiting to be dealt with

During the evaluation the participants named a few areas they would like to discuss in interactive workshops in the future:

- The choice between qualitative or quantitative research.
- Methods and practical examples of program evaluation.
- Evaluation of the effects on a 'community'.
- Using the results of research and evaluation as an instrument for policy development.

Workshop report three

We identified concerns and issues, which we classified under the following headings (one or two people thought this grouping was rather artificial)

Sustainability and making mainstream

Sustainability and replication
How to market the idea to multiple audiences

How to involve a whole town/system

How to involve a whole town (40,000 people) in intergenerational thinking.
How to translate ideas into policy.
Vehicles for collaborating among youth/elder programmes
How to change consciousness among general populations
What arguments are convincing to decision makers re. 'why collaborate?'
How to address system change

Definitions assumptions appropriateness

Differences in IP from different cultures
What do we mean by 'IP', 'Intergenerational', 'learning' and other concepts?
Definitions of intergenerational programmes/ageing
Ageism – elders towards young people and young people towards elders
Definition of intergenerational programs
Teach human development beyond current categories
Do we need IP across the board, internationally?
Is assumption of intergenerational connection appropriate for all cultures?
What does 'intergenerational' mean in disparate environs
Define 'culture'
Value/role of intergenerational programmes practice and advocacy in different countries.

Evaluation

How do we know when it is working?
Benefits of IG work for all generations?
Research impact of IP on children/older people. Academic/practitioner connections
Different perspectives – research
How do we know when IP is appropriate or the best intervention?

The group decided to use the second of these, "How to involve a whole town or system" as a vehicle for examining some of these issues.

One of the participants, Evelyne Tully, was from a town in northern France called Lens, and she wants to introduce intergenerational work there, as an agent for change. The group therefore agreed that they would use Lens as a model and give Evelyne some ideas to take back with her.

Lens used to be a mining town, but now all the mines are closed and the town has many problems, including high unemployment, a population who are historically company dependent and a poor environment. At the same time there are resources,

there is a library, some charitable organisations, a progressive mayor and a huge 40,000-seat football stadium. Although the town is spread out and there is a large immigrant population there is a strong sense of solidarity and that people feel they “belong”.

The group split into three smaller groups and worked on different issues, but surprisingly all came up with similar advice!

It was suggested that there should be a new vision for urban renewal and a plan to revitalise the town and that young and old people should work separately and then together. Through a collaborative process with community colleges and voluntary organisations interviews and focus groups information would be gathered about community hopes, dreams and strengths. Results would be shared with the town council and wider community in order to explore opportunities for collaboration.

We then offered Evelyne a list of “Do’s and Don’ts” with regard to establishing Intergenerational Practice.

Some recurrent themes were:

- Start small and listen listen listen
- Pay attention to the strengths, resources, energies concerns, prejudices and assumptions of the whole population.
- Be democratic, respectful, create authentic partnerships.
- Don’t try to impose ready-made programmes
- Don’t only talk, let people participate by “doing” together
- Don’t impose intergenerational work on people
- Don’t assume that intergenerational work is the best solution to every problem.
- CELEBRATE!

DO’S AND DON’TS: BEST INTERGENERATIONAL PRACTICES/WISDOMS (for Lens in France, or Anywhere)

- Democratic
- Participatory
- Collaborative
- Authentic Partnerships
- Respectful
- Start by identifying strengths and encourage communities/people to use them
- Don’t underestimate the wisdom and energy of young and old (and their willingness to work and contribute)
- Consider the role of public policy
- Try to involve both the usual and unusual suspects
- Be flexible
- Start small; give it time to evolve.

- Include older/younger in planning
- Give all involved credit for successes
- Evaluate honestly; admit failures and start over.
- Tell others: share information.
- Identify strengths.
- Organize teams to support and expand strengths
- Strategize what community involvement is necessary?
- Implement activities to support strengths.
- Expand into future
- Celebrate.
- Work towards healthy living by respect and valuing each other's needs.
- Positive attitude toward changes can be fruitful, but can be challenging.
- Gaining richness of skills and expertise from different cultures.
- Put the ball into their own court thus involving others in your ideas.
- Leadership: working as a team is important and ownership may work positively.
- Equality: that each generation has equal value to contribute
- Start where people are at – however small or insignificant
- Allow for different speeds of take-up: some people will get on board quickly, others will take much longer.
- Allow projects/programmes to evolve into quite different beasts.
- Use local champions.
- Don't assume that everyone will be excited or want to be involved.
- Don't stick with a project regardless if peoples' interests change or priorities change.
- Ask opinions of all youth. The committee may not be representative.
- Starting points are the strengths that are already in the community.
- Articulation of all needs.
- Think intergenerational: are all generations invited and involved. Promote intergenerational public policy.
- Try to identify common interests that people of all ages can cooperate in.
- Exploring past/present/future of the town can be powerful vehicles for empowerment of all age groups.
- Don't: impose prefab programs.
- Don't: think you can solve all problems with community building approaches. Some problems don't come from the community, eg unemployment, poverty.
- Don't assume that intergenerational is the best solution to every problem.
- Don't only talk. Do! Let people communicate through doing, being together, making, creating, taking photos, acting....
- Find ways of working where people use their strengths.
- Listen; don't just talk

- Start small; choose key people.
- Ask about strengths/ assets.
- When convening a group, make sure it is diverse in age, ethnic background, education, sex, etc.
- Ask concrete questions
- Share refreshments
- Optimistic / Be diplomatic.
- Be energetic.
- Hear all voices of the stakeholders, constituencies.
- Maximize and extend strengths of projects, programs, good ideas, etc that are already in place.
- Pay attention to and respect the success of citizens in Lens.
- Look critically at what people see as ways to improve the quality of life in Lens.
- Open opportunities for multiple ways to participate
- Remember change takes time.
- Don't impose values, beliefs, bias, etc.
- Identify your vision/ dream
- Collaborate by listening, learning from all interested parties.
- Create multi-agency partnerships.
- Capitalize on all aspects, strengths already in evidence in Lens.
- Work on the participants: create positive attitudes.
- Respect.
- Create ownership.
- Evaluate.
- Don't impose.
- Include people from all constituent groups.
- Consider how each project would impact people of all ages and cultural backgrounds.
- Build on the strengths and talents of all people in the community.
- Start small and let ideas and programs build.
- Find lots of resources and model programs to adapt (try www.gu.org for Generations United – good links from there!)
- Don't leave out the young or the old
- Don't impose a structure or program on groups without first incorporating their feedback and participation.
- Resources suggestions:
- Jim Gambone in Minnesota, USA has good resources on intergenerational dialogue.
- Kretzman and McKnight. [Building Community from the Inside Out](#). A good resource on community development, working with people from all backgrounds. "Gifts of the hands, head, and heart."
- Pay attention to strengths, energies, concerns, prejudices, assumptions of whole population.

- Maximize participation.
- Listen deeply; insofar as possible and just, do not be judgmental.
- Don't change; rather, allow, encourage, affirm. Change cannot be engineered; change is modelled, lived.
- Festivate!
- A good sociological research work.
- A theoretical background
- A proposal for change, what is based in self-experience.
- Don't abuse the people!
- Find ways which are possible to go for IP.
- Plan for success: create small program on which to learn and build
- Establish clear programmatic theme, goals, objectives.
- Prepare all participants for the program prior to starting.
- Address myths and attitudes related to aging, stereotypes, etc. These can undermine the program: use exercises and activities to trigger discussion among participants.
- Identify several key partners: others who would share similar goals. Expand ownership and leadership.
- Have the economy always in mind.
- Trust common sense first. Expert knowledge may not be necessary, good or relevant for understanding or changing concrete realities. Value common knowledge of those involved.
- Think of time for social change as generational time (social change implies cultural change and that takes at least a generation to actually see embedded as culture, that is, as implicit knowledge and as practice.)
- Include explicit learning situations (formal, non-formal, informal) within whatever intervention you plan to do. Lifelong learning is a major need for all, and especially for those responsible for leading the process.
- Include research as an in-built component, research that is oriented to understanding better what is being done and how to improve it.
- Don't try to replicate "good practices". Practices and experiences are not transportable from one context to another. Take them as "inspiring experiences."

Symposium: Intergenerational Strategies for Sustainable Community Development in Developing Countries

A special feature of the conference was the symposium supported by UNESCO's Institute for Education (UNESCO/UIE) entitled *Intergenerational Strategies for Sustainable Community Development in Developing Countries*. Presentations were made by Dr Narendra Kumar Chadha (Delhi University), Dr Akpovire Oduaran (University of Botswana), and Dr Rosa Maria Torres (Instituto Fronesis, Argentina). Unfortunately, Dr Nora Kort (Palestinian Community Development Consultant, President of Aid to the Aged) was unable to attend the conference at the last minute due to the continuing crisis in the Middle East. The session was chaired by Dr Toshio Ohsako of UNESCO/UIE.

This summary is based upon the reports prepared by the four presenters.

The Fifth International Conference on Adult Education (CONFINTEA, Hamburg, July, 1997) proclaimed the importance of the contributions of older people to society. As a United Nations specialist agency, UIE increased its involvement in intergenerational issues in the International Year of Older Persons (UN, 1999), which proclaimed the aim of working 'Towards a Society for All Ages'. The World Education Forum for Education for All (WEF, Dakar, April 2000) further underlined the importance of a more creative and sustained mobilisation of resources.

UIE considers the intergenerational approach an effective and inclusive instrument to achieve its lifelong learning programmes. UIE presented a paper 'The Role of Intergenerational Programmes in Promoting Lifelong Learning for All Ages' (Ohsako, 2002) at the 2001 Beijing International Conference on Education. This paper summarized the implications of intergenerational programmes (IP) for promoting several key aspects of lifelong learning. The aim of creating sustainable learning abilities and learning environments is a main thrust of the Institute's lifelong learning programmes. Consequently, UIE proposed that it would actively promote intergenerational strategies for adult basic education and literacy (para. 01332, UNESCO's Programme and Budget for 2002-2003).

In 1999 the Institute, in consultation with the University of Dortmund, University of Pittsburgh and the Beth Johnson Foundation, held a meeting of international experts in order to facilitate the preparation of an international comparative study on intergenerational programmes. The study resulted in the publication of a monograph 'Intergenerational Programmes: Public Policy and Research Agenda: An International Perspective' (Hatton-Yeo and Ohsako, 2000). The recommendations in the monograph emphasized the significance of IP as a model for community action and development, the need for critical assessment of models from different countries to support cross-cultural understanding and learning and the need to increase our understanding of IP both from an historical and cultural perspective.

In the same year, a workshop was held on community development during the conference 'Intergenerational Programmes to Promote Social Change' (1999, Vaals) organised jointly by a range of international partners. The workshop underlined, in recommending an intergenerational approach to community development, the

primacy of local definition, investment, creativity, hope and control (Kuehne, 1999, p.24 of the Conference report), and also the need for the implementation of intergenerational programmes to be linked to already existing community development structures (Penninx, p.28 of the Conference).

In recognition of the increased importance that UNESCO is giving to intergenerational approaches it agreed to sponsor a symposium at the 2002 ICIP conference to bring together experts from India, Palestine, South America and Botswana/Nigeria to explore this issue from a number of different cultural perspectives.

The definition of intergenerational programmes

The specialists who prepared papers for the ICIP symposium utilised the first international definition of IP put forward in Dortmund (Hatton-Yeo & Ohsako, 2000) 'Intergenerational programmes are vehicles for the purposeful and ongoing exchange of resources and learning among older and younger generations for individual and social benefits' .Within this definition there are four generally agreed types of IP. These are:

- Older people serving children and youth (e.g. as tutors, mentors, resource persons, coaches, friends, a grandparent raising a grand child, etc)
- Children and youth serving older people (e.g. as friendly visitors, companions and tutors, etc)
- Older people and youth collaborating in service to their community (e.g. environmental and community development projects)
- Older people and youth together engage themselves in informal learning activities (e.g. recreation, leisure, sports, art festivals, exhibitions, etc.)

Objectives of the Symposium

The objectives of the symposium were:

1. To exchange country experiences, examine the status of intergenerational programmes, and to identify ways in which IP strategies are being applied as an instrument to cope with the priority community development issues in developing countries.
2. To propose recommendations to public policy makers and practitioners on ways to improve the application of IP strategies to enhance sustainable community development programmes and projects in these countries.

This paper summarises the presentations made by the four specialists against four themes:

- The historical and cultural roots of IP

- The conceptual framework and definition of IP
- The contexts and community development priorities that the IP approach is seeking to address
- The perceived merits of IP and its potential future application.

Historical and cultural roots of intergenerational programmes:

In their 2000 monograph, Hatton-Yeo and Ohsako (p.3) argued that the concept of intergenerational exchange in developing countries is not new but is imbedded into patriarchal and familial relationships. The assertion was based upon the results of a comparative study conducted by UNESCO in 1999 that included Cuba, China and South Africa.

The symposium papers provide further support to the generalization of this notion. The Nigerian paper (Akpvoire Oduaran) acknowledges the existence of family-oriented and community-oriented intergenerational programmes. The Indian paper (Narender Kumar Chadha), proposes that there is a causal relationship between many social problems and the erosion of the traditional familial intergenerational ties. The paper stressed the need to promote and maintain intergenerational familial solidarity.

The study on intergenerational learning in Latin America and the Caribbean by Torres acknowledges that although terms like intergenerational learning are hardly used in reality these connections are of fundamental importance. She further argues that the discourse in regard to diversity relates to culture, language, gender and context, but very rarely to age. This fact may help to explain why intergenerational approaches are identified on post-hoc basis and this approach is therefore not treated as an intended strategy of a project. This forms one of the arguments as to why the formal identity of intergenerational programmes is still weak in developing countries.

In one's attempt to understand the historical roots and development of intergenerational programmes and learning one can learn much about the social and cultural history of countries as the intergenerational relationship gives a frame of reference for understanding a culture. This is why so many books that introduce the cultures of different countries often find it necessary to deal with interpersonal relationships within family as a major thrust to promote the reader's cultural understanding. It was an important agenda of the ICIP international meeting that the cultural understanding of different nations and sub-groups within the nations could be promoted through discussions on intergenerational programmes between scholars of developing countries and those who come from developed countries.

Definition and classification of IP in developing countries

The four types of generally accepted types of IP referred to in the introduction of this paper faced two main challenges when reviewed against the papers from India and Latin America. IPs being promoted in Europe and North America are generally based upon the assumption that IP participants are non-familial members. The Indian paper however reminds us that familial types of IP should not be discarded simply as an old

model but should be re-assessed for their renewed roles and social and individual merits.

We may have to accept this reality because familial generational relationships continue to be the sources of relationship problems as well as facilitators of modern familial relationships at least among developing countries. The Latin American and Caribbean paper further challenges our design of IPs that are often placed between two polar age groups – children/youth vs. older people. Torres's paper advocates all types of age-based groupings of intergenerational learning participants as well as those conducted through both familial and non-familial modes of IPs: youth educating children; older students assisting younger ones; parents and grandparents as educators of children; children and parents learning together; teachers and students learning together; children, youth and adults learning together.

The National Literacy Campaign (Ecuador, 1988-1989) employed 70.000 trained high school students (16 to 18) to teach 300.000 learners. The Community Instructors Project (Mexico, 1973-) and Monitors (Chile, 1994-) also utilised this approach. The massive mobilization of young people to teach adults seldom exists in developed countries except some programmes sporadically reporting the teaching of computer skills or exercise to the elderly by young students.

Oduaran, at the UNESCO workshop, challenged the definition of IP proposed in 2000 and proposed the following new one:

Intergenerational Programmes form a system, an approach and practice in which all generations, irrespective of age, race, location and socio-economic status bind themselves together in the process of generating, promoting and utilizing ideas, knowledge, skills, attitudes and values in an interactive way for the improvement of self and community

This definition is currently being considered by members of the International Consortium for Intergenerational Programmes (ICIP).

Contexts for IP implications: policies and priority community issues

a) National policy for sustainable community development:

The four reports indicate that one of IP's main contributions to national policy is to promote social cohesion, national unity and shared responsibilities. At the policy level, Oduaran points out that the IP approach is contributing to the implementation of Botswana's and Nigeria's National Policy on Education (1994, 1981, respectively), particularly its objectives to further education and training to larger numbers of people, and to provide lifelong education to all sections of people through out of school educational opportunities.

The Palestinian study highlights that intergenerational community development activities are a highly desirable course of action in order to improve the quality of life and well being of individuals. Palestinians need a political infrastructure which can

co-ordinate and finance the necessary activities and programmes to realize this objective. The creation of a Palestinian State could make it possible to establish such a necessary infrastructure. The author also suggests the involvement of UNESCO to provide global and comparative experiences in the area.

The Latin American studies on intergenerational programmes evidenced important policy implications particularly on the following: the importance of a bottom up approach, the usefulness of a multi-sectoral approach, the importance of the synergy created by public sectors and the civil society bodies, and, finally the importance of policies which encourage a decentralized approach in IPs.

In the Ecuadorian National Literacy Campaign (1988-1989) the government authorities were persuaded to formulate concrete proposals for improving the national level of literacy. This was done through a bottom-up approach that trained 70,000 high school students who served as literacy teachers to achieve an 85% literacy rate for parents.

A multi-sectoral approach, in which IPs are organized in cooperation with different ministries, such as the ministries of education, health, social development, environment, etc, seems to be effective in some Latin American countries. The synergy produced by both public bodies and civil society bodies (student bodies, associations, community leaders, NGOs,etc) seems to stimulate and support community-based IP activities. Possibly decentralization is a key factor here as the bottom up approach and the creation of synergy between public bodies and civil bodies needs to start at the local level. The Indian study points to the importance of the policies governing familial and parental education, where an intergenerational approach can play an important role.

The current studies from developing countries demonstrate that the participation of all generations in community development work is a starting point and is a minimum requirement for such policies. The policies need to further address the mechanics of the consensus building process (through a bottom-up locally-based approach), and the issues for inter-sectoral co-operation.

b) Community development priorities:

The community development priorities reported by the studies in the different countries and different regions are detailed below:

Botswana & Nigeria:

- -HIV/AIDS and its social impact
- -literacy & basic skills
- -health
- -environmental improvements
- -empowerment of women
- -poverty eradication
- -vocational education
- -peace and security

India:

- -sensitizing the young about their role in national building
- -educating the adults
- -environmental issues

- -empowering women
- -neglect of girl child
- -population control
- -drug abuse
- -HIV/AIDS
- -child marriage

Latin America:

- -A learning community programme
- -adult literacy and basic education
- -youth community instructor
- -education for low achievers
- -intergenerational literacy programmes
- -remedial and compensatory out-of-school programmes
- -community-based teacher training
- -prevention for school repetition and drop-out
- -recovery of school drop-out (accelerating learning)
- -bilingual inter-cultural education
- -integration of school-home education

Palestine:

- -community participation and ownership
- -the trickle up approach
- -on-going training for human resource development
- -monitoring and evaluation to minimize risks
- -investment in youth who want to use their energies in constructive manner
- -reinforcement of the role of volunteers and donors
- -networking among different players
- -participation of the academia for community development
- -potential replication of successful intergenerational initiatives

Suggestions and recommendations: Intergenerational programmes and the developing world:

a). Knowing is first, practice is second:

It is important to have a good knowledge about the historical and socio-cultural backgrounds and community priority issues and concerns prior to any attempt to introduce or implement IPs. This is true for any country situation but it can be more difficult to be knowledgeable about developing countries because relatively less information is generated on them and the information flow is relatively weak both between developed and developing countries and in developing countries themselves.

b) Local ownership and leadership:

The studies generally recommend that community development priorities that can be tackled by IPs are not only identified locally but also need to be implemented by local

personnel and resources. This means that IP programming needs to be contextualised, managed and sustained through local ownership and leadership.

c). Literacy is crucial:

The importance of literacy remains as a priority community development in developing countries. Literacy is a prerequisite for IP. Without the basic skills of how to read and write the communication between generations required for mutual teaching and learning is extremely difficult. Family literacy intergenerational programmes are possible when at least one group (e.g. parents or children) is literate in order to teach the other.

d). Learning anywhere and any time:

The IP approach can be applied to formal, non-formal and informal education/learning contexts. IP can help people learn anywhere and any time. More importantly IP should be able to link learning activities that are taking place across these three structures – home, school and community – and aim to establish meaningful cross-generational learning experiences.

e) Tackling HIV/AIDS intergenerationally:

It is a great challenge to employ intergenerational strategies for the treatment and prevention of HIV/AIDS in developing countries. An HIV/AIDS counselling programme pointed out by the Botswana study is an example of this approach. Trained older adults interact with children and youth for HIV/AIDS prevention programmes in out-of-school settings. The nine million orphans left due to the death of parents/guardians who are HIV/AIDS victims present an enormous challenge for international community.

f) North-South cooperation in IP:

This requires the enhanced interest and involvement of Northern IP researchers in community development issues to which IP strategies can be applied. For the IP to become a truly international concept and field, further efforts are necessary for both Northern and Southern researchers and bodies to work more closely to clarify the role and merits of IPs as an instrument to promote social cohesion and to solve urgent community and developmental issues and problems in both developing and developed countries. The UNESCO symposium provided at least an opportunity to advance this objective.

Summary

The symposium achieved a significant impact on its audience. Most significantly it highlighted the powerful tradition of cross generational community development that forms the basis of much of the social policy practice in developing countries. The most powerful message was how much the participants from developed countries had to learn from the traditions and practices of the presenting countries.

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Further information

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Appendix 1 – Presentation abstracts

Impact of intergenerational programmes on community initiatives and settings

Dr Matthew Kaplan, Pennsylvania State University, USA

Most people who write about intergenerational programs focus on the significance of intergenerational engagement solely in terms of impact on human development outcomes. In this regard, there has been some good work in terms of charting out how various intergenerational endeavours contribute to the cognitive development and social and emotional growth of young and older adult participants of such initiatives.

However, we now see the beginning markings of a broader theoretical framework for understanding the significance of planned intergenerational exchange. Intergenerational program specialists in several countries are now considering outcome variables which include impact upon community institutions and settings.

I would like to conduct a presentation aimed at exploring the intersection between the domains of intergenerational programming and community development. I will highlight program strategies for bringing young people and senior adults together to collaboratively study neighbourhood development issues and explore and pursue civic involvement possibilities. The presentation will include a discussion of some of the challenges and rewards associated with efforts to facilitate meaningful intergenerational exchange within community participation endeavours. I will also make the case for broadening the base of professional participation in the intergenerational studies field. In part, this includes reaching out to community planners, architects, geographers, and anthropologists as well as gerontologists, child development specialists, and educators.

My experience in this area is derived from my dissertation research (Environmental Psychology Program, City University of New York) and subsequent curriculum development experience involving intergenerational approaches for community education and action.

A Sustainable school-based intergenerational programme: An Australian focus

Prof Derek Colquhoun, School of Education, Victoria University, Australia

This presentation focuses on the evaluation issues within an intergenerational program with particular reference to the contextualising of information. In this instance the authors refer to a two-stage research project that they recently completed—"Curriculum Model for Teacher Education and Training: 'The Road Ahead: One Day I Will Be Old Too!'" Intergenerational programs in Australian school communities often go unnoticed except by the particular schools involved. The presentation includes an in-depth understanding of some of the issues that primary school-based intergenerational programs have. There were eight primary schools involved, seven urban and one rural. The total number of children surveyed was 305, with 19 teachers and 17 older people forming the balance of participants. The survey instrument used was Children's Views on Aging by authors Newman and Marks from the University of Pittsburgh. Arguments are made, citing examples from the study, that contextualising findings ultimately can help to provide a forum for personal expression about age-

related issues and can challenge lifelong learning curriculum policy at many educational levels. Given the rapid pace of change within society, and a seemingly enduring dependence on having quantitative findings to justify program expenditure, this presentation challenges practitioners, policy makers and researchers to adopt new ways of evaluating programs to help ensure their sustainability.

Arts and well-being

Mr David Savill, Age Exchange Reminiscence Centre, UK

For almost 20 years Age Exchange has developed intergenerational arts projects focusing on reminiscence. In that time Age Exchange has worked with many different communities and cultures. Looking at 3 recent projects David will illustrate the benefits to individual's health and well being when generations explore personal experience through reminiscence arts. The workshop will include a range of practical activities used in current and past projects

Using storyline to deliver intergenerational programmes in schools – challenges and successes

Mrs Pip Tench, North Tyneside Council, UK

Mr Gerard Stanton, St Thomas More High School, UK

This workshop/presentation will introduce colleagues to Storyline as a means of delivering intergenerational learning in primary and secondary schools. The facilitators began bringing generations together in 1996 and have been involved in developing projects on both a national and trans-national level.

The participants in the workshop will discover the key principles of the Storyline method, which enables pupils and older people to learn together as equal partners. This will involve the conference delegates adopting roles in the creation of characters, setting a location for the story and resolving dilemmas as events unfold. The session culminates in a successful conclusion of a Storyline; the celebration.

Promising practices for building communities for all ages

Dr Nancy Henkin, Centre for Intergenerational Learning, Temple University, USA

How can intergenerational strategies be utilized to build communities that nurture and support individuals and families at all stages of the life cycle? *Communities for all ages* are places where communication and mutual learning across age groups, the development of meaningful intergenerational relationships, and the promotion lifelong civic engagement are encouraged. Using case studies from the United States, this presentation will share concrete strategies that are being successfully utilized to promote this concept, such as using asset mapping to identify community resources, designing community outreach campaigns, forming sustainable partnerships, providing technical assistance to build organizational capacity.

"Standard practice" for intergenerational programming

Dr Vicki Rosebrook, Marilyn and Gordon Macklin Institute for Intergenerational Learning, University of Findlay, USA

Dr Liz Larkin, Childhood Education, University of South Florida, USA

"Standards for Intergenerational Specialists" represent the competencies for which professionals that work with children and senior adults are to be held accountable. In this workshop we will discuss how the standards were developed, reviewed, and the path to endorsement. What does this mean to the emerging field of Intergenerational Studies?

Objectives:

As a result of this session, participants will be able to:

1. Understand the process of Intergenerational Standards development.
2. Gain a realistic sense of the need and importance for standards in an emerging field.
3. Provide input relating to Intergenerational Profession Standards, competencies, and indicators.

Workshop Contents:

In 1997, The University of Findlay initially received a FIPSE grant endorsed by the United States Department of Education to develop an Associate Degree in Intergenerational Studies. In 2000, The University of Findlay received a second grant to develop a Masters Degree in Intergenerational Studies. With the understanding that Intergenerational Studies was emerging as a field of study, The University of Findlay partnered with the University of South Florida to develop "Standards for Intergenerational Specialists"

"Standards for Intergenerational Specialists" represent the competencies for which professionals who work with both children and senior adults are to be held accountable. This knowledge base must be constantly reviewed and updated as the field grows increasingly informed, so we can define more specific indicators that characterize expertise in this specialized area of professional practice. The evidence that is used to demonstrate proficiency must be flexible, yet convincing, so that knowledge, skills, and dispositions of the specialists are clearly articulated according to key indicators in each general category.

For this reason, input from practitioners is of the utmost importance. In this session we will facilitate interactive exchange related to intergenerational competencies. We will also discuss why standards are necessary and how "best practice" for Intergenerational Specialists was determined. Attendees will be provided the proposed "Standards for Intergenerational Specialists" and the opportunity to provide feedback.

Intergenerational wellness: exercising the mind, body, and spirit

Mr David Fetterman, Generations Together, University of Pittsburgh, USA

Dr Constance Bayles, Centre for Healthy Aging, University of Pittsburgh, USA

This session will take a holistic view of wellness by examining mental/emotional, physical, and spiritual components. It will explore why there is a need for a holistic

vision of wellness, and why an intergenerational approach to creating and sustaining wellness is appropriate. In addition, there will be an examination of how faith-based resources can be utilized in such a broad-based wellness. The special population of grandparents who are raising their grandchildren will be profiled as an example of how a specific wellness program can be operationalised.

Intergenerational learning using technology

Ms Pernilla Rydmark, Vinnova, Sweden

Mr James McCrea, Generations Together, University of Pittsburgh, USA

This session will explore the use of technology in intergenerational learning from two perspectives: A Swedish program in which seniors from interact with school-age children using computers; and a USA program that uses distance education to teach professionals how to develop intergenerational programs.

Seniors in Schools

In June 1999 SeniorNet Sweden was given funding from the Swedish Government, for carrying out an intergenerational project as a part of the National Elderly Project. The project "Seniors in Schools" was aimed at creating new meeting-points for schoolchildren and senior citizens. The goal was to get the old life-experienced generation to interact with the younger IT-generation. The seniors engaged in the project visited local schools and participated in school activities. The exchange of knowledge between the project participants was thought to be a vital force for understanding of computers, life-long learning and history. This presentation will in short tell the story about the project and discuss the pros and cons for using computers in intergenerational programming.

Intergenerational Online

This presentation describes a competency-based series of courses in intergenerational program development. Based on the successful Intergenerational Training Institute conducted at the University of Pittsburgh, Intergenerational Online takes students through the basic components of program development using a hypothetical program as an illustration. This session will include an overview of the series and its components. Participants will have an opportunity to view specific course modules and the features of the online interface. Opportunities for questions, answers, and input into the final design of the series will be provided.

Intergenerational community building at the neighbourhood level

Ms Christina Mercken NIZW, The Netherlands

Mr Kees Penninx, NIZW, The Netherlands

The public consensus in the Netherlands seems to be that many Dutch neighbourhoods are plagued by a lack of social cohesion. More and more citizens feel unsafe on the streets; neighbours barely know each other and meaningful relationships are rare. It is therefore not surprising that social cohesion is one of the key concepts of local social policy, the basic assumption being that every neighbourhood needs a certain level of social cohesion in order to offer the residents a liveable community in which they feel comfortable and included. When working on social cohesion, special attention is paid to those groups who maintain little to no social contact or amongst whom tensions arise: different age groups and communities with different ethnic and cultural backgrounds.

The Netherlands Institute of Care and Welfare (NIZW) has developed two new methods for promoting the integration of generations (and cultures): neighbourhood-remembrance and intergenerational neighbourhood improvement. Both methods are forms of community development, based on the local neighbourhood level, because the neighbourhood is where people live, where they meet each other and where tensions between citizens with different lifestyles and interests may erupt.

The workshop will focus on the importance of and need for intergenerational community building in the Netherlands and on sharing new approaches and experiences with intergenerational community building.

Intergenerational learning as a process

Mr Jumbo Klercq, Odyssee, The Netherlands

This presentation will look at:

1. Youthland and elderlyland in a modern society
2. The modern society as ageing society
3. Globalisation, sustainability and quality of life
4. Projects and programmes cannot without process
5. What is an intergenerational learning process
6. Role of generations typology and lifestyle diversification in learning processes
7. Subjects of intergenerational learning processes
8. The pedagogical role of the baby boom generation

Intergenerational arts projects

Ms Susan Langford, Magic Me, UK

Photography - Creative writing - Drama - Design

A presentation and workshop exploring the dynamics of intergenerational projects using different art forms and the role of artists who work with young and older people.

Magic Me has 12 years' practical experience of setting up, leading and managing intergenerational arts projects in the East End and other parts of London. This includes work with frail nursing home residents, elders with dementia and Bengali elders.

Communication in co-learning programmes. An approach from gerontagogy

Prof Mariano Sanchez Martinez, Sociology Department, University of Granada, Spain

Mrs Carmen Tallada, Sociology Department, University of Granada, Spain

Gerontagogy is a field of knowledge and practice centred in educational intervention with older adults. Beyond the fact that those persons are elders, Gerontagogy underlines an interest towards possibilities offered by educational processes in order to improve their personal and social situation. Therefore, co-learning intergenerational programmes become a type of practice about which Gerontagogy is interested. From what point of view? On the one hand, co-learning programmes are organized around education, and the other hand these programmes may count with older persons as participants.

That said, it is not enough having a context in which older and younger persons relate; to have a co-learning programme is needed an intention to take advantage of that context in order to improve educational practices. It is there that communication might be considered a central process along which educational endeavours develop. Communication between younger and older persons has to be a key element for the facilitator/leader/educator whenever she/he conceives and implements the educational programme. Communication must be produced in a way in which helps achieving educational tasks: It is the educational model which has to consider within it the processes of communication and not the contrary. Since we can roughly distinguish three general educational models in Gerontagogy --technological, critical and interactive--, we should analyse communication according to which one of them is being implemented.

This presentation shall look at communication styles and practices under each one of those educational models; moreover, we'll comment on the most appropriate communication depending on which intergenerational educational practices we want to facilitate.

Homeshare, a concept adaptable to many cultures

Mr Jumbo Klercq, Odyssee, the Netherlands

Homeshare is an exchange of housing for help. A householder offers accommodation to a homeshare in exchange for an agreed level of support. The householder may need help with the household tasks, or income from a modest rent, or a combination of both. Homeshare also provides security and companionship.

Homeshare is a very flexible concept. It can meet many needs and be adapted to different countries, cultures and circumstances. Homeshare is already benefiting: elderly people, younger people including students, disabled people, single parents, people who need additional income, the community as a whole.

Where is Homeshare?

Homeshare programmes are known to be running in eight countries: Australia, Austria, Canada, Czech Republic, Germany, Spain, UK, and USA.

What can Homeshare offer?

Homesharing brings benefits to both parties. Typically, older or disabled householders get help with tasks like shopping or preparing meals or increasingly, computer help. Many value companionship and the security of someone in the house, especially at night. Homesharing can help older or disabled people to remain independent.

Many homesharers are young people with limited funds. They may be studying or working in a new city or country where they have no support network. For them, homesharing offers free or inexpensive housing, companionship and, in many cases, support too.

Many homeshare matches have led to increased understanding across the generations and to lasting friendships.

A Message on life to the young – an intergenerational initiative by senior disaster victims in Kobe

Dr Leng Leng Thang, National University of Singapore, Singapore

The Great Hanshin Earthquake on January 17 1995 has caused the loss of over 6000 lives in Japan. The earthquake is also said to have resulted in the emergence of volunteerism and social activism among Japanese. Many earthquake victims, too, have united to form volunteer groups to help fellow victims and lobby for citizens' participation in rebuilding the cities.

This paper is a case study of a volunteer group in Kobe city formed six years after the earthquake. Unlike most volunteer groups which focus mainly on the care of the elderly and disabled in the society, this group – consists mainly of seniors who are themselves disaster victims, chooses to emphasis on speaking about their experience as a victim to school children in Japan. The paper will examine their efforts in intergenerational interaction as they connect with the school children through the lessons learnt from the earthquake. It is hoped that their efforts will help to elevate the youth problems such as school violence, teenage suicides and killings faced by Japanese society today.

Research: What's hot, what's not, and what's next

Dr Valerie Kuehne, University of Victoria, Canada

In this session, participants will consider the published intergenerational program research and evaluation literature from three vantage points. First, the trends evident in the literature will be presented (What's Hot). Second, clear gaps in the literature will be described (What's Not), and the session will close with discussion leading to recommendations for research and evaluation priorities in the field (What's Next), including rationale for those priorities and the steps required to achieve them.

Regulations for early childhood centers in co-located intergenerational programs: A report from the US

Ms Shelley Levin, Division of Social Science & Business, Oakton Community College, USA

Mrs Robyn McBroom, Lifelink, USA

The individual states in the US regulate child and adult care programs. Illinois was the first to develop sophisticated regulations that empower providers and regulate IG programs with childcare in co-located settings. These regulations and two successful program models will be presented. Handouts will be provided.

Cultural perspectives from New Zealand: Te Whariki as an intergenerational curriculum

Dr Margaret Nicholls, Department of Professional Studies in Education, University of Waikato, New Zealand

Intergenerational programmes recognise the relationships between the young and old as mutually important to both age groups and to society in general. While intergenerational programmes are a fairly new venture in New Zealand the early childhood curriculum - Te Whariki, the woven mat, is a document which is based on

the relationships between people and their environment. It is an ecological model where the context of a child's life is a critical factor in determining well being, a sense of belonging, communication, a desire to explore, and contribution to society. There are the living strands of Te Whariki which are woven together to provide a sense of place from which children can grow strong and confident. These strands also apply to older people as they move through life's changes. This paper will explore the ways in which Te Whariki is an intergenerational curriculum that can be applied to any context and any age.

Intergenerational community development initiatives in Germany

Mrs Iris Marreel, Pfefferwerk Stadtkultur GmbH, Germany

The prophecy of dissolution of solidarity and a “war between generations” (Reimer Gronemeyer) opposes the hope and specific promotion of new social structures and civic engagement: a community of solidarity between generations could be a future perspective.

In Germany a national campaign to improve the dialogue between the generations has existed since 1994. In this context the German Ministry for Family, Senior Citizens, Women and Youth has created an Office in Berlin with the purpose to support and to link together intergenerational projects. For two years now the office organises together with different partners meetings of intergenerational projects on a regional level. The target groups are as well a broad public as experts: the aim is to bring together, staff members and participants of intergenerational projects with political representatives, social workers, students, teachers, representatives of local community development initiatives and trade unions, of church and welfare organisations, of youth and seniors organisations, not to forget the media.

The goals are:

- To present successful and imitable intergenerational project ideas
- The exchange between volunteers, professionals, experts and politicians
- To create a platform for new methodological approaches, the development of model concepts and the promotion of co-operation of those involved at a local level
- To create a better lobby for intergenerational programmes

The most important topics are:

- Conflict resolution between young and old
- Mentoring
- Witness of time
- Promotion of civil engagement
- To find new ways of financing through Corporate Citizenship, Fundraising and Sponsoring

Intergenerational learning through play

Ms Lindsay Davis, School of Occupational & Public Health, Ryerson University, Canada,

Dr Liz Larkin, Childhood Education, University of South Florida, USA

Dr Stephen Graves, Childhood Education, University of South Florida, USA

Play is universal. No matter who you are or where you live, play is a way to learn about yourself and the world around you. Shared play experiences are important in building mutually beneficial relationships among younger and older generations, and they contribute to cognitive growth, improved social skills, physical development and emotional well-being. This presentation will include vignettes from a research study showing how older adults can be involved in children's play; appropriate toys, materials, and games for bringing the generations together successfully, and informative background information on the topic of play.

Standing on common ground - learning about other cultures

Ms Susan Langford, Magic Me, UK

The 'Standing on Common Ground'¹ programme is based on Ocean Estate, East London, an area of high deprivation, poor housing and lack of trust and contact across generations and between the different communities. A range of creative projects is linking young Bengali residents with their older white and Jewish neighbours, to foster mutual understanding, respect and community involvement.

This presentation will describe some of the difficulties, the achievements so far and demonstrate some of the activities used by participants in arts projects led by Magic Me. Magic Me has 12 years practical experience of setting up, leading and managing intergenerational arts projects in the East End and other parts of London.

What can grandparents contribute to adult grandchildren who have special needs and who live in a residential setting?

Dr Dov Friedlander, Israel Adult Education Association, Israel

The project is in its initial stages of planning and execution. The central concepts are to increase the involvement and mutual interaction and support of grandparents, (or their surrogates) with their handicapped grandchildren. The hope is that by recruiting grandparents we might be alleviating some of the emotional stress on the parents and indirectly assisting the professional staff of the residential setting. The major aim of the project is to create a mutual support system, whereby the handicapped grandchild can become a caregiver to his aged grandparent, while himself receiving support, care and more important, emotional support and recognition for his abilities.

The first step was to encourage and cajole the grandparents, (in small groups) to spend a few executive days at the residential village, where the staff evaluated their physical, social and emotional abilities, while working alongside their grandchildren and participating, together with them in their recreational activities. The grandparents lived in their grandchildren's apartments and shared all their living activities. Concurrently, the handicapped grandchildren were given an intensive course in "grandparent care", based on the actual physical needs of their grandparents and were trained to take care of their grandparents. This training enabled them to spend time in their grandparents' home and act as caregivers, while concomitantly, the grandparents could come on "holidays" to their grandchildren and act as semiprofessional "counselors" during their extended visits, thus alleviating, to some extent, the burdened staff.

The third group that underwent training was the staff of the residential village, that had to learn how to cope with the "influx" of grandparents that they were unaccustomed to and had few coping skills to deal with. Finally, (though in fact they were the first group

we worked with) were the parents of the residents with special needs, who had to comprehend the proposed program and its aims and recruit their support?

The programme is in its initial stages as a “pilot” project and much effort needs to be expended to improve the training programs for all three groups and to design appropriate evaluation procedures whereby we can evaluate the efficacy of the programme.

An observational research project – research methodology and issues

Mr Paul Arfin, Community Programs Center, USA

Many countries are experiencing rapid growth in their aging populations while also addressing the need for programs that care for the children of working parents. In recent years, there has been a growth of intergenerational shared site programs (IGSS) to address both young and older while creating stronger intergenerational relationships.

Nevertheless, little research has been completed on these programs. What has been done has been deemed vague and fragmented. It is felt that it will be increasingly important for intergenerational programs to demonstrate their effectiveness to policy makers in addressing individual, social, and community problems.

In order to address these needs, The Community Programs Centre of Long Island (CPC), a nonprofit organization, completed a one-year research and demonstration project at one of its three intergenerational day care centers.

The research methodology that was employed may be useful to others who wish to investigate the benefits of intergenerational activities and want to design programs that have a research component. The presentation will also highlight a number of programmatic issues that should be considered in designing intergenerational programs.

Intergenerational shared sites and services for children, youth, and families

Mrs Sheri Steinig, Generations United, USA

Ms Jaia Peterson, Generations United, USA

Demographic changes in the United States and throughout the world present unique opportunities for innovative strategies that connect the generations and engage our children and older adults as valuable resources. Intergenerational shared site and shared resource programs provide new options for learning and service. Participants will learn about current U.S. models and public policies that support these intergenerational programs as well as resources available through Generations United.

Intergenerational practice from a range of cultural perspectives

Ms Beverly Williams Odon, United Way of the Greater Dayton Area, USA

The presentation will highlight findings on the value systems, situational strengths and coping strategies of grandparents from two cultural groups, African American and Caucasian Appalachian, and specifically elder caregivers who are raising their grandchildren. The research project is an exploratory, multiple interview documentation and theory-generating study. The related interviews and findings reflect individual and group narratives over more than two years. The research approach utilizes ethnographical principles and standards and was designed to document grandparents' stories as they verbalized their time-tested perspectives on life, demonstrated a quiet heroism that is memorialized in the children's lives they are building and served to document the continuous presence of intergenerational challenges, love and commitment. A demographic database chronicles their personal and communal experiences that grandparents chose to share. A definition about "who is a grandparent caregiver" and a local profile of the incidence of contemporary grandparenting was developed. The findings can also help to identify and encourage new service models and practices for professionals working with grandparent-headed households.

Grandparent power in the 21st century

Ms Amy Goyer, AARP, USA

This presentation will address the importance of familial grandparent-grandchild intergenerational relationships. Discussion of the various and changing roles of grandparents and grandchildren will include an overview of recent research conducted by AARP. This research includes a national survey, focus groups, expert forums and an environmental analysis of grandparent literature, resources and research.

As we enter the 21st century, people are living longer more productive lives and the number of grandparents, great-grandparents and great-great-grandparents increases rapidly. There are currently an estimated 70 million grandparents in the U.S. alone, with predictions of increases to 80 million by 2015. During these "bonus years" of later life, grandparenting can provide a very satisfying and rewarding role, purpose and resource to society.

Grandparents are more educated and have more disposable income than at any time in history. Despite our mobile society, they are generally closely connected to their grandchildren – seeing them, talking on the phone, and using email or fax to keep in touch more frequently. They worry about their grandchildren. Aware of the societal pressures around drugs and alcohol, they see their grandchildren as too busy and growing up "too fast". The changing definition of family – with many unmarried parents, single parents and divorced parents – has created more and more step-grandparents and adoptive grandparents, and in many cases grandparents step in as part-time or primary caregivers for their grandchildren.

Our research shows that grandparents play a variety of important roles and generally want to provide continuity and stability for the family. Key roles they play with their children and grandchildren include mentor, teacher, advisor, playmate and companion. Conversely, grandchildren play important roles in their grandparents' lives, often influencing their behavior and choices.

Grandparents are an enormous resource to society that has yet to be fully tapped and supported. Should institutions focus efforts on harnessing this "grandparent power" to help children and families? What are the differences between intergenerational

programs that bring together non-familial older adults and children, and those that provide opportunities to build relationships among familial grandparents and grandchildren? This presentation will address these questions and launch discussion about the current and future directions of grandparenting.

Relatives caring for children: Charting the legal obstacles

Mr Gerard Wallace, Brookside Center on Aging, Hunter College, USA

This presentation examines the legal obstacles facing relative caregivers of children. All states have laws governing non-parental care of children, but lawmakers have yet to comprehensively address the burdens of unanticipated child rearing by relatives. This report reviews the causes for the growth in relative care giving and the debate over the benefits of relative care giving; and outlines two major areas where laws need to be specially tailored for relative caregivers: the opportunity to care and enabling caregivers to care. With the use of a chart, the presenter catalogues obstacles to relative care giving by juxtaposing five elements (recognition, authority, security, financial assistance, and resources) next to the various legal status options available to care giving kin (informal custody, legal custody, guardianship, kinship foster care, and adoption) and shows that eighteen of the twenty-five categories can present obstacles.

Appendix 2 – Participant Contact List

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