

Working through
Intergenerational
Senior
Empowerment

TOOLKIT

For intergenerational senior empowerment



Lifelong
Learning
Programme

2012 – 1 – FR1 – GRU 06 – 35635



WISE Working through Intergenerational Senior Empowerment



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1. Introduction of the toolkit

This toolkit is the result of a 2 year project titled “*WISE - Working through Intergenerational Senior Empowerment*”. The project was supported by the Grundtvig Life Long Learning Programme of the European Commission.

5 partner organizations from 5 European countries worked together to identify and share intergenerational good practices as well as programmes targeting active seniors. The toolkit summarizes and presents these good practices in a way that makes it easy to understand what conditions are needed to adapt them to different local contexts.

The toolkit targets non profit organisations engaged in intergenerational work, clubs and associations of seniors, organisations working with senior volunteers and educational institutions.

Chapter 2 describes the challenges retired people face and useful ways to deal with them.

Chapter 3 presents each project partner and the goals and main activities of the partnership.

In *Chapter 4* there are detailed descriptions of good practices from the partner countries. These descriptions include lots of practical information

about the presented activities, for example: what specific needs they address, what activities they include, what typical challenges they face, what their main results are and what resources are needed to set up similar programmes.

Chapter 5 presents some icebreaker activities useful for intergenerational groups or for introducing the topic of aging.

In *Chapter 6* some local activities are described that the partner organisations carried out during the lifetime of the project - these activities are related to the topic of active aging or intergenerational work, too.

In *Chapter 7* we collected links to web portals and organisations that are worth visiting for those interested in intergenerational cooperation/active aging in more details.

Finally, in *Chapter 8*, we suggest some background articles addressing the topics come up in the good practices (like volunteering in later life or health benefits of sports in later life).

We hope that readers will find the toolkit useful and get new ideas and inspiration for their work.

2. Our learners' needs



Contemporary European societies are aging societies, with an ever increasing percentage of senior citizens. At the same time the social networks and support systems characterizing traditional communities have weakened, leaving many people struggling to find a meaningful way of living after retirement.

Nowadays the perception of elderly people is often restrained to their age: they are identified in the first place by how old they are rather than by their former profession, social roles, hobbies and achievements. They are often perceived as needy, passive, dependent and as targets of concern. Older people - especially after retirement - are at the risk of feeling redundant and useless, which could lead to the deterioration of their physical, psychological and mental health.

In the framework of the WISE project, we looked for good practices that help prevent this process by enabling seniors to be engaged in meaningful mental and physical activities and by enabling

them to play an active part in their communities. Exercise is considered essential not only for keeping in shape but also for maintaining mental fitness (concentration, alertness, memory functions), and it can also reduce stress and improve one's general mood. Doing exercise with others can also serve as a way to become part of a group, therefore it helps to create social connections as well. You can read about a related good practice titled "*Summer sport camp*" (Hungary) which describes a yearly summer camp where families (including grandparents and grandchildren) spend a week together while taking part in different sports activities.

As we have mentioned above, physical exercise has several positive effects on our minds, but mental fitness can be maintained more directly as well - more and more seniors choose to enroll to trainings and courses, so that they can learn about new topics and improve their cognitive functions. We will be presenting a good practice about the "*University of the third age*" in Poland (a general introduction of the concept can be found here:

http://en.wikipedia.org/wiki/University_of_the_Third_Age). Also in this category, "*Indian summer in Wroclaw*" (Poland) is described later, which was a local programme initiated by the municipality and managed by local NGO-s that offered a wide range of educational and community building programmes for Wroclaw citizens over 50 years old.

Learning together with the younger generations and/or teaching them and sharing life experience with them offer further learning opportunities for both the young and the old and again help

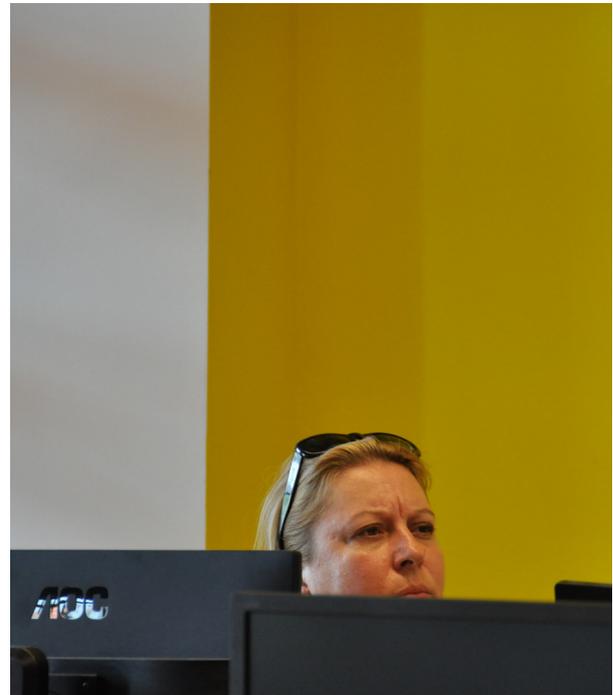
2. Our learners' needs

seniors to connect to others in a meaningful way. In “*Developing skills in English through drama*” (Romania) a retired native English drama teacher lead drama courses for local romanian youngsters, which besides developing students’ acting skills also improved their social and foreign language skills. In “*Past memory for a future open society*” (Romania) victims of the communist system had a series of discussions with each other, with descendants of the anticommunist resistance and with interested adults and young people. Through this kind of intergenerational knowledge exchange younger generations can be motivated to appreciate and defend democratic values. Environmental protection, gardening, learning about nature are also favourite topics for intergenerational collaboration between seniors and young people (sometimes children in primary schools).

In “*Adapting to climatic changes*” (Romania) all generations learnt together about the climate change and about everyday methods of environment protection through seminars, exhibitions and films. In “*Nature for care – care for nature*” (HU) senior people shared their knowledge about nature (plants, gardening) with children and learnt new things together about this topic (e.g. about recycling techniques).

People from different generations can help each other in other ways as well. We present two homeshare programmes among the best practices we collected during the time of the project: “*Intergenerational housing*” from France, and “*Living together*” from Spain. Both are based on

the same idea: elderly people living alone share their homes with students (usually in a difficult financial situation) in exchange for some kind of support. This support can be non material (helping with the housework, companionship), or material (contribution to the costs of household bills, some minimal amount of renting fee).



In “*Voisin-age*” (France) young people willing to volunteer are paired with isolated elderly people from the same neighborhood. The coordinating organisation also gives an opportunity to older people to offer their skills or time (for example, to help looking after a child, to teach somebody how to cook, etc.). The “*Bon veinatge (good neighbour) programme*” (Spain) describes a research project where a methodology was developed for establishing

2. Our learners' needs

neighbour-like connections between younger and isolated elderly people living in the same area.

Last but not least some practices involving senior volunteers will be presented in this toolkit. Senior volunteering is one of the most efficient ways to keep retired people active members of their communities. Volunteering has also been associated with extended life expectancy, increased physical functions, increased levels of self-rated health, reduced depressive symptoms, and increased life satisfaction. In “*ALCE (Appetite with learning comes with eating)*” (France) volunteering retired local women and younger immigrant women formed bonds, learnt about each other’s cultures and helped with the social inclusion of one another by exchanging recipes and natural healing methods.

In the “*Step grandma*” programme (Hungary) retired women volunteer to help out single working mothers with everyday tasks with their children. In the “*Senior environmentalist*” project (Poland) senior volunteers travelled abroad, organised events at kindergartens and schools and participated in open meetings devoted to local traditions, culture and environmental issues. We hope that the presented collection of good practices will inspire others to implement (elements of) these practices or even develop new programmes promoting active ageing.

The detailed description of the good practices can be found in Chapter 4. Further readings on relevant topics can be found in Chapter 7 (“External resources”) and in Chapter 8 (“Bibliography and suggested readings”).



3. Introduction of the partners and the WISE project

The partnership is composed of the following organisations:

Elan Interculturel from France,

AKUT Alapítvány – a társadalmi integrációért
from Hungary,

DEMÀ, Departament d'Estudis dels Medis Actuals
from Catalonia (Spain),

Negru Voda Cultural Foundation
from Romania,

Akademia Zrównoważonego Rozwoju Lokalnego
(The Academy for Sustainable Local Development)
from Poland.

3. Introduction of the partners and the WISE project

Elan Interculturel (FR) is an independent association created for the exploration and valorization of cultural diversity. To reach its objectives Elan organises trainings for professionals working in intercultural situations, as well as for individuals living in cross-cultural transitions or in cultural contact zones. Elan participates in collaborations and pilot projects to develop new methods and tools. In addition, they carry out research in intercultural and social psychology aiming at a better understanding of intercultural dynamics.

Elan's website: <http://elaninterculturel.com/>

AKUT Alapítvány's (HU) mission is to help with the social inclusion of different types of socially disadvantaged groups, mainly by developing their self-care capabilities. One of their target groups is retired people who are at the risk of becoming socially isolated. In order to fulfil their aims, AKUT develops educational materials and organises educational programmes that help their target groups to take an active role in solving their own problems. They seek to identify and implement good practices of local, community based, sustainable projects from all over the world. AKUT's website: <http://www.akutfoundation.org/>

DEMÀ (ES) is a non-profit association founded in October 1998, which works in several areas in adult education, particularly in the field of labour and social integration, training for trainers, development of active citizenship, and pedagogical

and methodological research. They are members of several international networks, for example MIR: Migration and Intercultural Relations (a Comenius network), International Observatory for Participative Democracy, or CONECT (Cooperation Network for European Citizenship).

DEMÀ's website: <http://www.dema.cat/>

Negru Voda Cultural Foundation (RO) is a nonprofit organisation with 141 active members, engaged in promoting democracy and human rights, global and traditional culture and values at local, regional and international levels. The organization is structured into departments like „Ecology and Tourism”, „Youth and Civic Education”, and „Culture and Civilization in Fagaras County”. They hold symposia and meetings with public figures from Fagaras and elsewhere, and organise scientific conferences, exhibitions and other activities in the fields of democracy, civil rights and liberties.

NVCF's website: <http://negruvoda.ro/>

The Academy for Sustainable Local Development (PL) is a think-tank and a leader in the field of combining achievements of contemporary science and the experiences of the non-profit sector with the needs and realities of Polish and European knowledge-based development. They are seated in Wrocław and have approximately 20 active members who are experts in the field of local and European active citizenship and European integration studies and practice.

Their website: <http://azrl.org/>

3. Introduction of the partners and the WISE project

The WISE project

Our main aim was to explore and promote practices that:

- Enhance senior people's activity, self-determination and their participation in communities.
- Create connections between people from different generations (instead of isolating seniors into a separate group).
- Enhance the contact and collaboration across different cultural borders within our societies, contribute to the construction of a multicultural European identity.

Our project revolved around four main activities:

1. Organising field trips and workshops within the framework of partner meetings.
2. Setting up local development activities in order to adapt the new practices to local contexts (see Chapter 6).
3. Creating a project blog for sharing background literature, project reports and photos with a broader public: <http://wiseproject.weebly.com/>
4. Creating this toolkit in order to help others with the implementation of the best practices gathered during the lifetime of the project (see Chapter 4).

We arranged five partner meetings that all of the partners attended. During these meetings we got to know each other, shared experiences through discussions, collected good practices through presentations and field trips to other organisations in the host countries and took part in cultural activities as well. The detailed agenda of the partner meetings can be found on the project blog, here we only share the dates of the meetings and some pictures taken during these meetings to give a sense of the atmosphere we experienced:

1. Kick off meeting
Paris, 25th-27th October 2012
2. Second meeting
Budapest, 20th – 23rd March 2013
3. Third meeting
Wroclaw, 2nd -7th July 2013
4. Fourth meeting
Barcelona, 16th – 19th October 2013
5. Final - fifth - meeting
Brasov, 24th – 26th April 2014

After having presented the project's aims, activities and its partners, we can go on and present the good practices in the next chapter. We tried to create a structure for these descriptions that make them easy to understand and implement.

4. Good practices

“ALCE – Appetite for Learning Comes with Eating: Active Learning Training Course” (FR)

Specific needs/theme/issue tackled by the good practice

Social isolation of two target groups suffering of multiple discrimination: native senior women over 60 years old and young migrant women between the ages of 18 – 40.

Keywords

Intercultural dialogue; Intergenerational dialogue; Cooking; Natural remedies

Objectives

- Facilitate the inclusion of vulnerable social groups suffering from multiple discrimination.
- Improve the acquisition, recognition and validation of key competencies acquired through non-formal learning processes.
- Develop and consolidate innovative life-long learning practices based on the intercultural and intergenerational transfer of fundamental non-tangible knowledge through active non-formal learning processes.
- Strengthen inclusive notions of European identity and citizenship through non-formal learning.
- Improve wellbeing and health through better knowledge of culinary traditions and natural curative methods.



4. Good practices

Target group(s)

Native senior women over 60 years old; Young migrant women between the ages of 18 – 40

Activities

Participants are invited to bring recipes and natural healing methods and to share them with other women. The recipes should be connected to their childhood and countries of origin. They can choose their own way of presentation (power point presentations, pictures, or sharing special ingredients and tools they need in the preparation process). This activity allows women to get to know each other's cultural background and culinary traditions.

Make groups of 3 or 4 women who work together in order to create new recipes that they will try out in the next (cooking) session. Groups should be culturally and generationally diverse, which facilitates the process of knowledge transmission and mutual sharing of culinary and cultural traditions. Each group is encouraged to invent one new recipe based on the ones that they presented to each other and which is composed by ingredients belonging to different cultures. They are also asked to find an attractive name for the dish they will create in the next session. At the end of the session each group presents the newly created recipes to the other groups and they also form a shopping list of ingredients they will need next time. The next session is the "cooking session", where each group prepares the recipe created in the last meeting. After finishing with their tasks in the kitchen, a dinner is organized where participants present, share and taste the prepared dishes.

In order to valorize women's creations, two more ac-

tivities could be set up: a creation of a "cooking book" gathering all the recipes, and the organization of a local event open to the community to present the dishes.

Duration of the good practice

Between 4 and 6 sessions of 2 hours each.

Challenges/difficulties faced during the good practice

To attract participants from both target groups and to keep them during the whole project.

Results/outcomes of the good practice

- Knowledge exchange on food, culinary traditions and healing methods.
- The creation of new recipes from ingredients belonging to different cultures.
- Organization of cultural events.
- The development of a book with personal recipes and natural healing methods.

Needed resources to set up a similar programme

It can be adapted to different budget sizes.

Contact information

Name of the organisation:

Association Élan Interculturel

Phone: +33 (0) 183879679

Web: elaninterculturel.com

Project site:

<http://www.appetiteforlearning.eu/>

Rue Guillaume Bertrand 7

75011 Paris, France

4. Good practices

“Intergenerational housing”(FR)

Specific needs/theme/issue tackled by the good practice

- Social isolation and loneliness of elderly people.
- Difficult financial situation of retired people.
- Difficult financial situation of students.

Keywords

Housing; Sharing accommodation; Solidarity; Reciprocity

Objectives

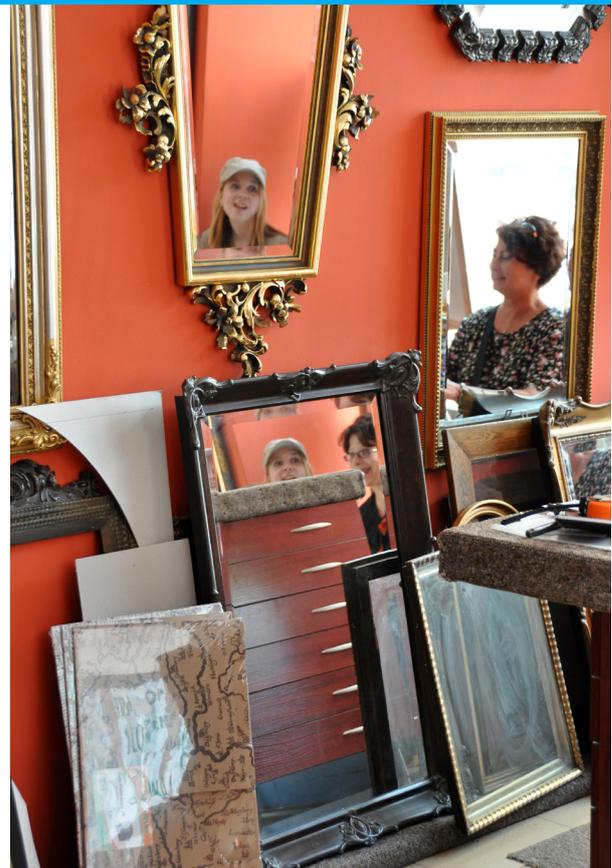
- Break the loneliness of elderly people by giving them an opportunity to create bonds with younger people.
- Create a link between generations.
- Provide retired people with an additional income.
- Enable younger people to have access to decent accommodation for accessible price.

Target group(s)

Young adults between the ages of 18 – 30; Students; Elderly people aged 60 or above

Activities

Le Pari Solidaire matches younger adults (aged 18 – 30) looking for a room with elderly people who are willing to offer a room to them. The association also takes care of administrative tasks regarding the housing.



For seniors, the association: checks accommodation (planning, comfort, surface, etc.); identifies the personality of the “ideal” young renter; provides documentation to finalize the case.

For young people, the association takes note of expectations, demands and motivations via the application process. For young people outside the EEC, the association requires the submission of a valid residence permit.

In addition, an interview is always planned after seniors and young adults complete the registration form so that they make a better match.

4. Good practices

Duration of the good practice

First, the participant (both the older and the younger person) has to make an online registration and fill out the questionnaires (about their preferences connected to the housing, the person they would like to live with and their personal data, such as habits, lifestyle, etc.). After processing the registration form it takes between 3 weeks and 2 months to find suitable housing/accommodation for a younger person. The duration of stay lasts anywhere from 3 months up to 1 year (usually during the academic year from September till June), but it can be prolonged afterwards.

Challenges/difficulties faced during the good practice

Not being able to find enough seniors who are willing to share their homes. There is still more young people looking for housing than available accommodation offered by elderly people.

Sometimes elderly people are being pushed by their family members to accept a younger person. Difficulties may arise also from cohabitation, due to different habits or expectations of younger and older people, but in general the association Le Pari Solidaire has received positive feedback from both sides.

Results/outcomes of the good practice

- There were 140 young and about 100 elderly participants in 2013.
- Participants were satisfied with the programme, built bonds/connections, gave positive feedback.

Needed resources to set up a similar programme

Some budget is needed for promotional activities. Seniors and students are needed as participants.

Contact information

Name of the organisation:

Le Pari Solidaire

Name of the interviewee: Marco Piovesan

Web: www.leparisolidaire.fr/wp/

Email: contact@leparisolidaire.fr

Telephone of the organisation:

01-42-27-06-20

Address of the organisation:

Rue Duchefdelaville 6 / 75013 Paris, France

“Voisin-âge”(FR)

Specific needs/theme/issue tackled by the good practice

Social isolation of elderly people.

Lack of contact between people living in the same neighbourhood.

Keywords

Isolation; Neighbourhood; Connecting; Reciprocity; Affinity

Objectives

- Create solidarity network in neighbourhoods.
- Give opportunity to people in the same neighbourhood to meet each other.
- Take care of vulnerable people through phone calls and home visits.
- Connect volunteers and isolated seniors who live in the same neighbourhood.

4. Good practices

Target group(s)

Young motivated people; Isolated elderly people. Everybody who has a wish to connect with people living near them.

Activities

The organization matches up people willing to volunteer and isolated elderly people.

They coordinate simple actions (they connect people in need of visits, phone calls or helping hand with those who are willing to offer that).

The organisation also gives opportunity to older people to offer their skills or time (for example guarding a child, teaching somebody how to cook, etc.).

The programme is based on giving and receiving and includes numerous possibilities for any kind of exchanges between people.

Duration of the good practice

A person subscribes to a site that is set up by the organization and enters his/her contact information (e-mail address and a phone number) and availability. No fee is requested, the registration does not involve long-term commitment. Afterwards, the organisation matches volunteers and elderly and provides them with contact of each other. It is up to the participants to set up the meeting and decide on the type and the frequency of the following meetings.

The activities last as long as people have interest in participating/visiting each other. It is up to the participants to decide how long they will keep in contact.



Challenges/difficulties faced during the good practice

- Sometimes it is difficult to reach older people, because they do not use internet (which is a must for the registration).
- Finding funding to support the programme: in this case the funds come partly from the municipality and partly from government funds.

Results/outcomes of the good practice

Established in 1946, the association has had 9700 volunteers, 509 employees and is present in most French regions and 7 other countries (Canada, Germany, Spain, Ireland, Poland, Switzerland, United States).

The programme has generated high interest and is spreading not just all over France but also to other countries.

Positive feedback from its users.

4. Good practices

Needed resources to set up a similar programme

The association and its programmes are funded 83% by the generosity of the public (44 million out of a total 53.3 million in 2011).

The association cooperates with numerous other partner organisations, association, companies and foundations in France.

The list can be found on the following web page: <http://www.petitsfreres.asso.fr/partenaires.html>

Contact information

Name of the organisation:

Association les Petits Frères des Pauvres

Name of the interviewee:

Giovanni Pandolfo (main coordinator of the programme)

Web: www.voisin-age.fr

Email: contact@voisin-age.fr

“Step grandma’ programme” (HU)

Specific needs/theme/issue tackled by the good practice

For single, working mothers whose parents are no longer alive, looking after their kids during weekdays (e.g. pick them up from school in early afternoons, accompany them during after class events - e.g. sport activities) is a big challenge.

Whereas there are senior people (lot of whom are widowed) who have energy and willingness to help others, remain active and feel useful/valued.

Keywords

Intergeneration; Family; Single working mothers, grandmothers

Objectives

- Help single mothers with looking after their children, by - for example - picking up their child from nursery/school, helping the child with their homework, creating a family atmosphere/creating a model of a functional family.
- Combat loneliness of retired women (“step grandmothers”) and make them feel valued.

Target group(s)

Single mothers who need to work, and whose parents are no longer alive; Retired women who have time, are active and would like to feel valuable.

Activities

Activities are agreed on between the pairs. Some examples:

Picking up the children from school (once/few times a week) and spending the afternoon with them.

Spending holidays together.

Helping with the housework (e.g. cooking) (though in some cases this is not included in the agreement so that senior women don't feel like a cleaning lady/housekeeper).

Duration of the good practice

As a preparation, some time is needed for personal interviews with the participants (several occasions)

4. Good practices

to see if they match and if they are really of need. The step grandmothers help the single mothers usually on a weekly basis (one or more occasions/week).

The relationship between the mother/child and the grandmother can last for years, in some cases for lifelong.

Challenges/difficulties faced during the good practice

Lot of women who don't fit in the required profile or who don't have the right attitude about the programme would like to use this „service” (for example women who are well situated, women whose parents are still alive and available, women who are looking for a free housekeeper).

Rigorous selection process is established to identify the participants who really need the programme.

Results/outcomes of the good practice

- 3 pairs were made since 2011, all of them are in contact ever since (it is a very small scale programme, but can be developed into a larger scale programme).
- Single mothers get help with their everyday duties.
- Step grandmothers feel useful and connected again.
- Lifelong human bonds are created.

Needed resources to set up a similar programme

The programme coordinator (1 or 2 persons) continuously keeps contact with the participants and helps to mediate between them in case of conflicts.

MAZS foundation has paid staff who work on different projects - it is difficult to tell how much funds are needed for this small project (approx. 1-2 hours of staff cost/week).

Contact information

Name of the organisation: MAZS Foundation (Hungarian Jewish Social Support Foundation), JAFFE Family Service

Name of the interviewee:

Aniko Gündert Z. (Volunteer Program Coordinator)

Web: www.mazs.hu

Email: mazsa@jdc.hu

Telephone of the organisation:

+ 36 1 888-9400

Address of the organisation:

1075 Budapest, Síp u. 12., Hungary

“Intergenerational summer sport camp” (HU)

Specific needs/theme/issue tackled by the good practice

Low level of physical activity among elderly people. Few opportunities for entire families to spend quality time together.

Keywords

Health protection; Physical activity; Community building; Intergeneration; Family life

4. Good practices

Objectives

- Maintain a 40-year old tradition founded by a sport teacher, Prof. István Eöry.
- Organise sport activities (e.g. summer sport camps) with the inclusion of entire families.

Target group(s)

Anyone willing to do sports and to become member of the association.

Activities

To organize 9-day long summer sport camps for the community.

Back in the day the association also organised sport events during the year, but momentarily it has not enough capacity to do so.

Nonetheless the restarting of these weekly and monthly activities are scheduled for the following years.

Duration of the good practice

9 days for carrying out the summer sport camp.

Challenges/difficulties faced during the good practice

Finding / renting a convenient place for the summer camp that is easily accessible and has the required capacity.

Making sure that professional supervision (with the involvement of sport teachers) is offered.

Limiting the number of participants in order to keep the programmes manageable.

Results/outcomes of the good practice

The average number of sport camp participants is around 200 persons / camp.

Participants become members of an intergenerational community.

Increase of tolerance, patience and health awareness among adults and senior participants.

Elicitation of health and body awareness among young participants.

Needed resources to set up a similar programme

3 hours of work per week for each of the 12 founding members.

2 months for preparing the summer camp (with the involvement of the founding members and other volunteering organisers).

4 professional sport teachers, volunteer gymnastic teachers from the community and doctors are needed as participants in the summer camp.

The costs are covered by the yearly member fees of the association and the fees charged for the sports camp.

Contact information

Name of the organisation:

Eöry Kondi Recreation and Spare Time Association

Name of the interviewee: János Márton

Web: www.eorykondi.hu/

Email: prozsa@gmail.com

4. Good practices

“Nature for care – care for nature” (HU)

Specific needs/theme/issue tackled by the good practice

The project is a response to the growing lack of social cohesion between the young and the old. Elderly people are increasingly isolated and often don't interact with young people, and young people are increasingly less involved in their local communities.

Keywords

Intergeneration; Nature; Knowledge sharing; Breaking isolation

Objectives

- Develop social cohesion between generations.
- Transfer knowledge from the old towards the young.
- Help people to become more open to each other.
- Acquire new information and recollect/refresh already known but forgotten information about our environment/nature.
- Create things together.

Target group(s)

Pensioners / residents of retirement homes;
Children between the ages of 10-14

Activities

The project was based on the experience of Veldwerk Nederland, an environmental education

NGO in the Netherlands and was carried out within the framework of an international partnership. Partners developed activities that involve the young and the old learning together in a variety of contexts and used nature and the environment as a topic.

Examples of activities:

- Outdoor activities (e.g. in parks, school gardens): planting flowers, planning gardens, learning about the city, learning about plants, etc.
- Indoor activities (e.g. in homes for the elderly, schools, clubs): learning about methods of recycling, ways of preserving fresh water resources, role of bees, methods of washing clothes today and in the past, making marmalade.

Duration of the good practice

3-4 hours / activity

Challenges/difficulties faced during the good practice

Forming intergenerational groups of 4-6 people, where participants are active and communicative.

Results/outcomes of the good practice

Lots of new and useful information about nature and ecofriendly ways of doing things (for example handmade gifts).

Intergenerational relationships are formed, generations get to know each other more and learn about each other's values.

4. Good practices

Needed resources to set up a similar programme
2-3 people (staff, organisers) to prepare and organise the activities.

Retirement homes or elderly clubs and schools are needed as participants.

Contact information

Name of the organisation:

Magosfa Alapítvány

Contact person: Sólyom Barbara

Web: www.magosfa.hu

Email: magosfa@magosfa.hu

Telephone: +36 (27) 375-450

Mobile: +36 (20) 984 3946

Address (office):

2623 Kismaros, Láng u. 4., Hungary

Webpage of the international project:

www.natureforcare.eu

Partner countries (organisations) of the project:

Hungary (Magosfa Alapítvány),

The Netherlands (Veldwerk Nederland),

Belgium (Regionaal Landschap Vlaamse Ardennen),

Bulgaria (Borrowed Nature Association),

Czech Republic (Chaloupky o.p.s.),

UK (Sense & sustainability).

“Indian summer in Wrocław” (PL)

Specific needs/theme/issue tackled by the good practice

Social isolation of elderly people.

Elderly people's lack of certain skills typical of younger generation.

Low level of cooperation between public and non public institutions.

Low level of integration of local community members.

Keywords

Local community development; Skill acquisition; Cooperation

Objectives

Educational and interpersonal development of citizens over 50 years old.

Target group(s)

People over 50 years old

Activities

Teaching foreign languages, basic computer skills.

Organising workshops for local leaders and volunteers.

Organising seminars with “interesting and inspiring people”.

Organising sport-based activities.

Carrying out classes focused on developing interpersonal skills .

Organising events for local communities (for example Senior Fashion Day, exhibitions of photo stories and videos presenting the experience of the project participants).

4. Good practices

Duration of the good practice

January 2010 – April 2011 (15 months)

Challenges/difficulties faced during the good practice

Creating a group of 40 volunteers.

Establishing collaboration with public and / or non public organizations willing to share their resources such as space or computers (based on non-financial exchange).

Results/outcomes of the good practice

Over 1000 participants.

New connections/bonds among the participants.

Positive feedback from the participants.

Needed resources to set up a similar programme

2-5 locations of around 100 m2 each.

Cooperation network of local NGOs and city units responsible for education or social policy (libraries, schools, cultural facilities, social centres, others).

Contact information

Name of the organisation:

FUNDACJA IMAGO

Contact person: Piotr Kuźniak

Web: www.fundacjaimago.pl

Email: piotr.kuzniak@fundacjaimago.pl

Address: ul. Hallera 123,

Wrocław 53-201., Poland

“Senior Environmentalist”(PL)

Specific needs/theme/issue tackled by the good practice

Volunteering is increasingly seen as a valuable non-formal learning experience for people of all ages. In particular, it is believed that this is a good way to propose learning opportunities to senior citizens throughout Europe, to promote active aging and emphasize the social contribution of older people. Seniors are an invaluable source of wisdom and experience, which society should benefit from to much greater extent than it was in the past. Therefore, the project offered mobility to European senior citizens as a way to enable them to learn, exchange experience and knowledge and to transmit these values to persons abroad.

Keywords

Environment; Ecology; Traditions; Culture

Objectives

- Enable seniors to undertake voluntary activities in another European country in the field of environmental, civic and intercultural education.
- Give local communities a chance to take advantage of seniors as a potential source of knowledge, competence and experience.

Target group(s)

Seniors above the age of 50 willing to undertake voluntary activities in another European country in the field of environmental education.

4. Good practices

Activities

The project offered mobility to European senior citizens as a way to enable them to learn through the exchange of experience and knowledge, and to transmit these values to persons abroad.

During the duration of the project seniors visited correspondent towns, organised events at kindergartens and schools, participated in open meetings devoted to local traditions, culture and environmental issues.

Duration of the good practice

2010-2012 (2 years)

Challenges/difficulties faced during the good practice

Low level of competency in foreign languages. This challenge was overcome by informal contacts and by communicating in Russian, which is a language commonly spoken by seniors in the participating countries.

Results/outcomes of the good practice

Seniors as ambassadors of their country abroad.

Seniors as local community volunteers.

Seniors supporting, promoting and disseminating customs, traditions and culture to younger generations.

Needed resources to set up a similar programme

- Animators who help the host organization during the project by offering the senior participants any support they need and translate their discussions if needed. Af-



fordable accommodation during the visit.

- Transport to/from the correspondent towns.
- Contacts with local kindergartens, schools, children's homes.
- Meeting places at local seniors' clubs.

Contact information

Name of the organisation:

Fundacja Edukacji i Rozwoju
Społeczeństwa Obywatelskiego (FERSO)

Web: www.ferso.org

E-mail: fundacja.ferso@gmail.com

Telephone: +48 42 6327977

Address: Piotrkowska 85,
90-423 Łódź, Poland

4. Good practices

“University of the Third Age” (PL)

Specific needs/theme/issue tackled by the good practice

Staying mentally fit in older age.

Need for remaining connected to others in older age.

Keywords

Learning; Skills acquisition; Active aging; Community

Objectives

- Improve seniors’ quality of life by engaging them in various activities, by developing their knowledge and skills.
- Enable elderly people to meet other seniors facing similar problems (for example the lack of acceptance from the younger generations) and to share their experience with each other.
- Offer opportunities for seniors to spend their excess freetime in a meaningful way (for example after years of raising children and grandchildren, and /or after the loss of their life partners, too much free time can cause anxiety for the elderly). In this case a new hobby or passion allows them to open up again and gives them a reason to go out and meet new people.

Target group(s)

Retired people

Activities

Organising lectures, seminars and classes on different topics.



Organising theme based clubs and workshops.
Organising physical activities, recreational and cultural programmes.
Offering counseling sessions and participation in charity events.

Duration of the good practice

Some classes are ongoing throughout the year while others are of a short duration.

4. Good practices

Challenges/difficulties faced during the good practice

Lack of creativity, lack of initiative and sometimes shame from the seniors' side.

Results/outcomes of the good practice

630 participants in Koszalin in 2013.

Seniors take part in intergenerational activities (for example they spend time with children during picnics or they compete in bowling championships with students).

Seniors from Koszalin also support Christmas events by baking cakes and preparing sandwiches for volunteers.

Needed resources to set up a similar programme

One year of preparation for setting up the programme. Lecturers and teachers.

Computers equipment, classrooms, teaching resources.

Salary of paid lecturers.

Universities/organisations hosting the classes.

Contact information

Name of the organisation: University of the 3rd Year Koszalin University of Technology

Name of the interviewee: Irena Ciesielska

Web: www.tu.koszalin.pl

Email: jolanta.grzybowska@tu.koszalin.pl

Telephone : +48 94 347 86 73

Address : ul. Śniadeckich 2,
75-453 Koszalin, Poland

“Adaptation to climate change”(RO)

Specific needs/theme/issue tackled by the good practice

Lack of knowledge about the impact of climate change and about ways to adapt to them.

Not enough actions for environmental protection.

Keywords

Climate change; Education; Environmental protection; Adaptation

Objectives

- Teaching people from all generations about climate change by using traditional methods (flyers, brochures, seminars) as well as innovative methods (film, photo exhibition).
- Create links between generations.

Target group(s)

Students; Adults; Elderly people

Activities

Documentation and development of educational materials (brochures, videos and photos about the impact and effects of climate change).

Dissemination of educational materials through national and international networks, seminars, movies, school events, social networking sites, websites, traditional media.

Gathering data about how people perceive climate change and how they try to adapt to them.

4. Good practices

Duration of the good practice

August 2010 – July 2011 (1 year)

Challenges/difficulties faced during the good practice

Not being able to find enough elderly people who are willing to discuss climate change.

Sometimes young people have not much time to participate in the proposed activities.

Results/outcomes of the good practice

Brochures, videos, photos and a movie about the effects of climate change on Romania.

Raising awareness on climate change issues.

Encouraging active citizenship.

New connections among participants.

Positive feedback from participants.

Needed resources to set up a similar programme

1 year is needed to set up such a programme.

As staff, 5 trainers and 4 journalists were involved.

Seniors, students, NGOs active in environmental education and protection were involved as participants.

Some budget is needed for promotional activities.

Contact information

Name of the organisation: Terra Mileniul III

Name of the interviewee: Lavinia Andrei

Web: www.terramileniultrei.ro

Email: office@terramileniultrei.ro

Telephone: +40 21 314 12 27

Address: Str. Armand Calinescu nr. 7, etaj 5, ap. 20, Sector 2, 021011, Bucuresti, Romania

“Improving English and social skills through drama” (RO)

Specific needs/theme/issue tackled by the good practice

Lack of social integration of foreign seniors in local communities.

Students’ need to improve their foreign language and social skills.

Keywords

Learning English; Improving social skills; Intergenerational exchange;

Objectives

- Develop students’ linguistic skills and help them improve social and emotional skills through a drama course.
- Promote intergenerational communication through language learning and drama classes.

Target group(s)

Students aged 13-15; English teachers, Native English speaking seniors

Activities

The project was implemented by the Association for Valuing Education (AVE).

The course held by a British drama practitioner, covers common language patterns encountered in everyday life and helps students get an insight of drama techniques / activities exercises in pairs and in groups.

4. Good practices



The course led to a theatrical performance presented to an invited audience.

Duration of the good practice

2 months for preparing the students during their regular language classes.

5 afternoons of drama classes.

Challenges/difficulties faced during the good practice

Finding/renting a convenient place for the (British) trainer at a low price (in case he/she doesn't live in the city).

Persuading the parents about the usefulness of un-

conventional ways of language teaching (for example language teaching through drama classes).

Results/outcomes of the good practice

- 13 students participated in the language courses and altogether 30 persons participated in the theatrical performance.
- Improved language skills among students.
- Learning through intergenerational activities.
- Raising body awareness among young participants.

Needed resources to set up a similar programme

2 months for setting up the programme (finding sponsors and involving volunteer organisers).

4 professional English teachers.

Some budget for covering the subsistence costs of the senior English drama teacher (the costs in this case were covered by the local council and the students' parents).
Involvement of a cultural centre to host the final performance.

Contact information

Name of the organisation:

Asociatia pentru Valorizarea Educatiei
- AVE (The Association For Valuing Education - AVE)

Name of the interviewee:

Marciana Streza (President)

Web: www.ave-educational.org

Email: office@ave-educational.org

Telephone: +40 368 882 220

Address: D-na Stanca 18,
Fagaras, Brasov

4. Good practices

“Past memory for a future open society”(RO)

Specific needs/theme/issue tackled by the good practice

Lack of information on European values.

Need to promote human rights.

Need to improve English skills.

Keywords

European mobility; Intergenerational exchange; Non-formal education; Recent history; Learning English

Objectives

- Learn about the recent history of Europe.
- Promote intergenerational communication.
- Promote European citizenship through intergenerational knowledge exchange.
- Improve foreign language skills and social and emotional skills.
- Motivate the young generations to defend democratic values.

Target group(s)

Teachers; Students; Researchers; Historians

Activities

The project was implemented by the Negru Voda Cultural Foundation (from Fagaras, Romania) in 2012.

A summer school was organised that included a workshop and field trips.

Under the title “Memory and History – Generations in Dialogue”, the workshop was organized in two sessions. There were emotional meetings, interviews with witnesses and victims of the communist system, with survivors and descendants of the anti-communist resistance.

Field trips were organised to Dragus village and to Sibiu. Dragus village is a place famous not only for traditions’ preservation, but also for the changes caused by the EU financed modernization projects. Sibiu was the European Capital of Culture in 2007 and is famous for preserving Transylvanian traditions and culture.

Duration of the good practice

The activities (workshop and field trips) lasted for 6 days.

Challenges/difficulties faced during the good practice

Difficulties in transporting the elderly people to the meeting’s venue.

Difficulties in recruiting young people as participants during the summer holiday.

Results/outcomes of the good practice:

53 local partners, 10 partners from Bulgaria, 7 from Hungary, 6 from Germany and 4 guests from Moldova attended this event.

Participants learnt a lot through intergenerational activities (meetings, outdoor activities and excursions), formed friendships and started new cooperations.

4. Good practices

Needed resources to set up a similar programme

4 months for preparing and promoting the programme and selecting the participants.

3 professional English teachers, 4 other teachers, historians, cultural centres and museums were involved. Some budget is needed to cover the subsistence costs (travel, accommodation, meals) of the participants and for maintaining a project webpage. The costs were covered by the local council and by a Europe for citizens project (“OPENNESS”).

Contact information

Name of the organisation:

Negru Voda Cultural Foundation

Name of the interviewee:

Florentin Olteanu (President)

Web: www.negruvoda.ro

Email: relatii@negruvoda.ro

Telephone : 0040.268 211193

Address: P-ța. Republicii nr. 6, Făgăraș, jud. Brașov, Romania

“Living together (Viure i Conviure)” (ES)

Specific needs/theme/issue tackled by the good practice

Seniors living alone and at risk of social exclusion rent one of their rooms for students at a reduced price. This good practice recognises that both the young and old have needs and something to give. The Viure I Conviure Programme is part of the international network of shared housing, Home-share International.

Keywords

Intergeneration; Mutual support; Living together

Objectives

- For senior people: have the opportunity to remain in their own homes.
- For younger people: have access to affordable accommodation.

Target group(s)

Seniors willing to share their flat with a student, who are:

- above 60 years of age
- having proper living conditions
- elderly people from all income levels are eligible for the programme, but those with a low income have priority.

Young participants looking for accommodation, who are:

- under 30 years of age (and on low income)
- enrolled at one of the universities which are running homeshare programmes
- willing to offer companionship and/or care to the householder in return for accommodation.
- students from all income levels are eligible for the programme, but those with low income are given priority.

Activities

Homeshare is the exchange of housing for help. A householder offers housing (usually a bedroom in good condition for studying, plus shared use of kitchen and living room) to a homesharer in exchange for an agreed level of support. This might

4. Good practices



include companionship, security, help with daily tasks, or a combination of these, and may include a rental element (e.g. to pay for household bills such as electricity, water and gas supply).

The pair sign a written commitment, which, in addition to mutual respect which establishes the rights and duties of each partner.

The amount of help in each case is tailored to both parties' needs upon mutual agreement.

Homesharers do not provide nursing or personal care.

Duration of the good practice

The agreement between the old and young participant is for one academic year, which is renewable by mutual agreement.

Challenges/difficulties faced during the good practice

The senior person and young person have different needs, expectations and/or don't get along well.

To avoid these scenarios, a thorough selection process is implemented and since the beginning of the selection process to the end of the academic year, a team of professionals support both the older person and the student to ensure optimum coexistence.

Results/outcomes of the good practice

Over 3.000 participants since 1996 (in Catalonia).
Social inclusion of seniors.

Development of intergenerational ties.

Homeshare recognises that both the young and old have needs and something to give.

Homeshare programmes are succeeding in Spain and they are becoming increasingly popular and widespread all over the country. Homeshare in Spain is more widespread and better established than anywhere else in Europe.

Needed resources to set up a similar programme

Promotional campaigns aimed at university students and older people about the benefits of the programme.

Enough time for recruiting seniors and students (including personal interviews), making the matching and arranging a trial period.

The implementation of the programme requires a small number of resources. In this case, the use of human and financial resources that the foun-

4. Good practices

dation sponsors. Viure i Conviure in Catalonia is financed by Catalunya Caixa and managed by Fundacio Catalunya La Pedrera.

Programmes in Spain are mostly funded by universities, which provide the infrastructure and occasionally provide homesharers with lunch vouchers, bus passes and books.

Some programmes might get financial support from local or regional authorities (regional government, town hall). Other programmes are funded by private organisations or by savings banks.

Homesharers and householders do not contribute towards the running costs and service offered by the organisations involved in the programmes.

Contact information

Name of the organisation:

Fundacio Catalunya La Pedrera

Web: www.fundaciocatalunyalapedrera.com/ca/content/viure-iconviure-0

Email: tprensa@fcatalunyalapedrera.com
prensa@fcatalunyalapedrera.com

Twitter: @catfundacio

Telephone: +34 93 214 25 39

Name of the international organisation:

Homeshare International

Web: www.homeshare.org

Email: elizabeth@homeshare.org

Telephone: +44 (0)1865 350349

Address of the organisation: 11 Divinity Road, Oxford, OX4 1LH, United Kingdom

“The Good Neighbour” (ES)

Specific needs/theme/issue tackled by the good practice

Social isolation of elderly people living alone.

Lack of solidarity among neighbours.

Difficulty to communicate and accept/give support among neighbours (because of lack of trust and lack of awareness of each other’s problems)

Keywords

Elderly people living alone; Risk of social exclusion; Promoting solidarity

Objectives

- Analyse the situation of people living alone in 5 cities (Barcelona, Birmingham, Lyon, Milan and Rotterdam) and prepare a report.
- Define and evaluate a model of support for elderly people living alone and at risk of social exclusion, based on promoting solidarity among neighbours and values of citizenship, commitment and community life.

The project was a European project promoted by Barcelona City Council. It was developed within the framework of the summons “Preparatory measures to fight against and prevent social exclusion” of the EC Directorate General for Employment and Social Affairs.

The pilot experiment for this project was carried out in the old quarter of Barcelona, with the col-

4. Good practices

laboration of the Ciutat Vella district council and the support of the PRISBA Foundation, the Social Dialogue European Network (REDS), as well as other social bodies and associations (DEMA Departament d'Estudis dels Medis Actuals), associations of elderly people, and experts.

Target group(s)

Elderly person at risk of social exclusion (usually women, living alone, with low income, with low degree of mobility and with little or no social or family ties)

Activities

Dissemination of the campaign amongst the public in the district.

Meetings with known good neighbours (to obtain their active participation in defining the Awareness Campaign and taking part in its activities). practices.

Identification of elderly people (to get to know the elderly people who were potential receivers of action).

Interviews with the identified elderly people (to discover their situation and to inform them about the campaign).

Specific work in different apartment buildings where the selected elderly people live (to create a space for the promotion of awareness amongst neighbours and enhance the concepts of proximity and personal relationships).

Good-neighbour recognition event (to acknowledge the work carried out by the good neighbours and to make the "Good Neighbour" values known to the rest of the community).

Duration of the good practice

The project was carried out between March 2002 and May 2003 (14 months) and consisted of the following stages:

Preparation (3 months).

Analysis and reflection on the situation of elderly people at risk of social exclusion in the participating cities (2 months). Preparation of the European Report: "Status of Social Exclusion of Elderly People Living Alone in Five European Cities".

Definition of the intervention model (2 months).

Implementation of the pilot experiment in the old quarter of Barcelona, identifying and promoting the "GOOD NEIGHBOUR" values (6 months).

Evaluation of the impact of the experiment and identification of the aspects that can be extended to and generally applied in other European cities (1 month).

Challenges/difficulties faced during the good practice

A lot of time and nonmaterial community resources are needed to carry out such a project.

To establish a wide collaboration between the different bodies and associations working in the territory.

Results/outcomes of the good practice

Development of a methodology and a study on the situation of the elderly in the cities

Small pilot project in an area of the "Ciutat Vella" district.

Newcomers who have formed part of a neighborhood for a short period of time were more willing

4. Good practices

to participate actively in the community and promote the “Good Neighbor” values.

Because of this project similar initiatives in other districts of Barcelona were initiated (for example the “Radars” project).

Needed resources to set up a similar programme

The implementation of this project took 14 months.

In total 25-30 people participated actively in the project as organisers/staff.

The bulk of the work was done by volunteers, but some budget was needed for the salary of researchers and interviewers and for the marketing activities (posters, brochures, etc.).

The most important thing is to establish a strong partnership between public administration (city council, district council, etc.), associations and research institutions, and the residents and elderly people.

Contact information

Name of the organisation:

DEMA

Name of the interviewee:

Joan Font (President)

Web: www.dema.cat

Email: projectes@dema.cat

Telephone: +34 933198184

Address: Trafalgar, 25 08010

Barcelona, Spain



5. Intergenerational icebreakers

Intergenerational ‘warm-up’

Pedagogical objectives

Can be used as introduction exercise, as participants get to know each other through the use of intergenerational questions.

Introduce the topic of intergenerational learning. Connect participants to the topic of intergenerational learning.

Find points of connection between participants.

Time needed

About 15 minutes (depending on the number of the participants)

Suitable number of participants

12–18 persons

Material needs

Small pieces of paper with intergenerational questions and a small bag to put them in.

Preparation needed

Print out intergenerational questions (1 question per paper) and fold them.

Instructions

1. Print out some of the following questions (you can always add your own):

- If my wrinkles could speak, they would say...
- One thing that I learned from children is...
- One thing that I can teach to the young...
- The best advantage of being my age is...
- What is the best age for you and why?

- If you could repeat one year of your life which one would it be and why?
 - What is good in being old?
 - When I will be 80 most likely I will...
 - The best thing I have learnt from the elderly is...
 - My favourite intergenerational activity is...
 - The best thing that I can learn from the young is...
2. Distribute the questions to participants.
3. Let each participant read their sentence first and then ask them for a short response.

Debriefing

To debrief the exercise you can explore some questions together with the group:

- Have you learnt anything that surprises you about how people relate to different ages?
- Have you learnt anything about how you relate to different ages?

Hints for facilitators

The answers should be short (1-3 sentences). Sometimes the same sentence can be assigned to two persons.

References: Association Elan Interculturel
www.elaninterculturel.com

The story of my name

Pedagogical objectives

Participants get to know each other.

Participants find out that each name has a story that tells something about the person.

5. Intergenerational icebreakers

Time needed

20–30 minutes

Suitable number of participants

12–14 persons

Preparation needed

Organise the room: chairs in pairs, opposite to each other.

Instructions

Ask the participants to form intergenerational pairs and share the story of their name with each other.

Debriefing

Invite all participants to make a circle and to share the story they heard from their partners.

Hints for facilitators

Possible questions:

- After whom were you named (a family member, a celebrity, a character in a religious or literary work)?
- Do you know why you are named that way?
- Does your name have a special meaning?
- Do you have a nickname, a pet name (sobriquet)?
- Did you ever change your name? Would you like to have another name?
- How do you like your name?

References:

Sheherazade: 1001 stories for Adults Learning
<http://www.sheherazade.eu/>

The human bingo

Pedagogical objectives

This activity can be used as an icebreaker for new groups, as an introduction to a particular topic or as a means of developing communicative skills.

Connect participants to the topic of intergenerational learning.

Find the points of connection between participants. Create a good atmosphere.

Connect different generations through a classic game with a modern twist that allows to know each other.

Time needed

15 to 30 minutes, depending on the number of the participants.

Ideal number of participants:

8–18 persons

Material needs

- A large space (for ease of movement and interaction)
- Human Bingo cards (please find the suggested Human Bingo Card attached).
- One pen for each participant.

Preparation needed

Print out one Human Bingo card for each participant

Instructions

- Distribute the Human Bingo cards to participants.
- Everyone receives a Bingo sheet divided into squares of nine, twelve or sixteen. Each square

5. Intergenerational icebreakers

- contains a challenge relevant to the topic or purpose of the activity.
- Explain the instruction for the game: “You have to find among yourselves who is or have something that is written on the card. You only have to respect some rules: You cannot ask two questions in a row to the same person. You have to run from one participant to the other asking only one question and then go find somebody else. The aim of this game is to complete the Bingo Card, to write the name of a participant on each square. If for instance nobody has “visited the 5 continents” you can write “nobody” on your card. The first person to complete his card screams: Bingo!”
- When someone completed his card the group sits down in a circle and shares their answers.

We as a group must verify that the winning person found all the correct answers.

- Read the squares one by one and find out what each participant found out.

Debriefing

During the discussion with the group, do not concentrate only on the verification of the winning person, you can ask for example “Charles has a cat” but who else? Did anybody find someone else that has a cat?”

Hints for facilitators

You can help out the participants during their hunt for answers.

You can prepare your own Human Bingo changing the statements on the card.

WELCOME TO WISE HUMAN BINGO				
Your Name:				
Has a cat	Doesn't like chocolate	Doesn't live in the country he/she was born in	Can say "good morning" in more than 5 languages	Birthday is in April
Practice Yoga	Has visited 4 continents	Plays the guitar	Is not on Facebook	Wearing a watch
Had chickenpox	Doesn't have a digital camera	Was born in the 70's	Has a tattoo	Is left handed
Someone who swam in the sea last summer	Is the younger brother / sister	Has children	Green is his / her favorite color	Has blue eyes
Knows how to dance Salsa	Is a Sagittarius	Owns a Rolling Stones CD	Is married	Has worked in a restaurant

References:

Association Elan Interculturel
www.elaninterculturel.com

6. Local activities of WISE partners

“Weekly card club for senior people” (HU)

Goal of the activity

Engage retired people in an activity that challenges the mind, that is fun and that helps them creating bonds with one another.

Who organized it?

AKUT Foundation

Financial and human resources needed to organize the event

The event is organized in the framework of the WISE Grundtvig Partnership programme.

One organizer from AKUT and two senior volunteers set up the card club. The event takes place in a coffee bar.

Participants don't need to pay for the place, but they pay for the drinks/snacks they order during their stay.

When and where did the event take place?

The club (started in February, 2014) takes place on every Tuesday, from 10 AM to 13 PM in a local coffee bar in Budapest.

Target group

Senior people primarily, but the event is open to everyone so in theory people from any generation can take part.

The schedule of the club (every Tuesday morning) makes it difficult for employed people to attend though.

We promoted the club by distributing flyers in the



neighbourhood, but mainly acquaintances of the organiser ladies have joined the club so far.

Number of people got involved

There are two senior ladies leading the club. Approximately 8 people attend the club as participants.

Results

The participants are enthusiastic, and the number of people attending the club started to increase slowly. At first only 4 people turned up, by now the number is doubled.

6. Local activities of WISE partners

“Debate on knowledge transmission” (FR)

A discussion forum was organised on possible ways of intergenerational collaboration in the framework of another European project titled ALCE (Apetite for Learning Comes with Eating, see under Chapter 4 in detail).

After the presentation of the WISE project, participants were invited to share different ways of knowledge transmission, different practices to learn from our mothers and grandmothers. We also thought about how we could transfer our knowledge/wisdom to the next generations.

Goal of the activity

- Share knowledge gained by learners’ personal experiences.
- Analyze difficulties in transmitting knowledge to other communities and generations.
- Develop grassroot strategies for sharing information with other communities and generations.
- Review current strategies for knowledge transmission and suggest improvements.

Who organized it?

Elan Interculturel

Financial and human resources needed to organize the event

The event was organised in the framework of a Grundtvig Multilateral project under the Lifelong Learning Programme.

An intercultural trainer from Elan Interculturel coordinated the session. The only equipment needed was a video projector.

When and where did the event take place?

The event took place in a social center in Paris (called “Rene Goscinny”) on June 15 2014.

Target group and number of people got involved

20 women participated from different walks of life and from different generations.

Results

Participants seemed to be very interested in the WISE project, they asked questions concerning the project development and partners’ activities and wanted to participate more, so we invited some migrant elderly woman to participate in one of our international meetings (in Barcelona) and they presented the ALCE project as a good intergenerational practice.

“Seminars on healthy life for an intergenerational audience” (RO)

Senior doctors and nutrition experts present ideas and advices for a healthy diet using seminars, posters, leaflets, books and videos.

Goal of the activity

Encourage people from all generations to adopt a healthy diet.

6. Local activities of WISE partners

Who organized it?

Negru Voda Cultural Foundation
The Perspective Foundation

Financial and human resources needed for the organization of the event

The event is organized within the WISE Grundtvig partnership.

Two organisers and 8-10 senior volunteers are involved.

When and where did the event take place?

The event takes place in the hall of the Negru Fagaras Cultural Foundation where vegetarian dishes are served after the presentations. The health seminar is held monthly (on Saturdays) from 18 PM to 21 PM. The health seminars began in September 2013.

The target group

The main target group is the elderly, but the events are open to every generation.

Number of people involved

Approximately 50-80 people participated in the activities in Fagaras.

Results

Participants are enthusiastic, and the number of people attending the seminars began to grow.

Participants requested more meetings on lifestyle changes.

The presence of the nutritionists and doctors strengthened the ideas presented.

“Talking to preschool children about occupations” (ES)

In the framework of this activity adults give a practical description of their jobs to preschool children, while children can ask questions and find out more about different professions. It is a practice that is performed routinely in many schools in the country.

Goal of the activity

Encourage communication between children, adults and seniors. Enable children to learn more about the realities of adult life.

Who organised it?

The public school in Folgueroles (Catalonia) and DEMÀ

Financial and human resources needed to organise the event

No financial resources were needed. Some coordination work was necessary between school teachers and the adult participants.

Target group

Childrens; Teachers; Adults from different professions

Number of people got involved

Varies. In this case 35 children (two classes), 4 teachers and 2 DEMA staff were involved.

Results

Mutual understanding between generations. Strengthen links between schools and local communities.

7. External resources

In case you are interested in the topic of intergenerational and active aging, we suggest some further institutions/ websites where you could find some more useful information.

SEVEN: the European Network of Organizations and Institutions interested in promoting Senior volunteers' exchanges.

Website: <http://www.seven-network.eu/>

NU-AGE is a large multidisciplinary consortium with 30 partners, from 16 EU countries, involving nutritionists, biogerontologists, immunologists and molecular biologists from the most prestigious institutions in Europe. It seeks to demonstrate how to, by dietary means, counteract and/or slow down the process of ageing, including decline of cognitive function, cardiovascular and digestive disease development, reduced bone density, immunity and muscle mass.

Website: <http://www.nu-age.eu/home>

AGE Platform Europe is a European network of around 165 organisations of and for people aged 50+ representing directly over 30 million older people in Europe. Its work focuses on a wide range of policy areas that impact on older and retired people. AGE seeks to give a voice to older and retired people in the EU policy debates, through the active participation of their representative organisations at EU, national, regional



7. External resources

and local levels, and provides a European platform for the exchange of experience and best practices. It also aims to inform older people on their rights as EU citizen or resident and on EU policy making processes and recent EU policy development.

Website: <http://www.age-platform.eu/>

Physical activity and old age

Recommended levels of physical activity for adults aged 65 and above:

http://www.who.int/dietphysicalactivity/factsheet_olderadults/en/

Health benefits of exercise

<http://nihseniorhealth.gov/exerciseforolderadults/healthbenefits/01.html>

<http://www.adaa.org/understanding-anxiety/related-illnesses/other-related-conditions/stress/physical-activity-reduces-st>

Intergenerational housing

Intergenerational Housing and Community Services in Alicante (Spain) works to address the specific housing needs of low-income older persons and young people through the provision of 244 affordable, intergenerational housing units in central urban areas. A range of services is provided to the wider community and the project has contributed towards the regeneration of the surrounding areas.

Website: <http://www.worldhabitatawards.org/winners-and-finalists/project-details.cfm?lang=00&theProjectID=9D92B0AD-15C5-F4C0-99906DB-94FA39F77>

Generations living together

“Feeling OK about Living with Mom and Dad” (analysis of trends in the United States)

Website: <http://pewresearch.org/pubs/2219/boomerang-kids-young-adults-multigenerational-families-parents>

Les petits freres des Pauvres

Les petits frères des Pauvres is a non-profit organization created in 1946. Its main goal is to accompany people - primarily over 50 years - suffering from loneliness, poverty, exclusion and serious illnesses.

Website: <http://www.petitsfreres.asso.fr/presse.html>

8. Bibliography and suggested readings

Title: “*Enrichment Effects on Adult Cognitive Development. Can the Functional Capacity of Older Adults Be Preserved and Enhanced?*”

Abstract: In this monograph, we ask whether various kinds of intellectual, physical, and social activities produce cognitive enrichment effects—that is, whether they improve cognitive performance at different points of the adult life span, with a particular emphasis on old age.

We begin with a theoretical framework that emphasizes the potential of behavior to influence levels of cognitive functioning. This view of human potential contrasts with static conceptions of cognition in old age, according to which decline in abilities is fixed and individuals cannot slow its course. We conclude that, on balance, the available evidence favors the hypothesis that maintaining an intellectually engaged and physically active lifestyle promotes successful cognitive aging.

A considerable number of studies indicate that maintaining a lifestyle that is intellectually stimulating predicts better maintenance of cognitive skills and is associated with a reduced risk of developing Alzheimer’s disease in late life. Other studies show that meaningful social engagement is also predictive of better maintenance of cognitive functioning in old age.

Physical activity, and aerobic exercise in particular, enhances older adults’ cognitive function. Exercise interventions have substantial benefits for cognitive function, particularly for aspects of fluid intelligence and executive function.

Author: Hertzog, C., Kramer, A. F., Wilson, R. S., & Lindenberger, U. (2008). Enrichment effects on adult cognitive development can the functional capacity of older adults be preserved and enhanced?. *Psychological Science in the Public Interest*, 9(1), 1-65.

Title: “*Influences of Socioeconomic Status, Social Network, and Competence on Subjective Well-Being in Later Life: A Meta-Analysis*”

Abstract: Having analysed 286 empirical studies on the subject, the authors concluded, that socioeconomic status, social network, and everyday competence (the skills to in manage one’s daily life) are all connected to subjective well-being in the elderly. Income is correlated more strongly with wellbeing than is education. The quality of social contacts shows stronger associations with well-being than does the quantity of social contacts. Finally, whereas the quantity of social contact with friends was more closely related to well-being than the quantity of contact with adult children, emotionally close ties to the adult children seem to be more important than close friendships for the elderly.

Author: Pinquart, M., & Sörensen, S. (2000). Influences of socioeconomic status, social network, and competence on subjective well-being in later life: a meta-analysis. *Psychology and aging*, 15(2), 187.

Source: <http://psycnet.apa.org/index.cfm?fa=buy.optionToBuy&uid=2000-03816-001>

Title: “*Working and ageing: Guidance and counseling for mature learners*”

Abstract: In the next decades, Europe’s growth and prosperity will increasingly depend on the ability to capitalise on the skills and experience of ageing people. Guidance and counselling is crucial for longer and more satisfying careers by supporting ageing people in terms of learn-

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ing, career development and employability. This publication concludes that successful approaches to guidance and counselling encompass a lifecycle perspective, are responsive and comprehensive and are supported by all stakeholders involved. This publication can help policy-makers make the case for ageaware guidance and counselling and it can be a starting point for more discussion and debate on active ageing among policy-makers, practitioners and researchers at EU level and in Member States.

Author: Diverse. Edited by CEDEFOP

Source: http://www.cedefop.europa.eu/EN/Files/3062_en.pdf

Title: *“Mobility 55: Mobility in Europe and active citizenship for the elderly”*

Abstract: The report examines how debates about aging have shifted their emphasis from one of old age as a problem to old age as a resource. The fact that European populations are aging remains a problem nevertheless, and one that impinges upon everything from the financing of pensions to the planning of immigration. More than one theme or agenda converge once we embark upon this discussion. For example, volunteering in Europe derives from long established traditions of doing good work for one’s fellow men and women. The traditions may be described as broadly Christian and socialist. They are essentially altruistic traditions. Whether we regard the alleged fiscal crisis of the welfare state largely as a feature of demographic change, or as an imposition of capital seeking to roll back the post-war gains of working peo-

ple, the facts remains that there is a funding crisis across the range of services provided for the mass of the public. States therefore are seeking ways to reduce the costs of public services. One possible strategy is to harness the altruism of volunteers to meet the state’s needs.

Author: Robert Moore (The University of Liverpool)

Source:
<http://www.seven-network.eu/site/files/06%20Senior%20volunteering%20in%20Europe.pdf>

Title: *“The struggle to belong - Dealing with diversity in 21st century urban settings”*

Abstract: Elderly people tend to be marginalized in modern societies. The ageing of Japan’s society, the growing share of elderly people coinciding with a change of family structure and function has resulted in a sharp decrease of the traditional three-generation households in the last few decades. The share of institutional housing has been growing but is criticized widely for not providing sufficient quality of life and leading to an exclusion of the elderly from society. In recent years, however, a number of alternative forms of living have emerged that enable elderly people to live independently from institutions, similar to communal forms of living of elderly people in Western societies. Apart from forming small size communities of about ten older people who share common rooms such as kitchen and living room, these houses also often aim at integrating elderly people into the community at the same time providing space for a wide range of activities thus creating new opportunities of encounters for different generations within neighbourhood communities. Based on onsite research and interviews with

8. Bibliography and suggested readings

residents and organizers of communal forms of living this paper aims to analyse how the integration of different generations is achieved and how it promotes interaction between different generations in neighbourhoods.

Author: Maren Godzik - Paper presented at the International RC21 conference 2011 Session: 28:
Living with Difference

Title: *“Guía de Estilo para Periodistas sobre Personas Mayores (Style guide for journalists on older people)”*

Abstract: The purpose of this document, written in Castilian, is to offer proposals and practical solutions for journalists writing about the complex reality of older people, how to use appropriate language, and give a more realistic and less stereotypical view of these people. Our hope is that this publication is a useful and effective tool to improve the way in which journalists report about elderly people and aging related issues.

Author: Jonás Candalija Tizón, EAPN ES; Álvaro Crespo Quevedo, SOLIDARIOS para el Desarrollo; Beatriz Iraeta Gascón, EAPN ES; Gabriela Jorquera Rojas, EAPN Madrid; Gema Martínez Fernández-Montes, LA RUECA Asociación; Rosalía Mota López, Universidad Pontificia Comillas; Noelia Olmos Saavedra, Cruz Roja Madrid; Marcello Ronchi, EAPN ES; Paca Tricio Gómez, Unión Democrática de Pensionistas y Jubilados de España (UDP)

Source:

http://ec.europa.eu/spain/pdf/guia-estilo-periodistas-mayores-2012_es.pdf

Title: *“Mental, physical and social components in leisure activities equally contribute to decrease dementia risk”*

Abstract: There is accumulating evidence in the literature that leisure engagement has a beneficial effect on dementia. Most studies have grouped activities according to whether they were predominantly mental, physical or social. The findings suggest that a broad spectrum of activities containing more than one of the components seems to be more beneficial than to be engaged in only one type of activity.

Author: Karp, Anita, et al. “Mental, physical and social components in leisure activities equally contribute to decrease dementia risk.” *Dementia and geriatric cognitive disorders* 21.2 (2006): 65-73.

Title: *“Volunteering in Later Life: Research Frontiers”*

Abstract: This review summarizes the current knowledge about volunteering in later life. Rates of volunteering do not decline significantly until the middle of the 7th decade, and older volunteers commit more hours than younger volunteers. Older adults with more education, income, health, social integration, and religious involvement are more likely to volunteer. Older adults are more likely to volunteer for religious organizations and health and social/community service agencies and less likely to volunteer for educational, recreational, and environmental programs. Older adults are more likely to be involved in relational activities, like being a tutor, mentor, or friendly visitor than younger ones. What happens during the time that a person is volunteering is important as well—the amount of social interaction, the extent to which the work is meaningful, and the rela-

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tionship with staff and other volunteers.

A long list of well-being outcomes have been associated with volunteering: reduced mortality, increased physical function, increased levels of self-rated health, reduced depressive symptoms, and increased life satisfaction.

Author: Morrow-Howell, N. (2010). Volunteering in later life: Research frontiers. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 65(4), 461-469.

Source: <http://psychsocgerontology.oxfordjournals.org/content/65B/4/461.short>

Title: “*An intergenerational solution to the housing quagmire*”

Abstract: Rather than pitching generation against generation, a more international approach could help young and old alike.

In Japan, 40% of older people live with their adult offspring and over 17% live with their grandchildren. Housing has become a focal point for intergenerational debate in the UK. Young people are sometimes presented (not incorrectly), as facing a shortfall in the provision of stable and affordable housing while being juxtaposed with, and often pitched against, an older generation who are perceived as property-rich.

Author: Dylan Kneale and Sally-Marie Bamford

Source: <http://www.theguardian.com/housing-network/2012/may/10/intergenerational-solution-housing-quagmire-uk>

Title: “*The Benefits of Intergenerational Programs*”

Abstract: In 1963 the first widespread intergenerational program, the Foster Grandparent Program, was created as a component of the “war on poverty.” The program’s primary purpose was to provide opportunities for low-income persons aged 60 and over to provide supportive one to-one services to children with special or exceptional needs while reducing isolation and poverty among the elders. Since that time, intergenerational programs have evolved to include people of multiple ages and address a broad array of social concerns. Topics covered through intergenerational programming include changes in family structure, drug use, violence, and bridging stereotypes and cultural differences. Generations United, the national organization focused solely on improving lives of children, youth, and older adults through intergenerational strategies, is the central source of information on intergenerational programs and maintains an on-line directory of programs from around the world.

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Year of publication:

2014

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

WISE PROJECT 2014