



# INTERGENERATIONAL PROGRAMMES IN IRELAND: *An Initial Overview*

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and **Solidarity between Generations 2012**



## ABOUT THIS REPORT

This report arises from a collaboration between three organisations committed to developing intergenerational practice in Ireland:

**The Irish Centre for Social Gerontology (ICSG)** is a multidisciplinary research centre on ageing at NUI Galway, Ireland. The Centre focuses on research, education and training in the field of social gerontology in Ireland and internationally. Along with the Child and Family Research Centre and the Centre for Disability Law and Policy, ICSG forms part of NUI Galway's Lifecourse Institute. Further information at: <http://www.icsg.ie>.

**Age Action Ireland** is a charity which promotes positive ageing and better policies and services for older people. Age Action launched an intergenerational 'Generations Together' programme in 2011 as a means of establishing new intergenerational projects and exploring ways of developing the intergenerational aspects of its existing work. Further information at: <http://www.ageaction.ie>.

**The Beth Johnson Foundation**, based in the United Kingdom, is a national organisation that seeks to make a positive impact on the lives of older people, to gain recognition for the valuable role older people play and to challenge age discrimination through pioneering initiatives that bring together research, policy and best practice. The foundation has an international reputation for its work on intergenerational practice. Further information at: <http://www.bjf.org.uk>.



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**An Overview of Intergenerational  
Programmes in Ireland**

# Introduction

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In recent years, there has been increasing interest in Ireland in developing initiatives that seek to bring the older and younger generations together. This reflects growing international recognition of the range of benefits for individuals, communities, and societies as a whole that can arise from intergenerational practice. In this respect, intergenerational practice can best be understood as any activity which “aims to bring people together in purposeful, mutually beneficial activities which promote greater understanding and respect between generations and contributes to building more cohesive communities. Intergenerational practice is inclusive, building on the positive resources that the young and old have to offer each other and those around them” (Beth Johnson Foundation, 2001).

Despite the growing interest in Ireland in intergenerational activities, to date no attempt has been made to draw together information about the nature of projects that bring the different generations together. Such information is likely to be of value to policy-makers, practitioners and researchers in helping to understand the current state of intergenerational programmes in Ireland and to plan future work in this emerging area. In the absence of relevant information, the Irish Centre for Social Gerontology at NUI Galway, Age Action Ireland, and the Beth Johnson Foundation – three organisations with a longstanding interest in this area – combined their efforts to undertake an exercise that not only gathers necessary information about intergenerational activities in Ireland, but also helps to identify examples of best practice in relation to intergenerational programmes. This report presents key findings arising from this exercise.

The report offers an ‘overview’ of intergenerational activities in Ireland and makes no claim about being comprehensive. In gathering information about on-going intergenerational programmes, we are aware of the limitations of our approach to collecting details of relevant projects (summarised below). In particular, we recognise that the term ‘intergenerational practice’ may be unfamiliar to people engaged in a range of community initiatives that are, by their nature, intergenerational. For this reason, we regard this report as an initial attempt to assess intergenerational projects in Ireland. In time, as awareness of intergenerational practice spreads, it might be possible to provide a more comprehensive overview of relevant initiatives.

## METHODOLOGY

- A simple instrument was designed to collect information from intergenerational initiatives in Ireland. This was based on a template developed by the Beth Johnson Foundation and used successfully in other countries (see Appendix 1 for details).
- The Irish Centre for Social Gerontology worked in conjunction with Age Action Ireland to identify a list of potential stakeholders involved in intergenerational programmes.
- Initially in September 2011, the identified stakeholders were forwarded a cover letter explaining the purpose of the exercise and a copy of the data collection instrument. Projects that met the inclusion criteria (i.e. they identified themselves as being involved in intergenerational activities) were asked to return their completed templates by the end of October 2011. A reminder to participants who had not yet responded was sent one month after the initial contact. Completed templates received after 31 October 2011 were also included in the mapping exercise reported on here. The call for information was reissued in September 2012 and the same procedure followed.

- The mapping exercise was advertised on [www.activelink.ie](http://www.activelink.ie) with a link to a downloadable version of the data collection instrument. The exercise was also advertised in a number of Age Action Ireland's bulletins and on the Linking Generations Northern Ireland e-bulletin.
- In total, over the two phases of data collection, this exercise yielded 28 completed instruments. An initial review by the Irish Centre for Social Gerontology suggested that only one of the completed instruments was not relevant to the current exercise; details of the remaining 27 are included in this report.
- Of the 27 responses, and drawing on the Beth Johnson Foundation's definition of intergenerational practice, 20 projects were identified as being clearly intergenerational in nature. The other seven projects were regarded as having the potential to be intergenerational; such projects would require a stronger focus on the core principles of intergenerational activity to be judged as clearly intergenerational.
- Prior to making the report available to the public, each participating project was forwarded a copy of their case study in order to ensure that the project is accurately represented. It is important to note at this point that the information provided on individual projects is largely based on self-representation and has only been edited by the research team for the purpose of consistency and understanding.

## KEY FINDINGS

Table 1 summarises the principal features of the 27 intergenerational projects included within this initial overview of such projects in Ireland. On the basis of the information presented by each project, key features of intergenerational initiatives can be summarised as follows:

- There is good evidence that intergenerational activity is present right across the Republic of Ireland. Such activity is not restricted to certain parts of Ireland, such as the major cities.
- The types of intergenerational activity taking place vary considerably in their scale and scope. Relevant projects encompass such diverse activities as art and craft, DVD production, storytelling, advice and mentoring, and environmental projects.
- Some projects involve relatively few participants, while others engage with several hundred people.
- The age range of participants involved in intergenerational projects varies broadly across initiatives. The youngest reported participant was two years old, the oldest 88 years. Despite the popular perception that intergenerational work primarily involves interaction between people aged 18 years and under and those aged 65 years and over, some projects currently taking place in Ireland also include participants of working age.
- In terms of time scale and duration, many of the intergenerational projects reported on here are either continuously on-going or occur on an annual basis. However, in instances where intergenerational projects were/are one-off endeavours, it is evident that they often lead to other developments in terms of intergenerational activity.
- Sources of funding varied greatly across projects. Many projects were funded either publicly or privately, with some receiving funding from public-private partnerships. Several projects reported receiving no funding or did not report whether or not they were funded.

- Approximately two-thirds of intergenerational projects reported having been evaluated, with methods of evaluation varying across projects.
- The overwhelming majority of projects reported that they had either become sustainable after an initial period of activity or had developed further from the reported intergenerational activity. Many projects remain ongoing; in other cases, one-off projects had resulted in the implementation of, or discussion around the implementation of, further intergenerational activity.
- Most of the projects produced outputs as part of their intergenerational activities. The type of outputs varied greatly, with examples including DVDs, photography, books, brochures, calendars and leaflets.

## NEXT STEPS: DEVELOPING INTERGENERATIONAL PRACTICE IN IRELAND

This report provides an overview of intergenerational projects in Ireland. This review of projects suggests the following:

- There is good evidence of an appetite for intergenerational practice in Ireland. A wide range of organisations from the public, private and not-for-profit sectors are engaged in intergenerational activities. The activities have the potential to involve large numbers of people from different generations.
- While the focus of much intergenerational activity is on bringing together older and younger generations, some projects in Ireland also involve people of working age. Greater consideration might be given to the potential to engage people from all generations and age-groups in intergenerational activities.
- There is much to be learned from the experiences of past and on-going intergenerational projects in Ireland. Such learning can be facilitated by those projects that have conducted evaluations of their activities. Projects that have not incorporated evaluation into their activities should consider doing so in order to improve the sharing of knowledge about 'what works'.
- As yet, there is no organisation that acts as the principal contact point for intergenerational activities in Ireland. As a result, opportunities to share learning and develop intergenerational practice are reduced. An organisation committed to developing the principles of intergenerational practice could act as a focal point for such activities in Ireland, acting as a repository for research evidence and innovations in practice, providing support and training for intergenerational programmes, and linking best practice in Ireland to similar approaches in other nations. We would not expect this to be a new organisation. Rather, this type of activity might come to form a key strand of an existing organisation's strategic focus.
- Several projects included in this report would not fit a strict application of the definition of intergenerational practice. However, we feel that these initiatives are worthwhile and have the potential to develop their activities in ways that correspond more closely to the values of intergenerational practice. Typically, this would involve some degree of strategic thought and planning. It might also involve the support of other initiatives that are engaged in the field.
- As an emerging field in Ireland, there is a need to develop understanding of the key features of intergenerational practice. This task should involve collaboration between the research and practice communities. In particular, applied research can support intergenerational projects to explore the effectiveness of their activities.



**Table 1: Summary of intergenerational projects in Ireland**



PROJECT NAME	LEAD ORGANISATION	PROJECT TYPE	HOW MANY	AGE RANGE	DURATION	EVALUATION	FUNDING
<b>INTERGENERATIONAL PROJECTS</b>							
Blás from the Past	St Brigid's Family and Community Centre	Older people and younger people jointly produced and published a calendar of recipes for 2013	17 people	10-80 years	June 2012 - August 2012	✓	Public
<b>CHANGING GENERATIONS:</b> Towards a new national dialogue on intergenerational solidarity and justice in Ireland	Irish Centre for Social Gerontology, NUI Galway, and Social Policy and Ageing Research Centre, Trinity College Dublin	Qualitative longitudinal project exploring intergenerational solidarity and justice in Ireland	100 people	18-102 years	Initially, 2 years (2011 -2013)	✗	Philanthropic
<b>CLOUGHANEELY:</b> Past and Present	Pobail Le Cheile	Younger people interview older people about what life was like growing up in their time	25 younger people; 15 older people	13-80 years	6 weeks	✓	Public
Culture, Arts, Service Learning Partnership Programme	Larkin Community College	Younger people and older people come together to develop and carry out a performance involving puppets	Core group of 40 younger people; 7 older people	13 years upwards	May 2011 - June 2012	✓	Public
DVD Generations	Louth County Council and Louth Comhairle na nOg	Older people and Younger people jointly produced a DVD capturing attitudes of both groups towards one another	6 people; 3 younger people and 3 older people	16-18 years and 65+ years	3 Months	✓	Public
Get your folks online	Google Ireland Ltd	Website encouraging younger generations to spend time passing their internet skills to older people	Not yet known	Marketed at younger professionals aged 25-35 years and older people in their lives	November 2011 to present	✓	Private

PROJECT NAME	LEAD ORGANISATION	PROJECT TYPE	HOW MANY	AGE RANGE	DURATION	EVALUATION	FUNDING
Growing through the Ages	Louth County Council and other groups	Younger and older people collaborating in creating biodiversity gardens	150 people	2 years upwards	4 months	✓	Public
Intergenerational Local History Programme	Ballymun Whitehall Area Partnership	Primary School Based Local History Programme	5 older people, 185 younger people	8-12 years and 55+ years	September – June annually	✓	Public
Journey of Equals Intergenerational Peace III project	Monaghan County Council	Intergenerational Programme addressing issues of sectarianism, racism and prejudice through a range of different media	Not specified	11-72 years	10 months	✓	Public
Knowing Me, Knowing You	Pavee Point	Skills sharing programme involving older and younger Travellers	10 younger people, 10 older people	10-17 years and 45-65 years	12 weeks	✗	Not specified
Living Scenes	NUI Galway	Intergenerational programme	1,485 people to date	16-65 + years	1999 to present (12 years)	✓	Public/Private Partnership
Mahon Intergenerational Photography Group	Mahon Community Development Project	Intergenerational Digital Photography Project	4 younger people, 4 older people	Not specified	March 2011 to present	✓	Private
	Pavee Point Travellers Centre	Workshops involving older and younger travellers	Not specified	Not specified	Not specified	✓	Not specified
Pieces of the Past	Generations in Action	Intergenerational Art programme involving younger and older people	41 people; 10 older people, 31 younger people	10 years upwards	6 weeks	✓	Public

PROJECT NAME	LEAD ORGANISATION	PROJECT TYPE	PARTICIPANTS		DURATION	EVALUATION	FUNDING
			HOW MANY	AGE RANGE			
Rahoon Intergenerational Art Project	Youth Work Ireland Galway, Rahoon Youth Project (Corrach Bui)	Visual Art and Intergenerational Activity	10 older people, 10 younger people	10-65 years	9 months	✓	Public/Private Partnership
Rahoon Intergenerational Creative Writing Project	Youth Work Ireland Galway, Rahoon Youth Project (Corrach Bui)	Creative Writing Intergenerational Activity	25 people; 13 younger people, 12 older people	14-65 years	11 months	✓	Public/Private Partnership
Sligo Arts and Health Programme	Sligo County Council Arts Service	Primary school -based intergenerational arts project	60-65 younger people; 10-15 older people; 5 artists	9-12 years and 55-80+ years	Academic School year, annually	✓	Public
St. Joseph's Youth Club: Then and Now	St. Joseph's Youth Club	Older people and younger people coming together to make a calendar	Not specified	12 years upwards	4 months	✗	Not specified
The Visiting Aphasia Scheme	Speech and Language Therapy Department Ennis and University of Limerick	SLT students visiting older people with aphasia	Up to 45 people; 28-30 students and 14-15 people with aphasia	Most students in their 20s & people with aphasia aged 50-80+ years	10 weeks on annual basis	✓	Public
Wizard of Words (WoW)	Barnados	School-based intergenerational reading programme	Not specified	Primary school aged children and older people 55+ years	Academic school year, annually	✓	Public

PROJECT NAME	LEAD ORGANISATION	PROJECT TYPE	HOW MANY	AGE RANGE	DURATION	EVALUATION	FUNDING
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**PROJECTS WITH A POTENTIAL TO BE INTERGENERATIONAL**

Family Programme	National Gallery of Ireland	Creative family workshops	1,283 people (in 2010)	3-65+ years	1995 to present	✓	Public
Galway Crochet Craft	n/a	Crochet and craft group	200+ people since beginning	11-88 years	6 week workshops ongoing	✗	not funded
Getting Started Programme	Age Action Ireland	Digital inclusion programme	Over 11,000 people	18+ years	2006	✗	Public and Private
NFTE Ireland	Foroige	Business mentoring programme	Not specified	18+ years	Ongoing throughout academic year	✗	Private
Out of Homelessness - Prison Life Skills Group	Exchange House National Traveller Service	Addiction support group	52 women	20-50 years	1 year (Mar 2009 - April 2010)	✓	Public
Tallaght Stroke Support Group	Primary Care Team - Dublin South West, HSE & AMNCH Tallaght Hospital Stroke Team	Stroke support group	30-50 people per group	20-80+ years	Jan 2011 to present	✓	Public
Recruitment of Retired Members into IMPACT	IMPACT	Retired members union	500 people approx	55+ years	April 2011 to present	✗	Not funded







## Intergenerational Projects

# Case Study: BLÁS FROM THE PAST



<b>LEAD ORGANISATION:</b>	ST. BRIGID'S FAMILY AND COMMUNITY CENTRE
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## DESCRIPTION OF PROJECT:

The project brought together people of all ages from the younger to the older generations living in the local community to gather recipes of popular Waterford dishes down through the years, share cooking skills and stories and publish a calendar of food recipes for 2013.

The project was managed by both St. Brigid's Family and Community Centre (F.C.C.) and Waterford Inner City Community Youth Project in conjunction with the Waterford Harvest Festival Committee.

### **Evidence of need:**

The need for the project was identified through consulting with all ages in the local community and building on previous successful intergenerational projects.

### **Participants:**

There were 17 participants ranging in age from 10- 80 years approximately. The two project workers kept in touch with participants in between the sessions and the project content was participant led. A possible barrier for older people was transport but this was addressed by provision of transport for participants.

### **Activities/events:**

The project began in June 2012 and ended in August 2012. Participants met for two hours on Thursdays for eight weeks. Topics covered included getting to know each other, gathering recipes, IT skills, cooking, foraging trip to the woods, calendar design and evaluation. The St. Brigid's Development Worker and Youth Project Youth Worker as well as two volunteers supported and facilitated the sessions.

The activities took place in St Brigid's Family and Community Centre and Waterford Regional Youth Service Multiplex on alternate weeks.

## EVALUATION:

Participant evaluation sheets and verbal feedback took place in the final session. The project was regularly reviewed by the two Organisation workers. The project worked well overall. There was space for informal interaction in the sessions and learning through practice (i.e. cookery, IT skills) took place which was effective.

One identified challenge related to the difficulty encouraging older men to become involved in the project. The project led to the following outcomes for participants and the community:

- Increased interaction, understanding and respect across the generations.
- Exchange of skills and knowledge across the generations
- The value and contribution of all generations to their local community was highlighted
- Improved cooking skills and IT skills for participants
- Improved well-being and greater inclusion for all ages
- All age groups are now more aware of the services available in the community
- Stronger, friendlier and more cohesive community

The two key workers were committed to the project and supported the group on an on-going basis. The variety of activities across the eight sessions worked well. For future projects we will need to look at ways of engaging older men to participate. Also for future projects, resourcing transport could be an issue particularly if the Project involves a disparate group of participants from a wide geographical area, who may have particular access needs. This could result in the Project being more costly to deliver.

## OUTPUTS:

- 'Blás from the Past' Calendar consisting of recipes, photos, food memories of Waterford and participant feedback.
- Project Facebook page and email address set up to encourage the wider community to submit recipes to the project.

## FUNDING:

Funders included Waterford Harvest Festival; Waterford Youth Bank; St Brigid's Family & Community Centre (from Family Support Agency); Waterford City VEC – provision of cookery tutor and cookery kitchen; Respond Housing Association – staff support person.

## SUSTAINABILITY/DEVELOPMENTS:

The Intergenerational Calendar Project Group also meet at organised calendar sales events. There has been a Halloween coffee morning and a Christmas get together is also planned. Intergenerational work is a key action of the St Brigid's FCC Strategic plan 2012-2014.

## OTHER APPLICABLE INFORMATION:

The participants developed their media skills through promoting the project on local radio. The benefits/outcomes of the project are beyond its own lifespan as participants say they now know each other and stop and chat informally in their community which is a long-term positive outcome.



# Case Study: CHANGING GENERATIONS:

Towards a new national dialogue on intergenerational solidarity and justice in Ireland



**LEAD ORGANISATION:**

This is a collaborative research project undertaken in joint partnership by the Irish Centre for Social Gerontology (ICSG), National University of Ireland Galway and the Social Policy and Ageing Research Centre (SPARC), Trinity College Dublin.

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## DESCRIPTION OF PROJECT:

This is a new qualitative longitudinal research project, which will provide the evidence base necessary for a constructive discussion on intergenerational solidarity and justice in Ireland. Through in-depth interviews with 100 men and women belonging to different birth cohorts, the project has created a rich dataset that will be used to draw out understandings on intergenerational solidarity. The project aims to ensure that the views of the most marginalised groups in Irish society are included and represented in project findings and national dialogue that follows the study. The study uses grounded theory methodology. Leading international expert on grounded theory, Professor Kathy Charmaz is the international member of the scientific advisory board for this project. A novel aspect of the study is its commitment to engaging relevant stakeholder organisations in the project from the outset. The longitudinal element of the project ensures that it will yield information and contribute to the national discussion well beyond its initial two-year duration.

**Evidence of need:**

Demographic ageing and a changing economic and social context in Ireland means that the time is ripe to initiate a constructive national discussion on intergenerational solidarity and justice. Similar discussions have taken place in other developed world contexts, sometimes with strong suggestions that intergenerational conflict is inevitable in the future. While there is little research evidence of serious intergenerational conflict, it is important to gain a deep understanding of what different cohorts in Ireland think about intergenerational solidarity in order to inform this emergent discussion.

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**Participants:**

As of October 2012 all 100 interviews have been conducted with men and women from a diverse range of socio-economic and ethnic backgrounds who are currently living in Ireland. Participants belong to a range of different birth cohorts in order to reflect contrasting understandings of intergenerational solidarity and justice that are likely to exist in Ireland.

**Activities/events:**

The main activities of this project will be the in-depth interviews undertaken by the two research fellows engaged on the project. An initial stakeholder meeting took place in October 2011 in Dublin. Professor Charmaz travelled to Ireland to give a workshop on grounded theory in March 2012. A conference to mark International Day for Intergenerational Solidarity was held in Galway in April 2012.

**EVALUATION:**

n/a

**OUTPUTS:**

The project is at an early stage, but emerging findings from Changing Generations have been presented at conferences in Ireland and abroad and papers have been submitted to scientific journals for publication.

**FUNDING:**

This project is funded by The Atlantic Philanthropies.

**SUSTAINABILITY/DEVELOPMENTS:**

This project is one of a suite of projects across NUI Galway and TCD. At NUI Galway, the Life Course Institute is developing its expertise in social and economic research on ageing, disability and children and families. Many of these projects have an intergenerational dimension. At Trinity, the Irish Longitudinal Study on Ageing (TILDA) and the Growing Up in Ireland study are significant sources of research evidence. Changing Generations plans to offer a qualitative evidence base which will complement these larger quantitative studies. The aim is to establish a significant body of knowledge on ageing, the life course and intergenerational solidarity in Ireland.

# Case Study: CHRISTMAS LIFE STAGES



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## DESCRIPTION OF PROJECT:

Members of the Comharile na nOg youth group met with residents of Greenpark Nursing Home, Tuam with a view to building relationships and sharing ideas. The culmination of such has led to an art project around wishes and hopes. This involves transferring these hopes and wishes into decorations for a community tree. The project started in November 2012.

### **Evidence of need:**

From experience of previous projects it was evident that this type of activity can address inequality and social exclusion in a fun and enjoyable way.

### **Participants:**

The project involved 12 young people from the local Comhairle na nOg group ranging in age from 14 to 17 years and residents from the Greenpark Nursing Home. It was necessary to obtain permission from the school for the young people to leave school at 3pm to coincide with the nursing home timetable.

### **Activities/events:**

The project is on-going at present. Participants meet every Tuesday for an hour and a half to discuss ideas for Christmas decorations. There will be three to four art and craft sessions in which the decoration will be created. The final session will involve a ceremony to celebrate the hanging of the creations on the Christmas tree.

## EVALUATION:

The project is yet to be evaluated as it is on-going.

## OUTPUTS:

- Christmas decorations

## SUSTAINABILITY/DEVELOPMENTS:

It is unknown as yet but the Youth Work Ireland Tuam would like to maintain their links with Greenpark nursing home as it had great benefits for both parties.

# Case Study: CLOUGHANEELY - PAST & PRESENT



<b>LEAD ORGANISATION:</b>	POBAIL LE CHEILE COMMUNITY DEVELOPMENT PROJECT
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## DESCRIPTION OF PROJECT:

This intergenerational project involved local secondary school students interviewing a local active age group on what life was like growing up in Cloughaneely in their time. The aim of the project was for the younger people and older people to gain a better understanding of what life has been life for each other.

The project took place over six weeks, beginning in April 2012. The interviews took place in the Yard, Falcarragh (where the CDP is based).

### **Evidence of need:**

There is are substantial numbers of older adults and teenagers in Cloughaneely. However, there exists little opportunity for them to meet, so when they do mix it becomes more meaningful.

### **Participants:**

Participants included 25 young people and 15 older people ranging in age from 13 to 80 years. The project approached the school for recruitment purposes and received the school's support. Older persons were recruited from the CDP's existing active age group.

### **Activities/events:**

The project involved a different interview theme each week including fashion, entertainment, health, memorable moments, rest and play, and work.

There was also time set aside for participants to exchange skills such as card playing. The project culminated in a week-long exhibition of the project.



#### **EVALUATION:**

The older and younger participants completed a questionnaire after the project was completed. Upon evaluation, the CDP agreed that as the project worked well they would not do anything differently if carrying out such a project in the future.

A wide section of the local community was invited to the opening night of the exhibition. The County Museum loaned photographs to the exhibition. There was a comments book in which all the feedback was positive.

The process was a great opportunity for people to break down any barriers or stereotypes they had about each other. Participants agreed they would not change any aspect of the project.

#### **OUTPUTS:**

- Exhibition, including testimonies, photographs and participant profiles.

#### **FUNDING:**

The project was funded by Age Action Ireland and Europe Direct.

#### **SUSTAINABILITY/DEVELOPMENTS:**

As a result of all the publicity the exhibition generated in the local newspapers, our Active Age Group has been invited to take part in a TG4 documentary on Christmas in Ireland in the past and also a reminiscence project with An Grianan Theatre. The stories/memories are being developed into a theatre show.

# Case Study: CULTURE, ARTS

## Service Learning Partnership Programme



### LEAD ORGANISATION:

Larkin Community College (LCC), National Museum of Ireland (NMI), Poetry Ireland, Localise Caring in the Community, Lourdes Day Care Centre for the Elderly (LDCCE), National College of Art & Design (NCAD) and with support from the National Theatre The Abbey

### DESCRIPTION OF PROJECT:

Moving Statues is a new performance project being created by the students of Larkin Community College, students from the National College of Art and Design and up to 10 older people from the Lourdes Day Care Centre. It will be funded and created in association with the National Museum of Ireland, Poetry Ireland, National College of Art and Design and Larkin Community College. The project will be researched, devised and created by the students from Larkin Community College and members of the Lourdes Day Care Centre. It will be directed by Mikel Murfi.

We are designing a project that connects. We want to connect the students with their environment, with their history, their museum, with the spoken word and with their elders. We want to stimulate, educate and create a sense of pride in the students and members of Lourdes DCC. We'd like to encourage the participants to study and appreciate the spoken word, the nature and power of performance and the mutable 'living' space that is their local museum. We're designing a project that will allow the students to invite their families and their local community to an event, an event that will encourage the people living in the city centre and beyond to feel a sense of ownership of their museum.

We started in the environs of Larkin Community College itself. At present we're researching the histories of the six people to whom statues or monuments have been erected on O'Connell Street in Dublin. We plan to bring these figures from history 'to life', to let them walk tall amongst us once more, to let us hear what they have to say, to see them in the living, breathing space that is Collins Barracks.

The idea of 'Moving Statues' is to build six 10 ft tall versions of the statues on O'Connell St. These will be portable, giant puppets. They'll be carried and animated by the students and given a voice by the students and the older folk from Lourdes DCC.

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**Participants:**

## Performers

- Larkin Community College core group of up to 40 students from 1st to 5th year.
- Some 1st year students to form part of a chorus group.
- 7 Older people from Lourdes Day Care Centre.
- Possible inclusion of some of the NCAD students.

## Puppet Builders

- Transition Year students and NCAD students with help from some of the Lourdes Day Care Centre clients with guidance from Peter Casby from Macnas.

**Activities/events:**

- Research on characters involved in performance
- Design and creation of puppets
- A performance involving music and movement as well as 'the coming to life' of the statues. Through their own words we travel through history and time and listen once again to the voices of: Daniel O'Connell, Sir John Gray, Charles Stewart Parnell, Jim Larkin, Fr. Theobald Mathew and William Smith O'Brien.

**EVALUATION:**

Yes this project was evaluated.

**OUTPUTS:**

- Puppets
- Performance
- Database of relevant reading for Junior Certificate Schools Programme Library

# Case Study: 'GENERATIONS' DVD



<b>LEAD ORGANISATION:</b>	LOUTH COUNTY COUNCIL AND LOUTH COMHAIRLE NA NOG
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## DESCRIPTION OF PROJECT:

Louth County Council is leading the national roll out of the World Health Organization's Age Friendly Initiative in Ireland. During public consultations older people expressed an interest in doing an intergenerational piece with younger people. During the same period, at the annual Comhairle na nOg event, young people agreed to do a project with older people as their contribution to the Age Friendly County Initiative. When a group of older people and younger people were brought together they chose to produce a DVD capturing the attitudes of younger people towards older people and vice versa.

The DVD is based on ten key questions, which were asked of both the older and younger people. Their responses were captured on camera. The learning experience from making the DVD has been exceptional for all concerned and it has touched the hearts of many people in Louth. The DVD can be accessed on [www.louthagefriendlycounty.ie](http://www.louthagefriendlycounty.ie) in the Positive Ageing and Events page under intergenerational activities.

The DVD was showcased at an international conference on age-friendly communities, held in Dublin in 2011.

### **Evidence of need:**

Both older people and young people saw the need to change attitudes from both age groups towards each other.

### **Participants:**

The DVD included three young people (16-18 years) from 'Louth Comhairle na nOg' and three older people from the 'Louth Older People's Forum'. There were also other younger and older people in the preparatory workshop sessions, which started the conversation on attitudes in general.

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**Activities/events:**

There were approximately four facilitated sessions with both older and younger people. The young people who took ownership of the project spoke to a researcher in Dundalk Institute of Technology in order to assist them in understanding ageing. There were approximately four preparation sessions with the young people in which they were trained to do the filming and editing.

The DVD production was supported by Coexist, the development support for Comhairle na nOg.

**EVALUATION:**

The project has not been evaluated but the review and feedback has been excellent. There were no negative reports from the project. The project provided an insight into the current attitudes of both age groups towards each other. The DVD is now on [www.louthagefriendlycounty.ie](http://www.louthagefriendlycounty.ie) and allows further discussion to take place.

**OUTPUTS:**

DVD - "Generations" [www.louthagefriendlycounty.ie](http://www.louthagefriendlycounty.ie)

**FUNDING:**

The project is funded by Louth Comhairle na nOg and Louth Age Friendly budget in Louth County Council.

**SUSTAINABILITY/DEVELOPMENTS:**

There are many more intergenerational pieces being carried out by the Louth Age Friendly County. These projects will be included on the Louth Age Friendly County Website. There is currently a project.

# Case Study: GET YOUR FOLKS ONLINE



<b>LEAD ORGANISATION:</b>	GOOGLE IRELAND LTD.
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<b>Mailing address:</b>	Google Ireland Ltd, Barrow Street, Dublin 4, Ireland.

## DESCRIPTION OF PROJECT:

The Age Engage programme leverages Google Ireland's core competencies to improve Internet engagement by older people to better their lives and better the Internet. We aim to build a self-sustaining, scalable model for Internet engagement by older people, and drive awareness of the issue in the general public in Ireland.

Age Engage encompasses a number of separate programmes, including our Internet training, which we run on-site with Google volunteers, and through funding of courses run by Age Action, our partners.

This document will focus on [www.GetYourFolksOnline.ie](http://www.GetYourFolksOnline.ie) (GYFO), a website launched nationally in November 2011, encouraging younger generations to spend time passing their Internet skills on to the older people in their lives.

### **Evidence of need:**

Our umbrella programme, Age Engage, has two major work streams - education and awareness. GYFO is the main part of the awareness programme and we hope to tap into the scalability of family support by introducing the intergenerational element.

### **Participants:**

This programme is aimed at the general public, the older person as the end user and the younger person as the teacher. Our marketing campaign targets young people in the 25-35 yr age bracket. We feel that people in this age group are at a stage in their life where they may realise what their parents have given them and wish to give something back.



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As part of the launch for the website, our audience was reached through:

- 3 national radio interviews / mentions
- a 3-hour broadcast of the Ray D'Arcy Show from Google European HQ in Barrow Street, with an invited audience of listeners who were engaged in teaching their folks Internet skills
- 5 local radio interviews
- 7 pieces of national print coverage
- 4 pieces of local print coverage
- 3 pieces of online coverage
- an insert in both the Sunday Times and the Metro Herald

**Activities/events:**

The younger person leads the session in a one-to-one face-to-face environment, using the website to guide them through the appropriate courses.

**EVALUATION:**

The website is being evaluated on an ongoing basis through Google analytics and through surveys. We currently have 21,000 hits on the site, 18% of which are returning visitors.

**OUTPUTS:**

- [www.GetYourFolksOnline.ie](http://www.GetYourFolksOnline.ie) website, plus corresponding hard copy material.

**FUNDING:**

Privately funded by Google, and many partners who provided pro bono or subsidised support, e.g. Acorn Marketing, HH Printing, Today FM.

**SUSTAINABILITY/DEVELOPMENTS:**

It is planned to scale this across Europe, and to continue to promote it as a resource within Ireland.

# Case Study: GROWING THROUGH THE AGES:

Biodiversity Gardens for the EU Year for Active Ageing & Solidarity Between Generations 2012



## LEAD ORGANISATION:

Louth County Council, Environment Section and Department of Environment, Community and Local Government (Funders); Pamela Whitaker, Groundswell; Moorehall Healthcare Retirement Village; St. Peter's National School, Dromiskin; Scoil Mhuire na Trocaire, Ardee; Ardee Tidy Towns; Blackrock Tidy Towns; Louth Older People's Forum

**Name:** Pamela Whitaker  
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**Mailing address:** The Stone Barn, Mountbagnal, Riverstown, Dundalk, Co. Louth.

## DESCRIPTION OF PROJECT:

The project promoted the crafting of three biodiversity gardens cultivated by gardeners of many ages within community settings. The planting of the gardens incorporated special events showcasing poetry readings, music, social history, art, and traditional Irish seasonal celebrations (i.e. Bealtaine).

In addition to these gardens, a large intergenerational parade was held in Ardee to launch National Tree Week. President Michael Higgins welcomed the parade's tribute to Irish trees. The parade portrayed a vibrant living forest with its elaborate array of costumes. The parade involved school children, an Active Retirement contingent, Tidy Towns members, and representatives from local businesses. It celebrated the natural heritage of Ardee and Ardee's role as an Age Friendly Town.

Growing Through the Ages involved the cultivation of three intergenerational biodiversity gardens: Garden One: A collaboration between Moorehall Healthcare Retirement Village and the fourth class students of its neighbouring school Scoil Mhuire na Trócaire resulted in the development of two vegetable/herb gardens and one flower garden to attract bees and butterflies.

**Garden Two:** St. Peter's National School developed an intergenerational bee and butterfly garden, which integrated social history sessions with village elders along with an intergenerational pageant of song, music and story-telling.

**Garden Three:** Blackrock Tidy Towns developed special planting events involving children, their families and senior citizens in the creation of a "secret garden" located next to the village playground. The new garden was created during National Tree Week and Earth Day and involved a musical procession, storytelling, art and environmental education.

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Pamela Whitaker (Groundswell) acted as the overall project manager for Growing Through the Ages. Each garden initiative was shaped by participants, who cultivated the character of their intergenerational gardens and accompanying special events. Participants all contributed ideas, resources and practical skills.

The learning activities took place within three locations:

1. Moorehall Healthcare Retirement Village, Ardee
2. Blackrock Park Playground
3. St. Peter's National School, Dromiskin

The aim of the project was to promote relationships between community members of different ages through activities which encouraged social interaction. Poetry readings, storytelling, musical processions and historic re-enactments were an integral part of the gardening programme. The biodiversity gardens reflected a growing engagement between plants and people. The intricacy of the gardens became a canvas for the integration of social complexity.

The project began in February 2012 and finished in May 2012.

**Evidence of need:**

The project's intergenerational focus was featured in relation to the EYAA 2012. The project encouraged environmental education, specifically related to biodiversity. The participating primary schools were all working towards the achievement of their Biodiversity Green Flags during the course of the project. All three intergenerational projects achieved media coverage within local newspapers, which further promoted the environmental aims of participating Tidy Town's Groups. The gardens also contributed to Louth County Council's profile as both an Age Friendly County and an environmentally friendly county.

**Participants:**

Approximately 150 participants aged between two years old and retirement age were involved in all three gardening projects and related events. These included school principals, teachers, school children, Active Retirement members, Tidy Towns participants, residents from Moorehall Healthcare Retirement Village, staff from Louth County Council's Environment Section and representation from Louth Older People's Forum.

**Activities/events:**

The project manager organised biodiversity education and organic gardening workshops, coordinated communication between participants, developed press releases and organised special events in relation to important seasonal landmarks such as National Tree Week, Biodiversity Week and Earth Day.

Participants met twice a month to work on developing new garden areas, and to commemorate their gardens as intergenerational landmarks. Activities were concerned with ecological gardening, art making, sharing life experiences and creating celebrations.

## EVALUATION:

The project was not externally evaluated, however on-going feedback was sought from all participants. Modifications to plans, themes and activities were made in accordance to participant feedback. The gardens continue to grow and symbolise the collective spirit of the participants. Positive responses to all three gardens were recorded within Tidy Towns evaluations reports and local environmental awards were allocated to all of the intergenerational gardening projects.

One of the important outcomes of the project was that all participants were guided through a ritual of cooperation. Biodiversity is a web of life; nature expresses people's life cycles and the social history of community landscapes. Working with encompassing themes (i.e. solidarity, active citizenship, ceremony, cultivation, growth, transformation) developed a commitment towards working with others. Each person's identity was incorporated within the overall achievement of the project. There is growth within every age and this reality is achieved within gardens that signify collective development.

## OUTPUTS:

- Three new community gardens
- Environmentally friendly gardening workshops
- New friendships amongst participants of all ages
- Collaborations between local authority departments, schools and community volunteers
- Collective feelings of achievement in regards to making a difference within one's home ground
- The development of new community traditions, reflecting the cycles of the growing year

## FUNDING:

The project was supported by Local Agenda 21 Funding through the Department of the Environment, Community and Local Government and Louth County Council Environment Section.

## SUSTAINABILITY/DEVELOPMENTS:

The next project for 2013 is called Eco Tribes: The Biodiversity Challenge. It will involve Green Flag schools partnering with local Tidy Towns groups in an alliance aimed at transforming neglected areas of land within their communities. It will be a plan of strategic guerrilla gardening, combining the environmental skills of Tidy Towns volunteers with the spirit of students wanting to make a difference. Each Eco Tribe (a combination of school children and Tidy Town representatives) will develop a 'code name' and a 'tag symbol', which will identify their nature friendly gardens within community grounds that have been vandalised and defaced. Each Eco Tribe will launch a campaign to restore the environmental integrity of these forgotten areas through planting bee and butterfly gardens. Acts of festivity, social activism, and environmental stewardship will be the trademarks of the Eco Tribes.

# Case Study: INTERGENERATIONAL

## Local History Programme



<b>LEAD ORGANISATION:</b>	BALLYMUN WHITEHALL AREA PARTNERSHIP
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<b>Mailing address:</b>	Ballymun Whitehall Area Partnership, North Mall, Ballymun Town Centre, Dublin 11.

### DESCRIPTION OF PROJECT:

Older members of the local community (over 55s) volunteer to visit primary school students in their classroom to tell them what life was like when they were in school. The volunteers receive training in Child Protection and Storytelling. Once in the classroom, the volunteers tell the students about what life was like for them when they were growing up. They talk about the games they played, the food they ate etc. The older people's input complements the primary school history curriculum. The students then ask questions that they have prepared with their class teacher prior to the talk. Students receive a pack containing a local History Trails Map and worksheets and take a walk of their local community, with the volunteer and their teacher, discussing the sites listed on the History Trail Map.

This intergenerational programme serves to build a connection between young people and older people from their own community and reduce the isolation of older people by encouraging them to become involved in voluntary activity. It enhances pupils' experience of the primary school history curriculum and it also enables the class teacher to become more familiar with the locality in which the children in their classroom reside.

#### **Evidence of need:**

In the Ballymun/Whitehall area there are over 13,000 people aged over 55 years (CSO, 2006). Based on a Ballymun Partnership and Hibernian Consulting report in 2008, it was suggested that ways to reduce isolation for older people should be developed and that there should be more social activities for older people.

In the primary school curriculum, there is a local history section. In 2008, in an evaluation of another Partnership programme called "Introduction to the Community for New Teachers", a teacher expressed a need to connect local history to the school curriculum. It was thought that it could be therefore beneficial for students to hear local history from local residents.

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This project was therefore specifically devised to link two needs within the community. The first need was to link older people with children, serving as a means to reduce isolation for older people and enhancing their life experience. A second need was to enhance the education experience for local children, through the medium of local history delivered by local Older People. A desirable outcome identified was the enhancement of the local knowledge of teachers working in local schools.

**Participants:**

In 2011, five volunteers took part in the project. They delivered the Intergenerational History Programme to 185 students in local Ballymun Primary schools – to a total of 9 classes ranging from fourth to sixth class. Initially, Ballymun Whitehall Area Partnership staff liaised with school principals on the availability and interest of the schools. All schools responded positively. Volunteers were recruited through various older people's networks, local clubs and organisations.

**Activities/events:**

Volunteers visited local schools in the morning time and the whole programme, including in-class time and the history trail walk, took an hour and a half to deliver. Most volunteers presented to two classes each. Staff members from the Education and Community Development sections of Ballymun Whitehall Area Partnership co-ordinated and supported these sessions (including providing learning materials etc.). In most cases, the class teacher or school principal liaised with Partnership staff in order to ensure children were prepared for the visit from an older person.

**EVALUATION:**

The project was evaluated in previous years. In July/August 2011, a comprehensive evaluation of the project took place; questionnaires were administered to class teachers, the volunteers took part in a focus group, and the school pupils completed an activity sheet.

The evidence suggests that the programme was a successful means of meeting local need – to the benefit of the volunteer, student, and teacher. The school was supported in meeting objectives of the history primary school curriculum; volunteers gained many benefits from sharing their knowledge and stories; students gained great knowledge of what life was like in the past as well as many interesting stories relating to sites and events in their locality. Overall, the programme was highly beneficial to all of the stakeholders involved. Evidence suggests that even greater preparation and follow-up visits might help to enhance the learning experience for students. Also, the involvement of new volunteers might increase the positive benefits to other members of the community who may be feeling isolated and who are willing to give their time.



## OUTPUTS:

- Local History Trail maps developed in 2007 with 3 differing trails that can be used depending on the specific locality of each school
- A PowerPoint presentation was created in 2009/10 in order to add to the delivery of the presentation by the volunteers if they wish to use it
- The History Trail maps are provided to each child in a folder also containing word searches, activity sheets and a pencil.
- Evaluation sheets are given to participating children, class teachers and volunteers.

## FUNDING:

The intergenerational programme is funded through the core funding of Ballymun Whitehall Area Partnership; namely the Local and Community Development Programme from the Department of the Environment, Community and Local Government. In 2009 this funding came from what was then called the Local Development and Social Inclusion Programme from the Department of Community, Rural and Gaelteacht Affairs.

## SUSTAINABILITY/DEVELOPMENTS:

It is hoped that this programme will continue to run. Feedback has been very positive and the programme may inform future initiatives in the Partnership. Extension of the programme to the Larkhill area of the Partnership area is being considered. Challenges within this development are the recruitment of volunteers, personnel resources to co-ordinate any expansion and the sourcing of a budget and personnel resources to develop local history materials for that area.

# Case Study: JOURNEY OF EQUALS

## Intergenerational Peace III project



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### DESCRIPTION OF PROJECT

Is a programme which has been designed to reach out to the five main settlements in the county and engage older and young people in a series of five interconnected peace building projects. It will address issues of sectarianism, racism and prejudice through a range of different media including arts and theatre, storytelling, genealogy, traditional skills and sports to name but some.

Groups participating in the programme will include people from the minority faith and ethnic minority communities; people displaced from Northern Ireland and their families; former combatants as well as people who served in the armed and security services along the border. The aim of the programme is to make peace building relevant to a young and diverse population, many of whom do not see the legacy of the Conflict and how it has and continues to affect them.

Outcomes sought are as follows;

- Increased awareness and understanding of the conflict on the part of young people
- Increased trust and tolerance among young and old.

#### **Evidence of need:**

Community engagement sessions were held in each community with invited members from the local youth and older peoples groups in attendance. Each community was asked to select an overall theme which would be the driving catalyst for the intergenerational project. The following were identified as the needs for the five different communities:

- |                |  |
|----------------|--|
| Monaghan       | - Sport, Wellbeing and working with disadvantaged young kids |
| Castleblayney  | - Historical project   |
| Carrickmacross | - Sport, Wellbeing and community gardens project             |
| Clones         | - Historical project   |
| Ballybay       | - Traditional skills project                                 |

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### **Participants**

Groups participating in the programme will include people from the minority faith and ethnic minority communities; people displaced from Northern Ireland and their families; former combatants as well as people who served in the armed and security services along the border. Young and older people from the community who are interested in getting involved in an intergenerational project. Participants ages range from 11 years – 72 year olds! Steering groups in each town helped to identify participants through schools, clubs, churches and community organisations.

### **Activities/events**

Each town has different events linked to their project. All projects are on-going and participants meet weekly. The variety of activities are listed below (this is not an exhaustive list, but a sample);

- Intergenerational boxing academy
- Intergenerational baking classes
- Digital photography workshops
- Oral history workshops
- Walking tours
- One to one interviews with older people (by younger people)
- Intergenerational appliqué crafts classes

External facilitators are recruited to deliver the sessions supported by the project co-ordinator with Monaghan County Council.

### **EVALUATION**

There is ongoing evaluation as the projects are not completed. Pre and post questionnaires are being used and case studies and focus groups will also be used throughout the process.

### **OUTPUTS**

As projects only commenced in September, outputs are not available yet.

### **FUNDING**

Peace III funding

### **SUSTAINABILITY/DEVELOPMENTS**

It is hoped where some projects have started in a community that the community will continue to drive it forward through their own drive and commitment after the funding is gone.

# Case Study: KNOWING ME, KNOWING YOU



<b>LEAD ORGANISATION:</b>	PAVEE POINT
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<b>Mailing address:</b>	46 North Great Charles Street, Dublin 1.

## DESCRIPTION OF PROJECT:

This is a proposed 12-week intergenerational programme that will incorporate the "iceberg" analogy of initiating outer-cultural activities between the young and older members of various Traveller communities

It will involve older members teaching the younger members typical Traveller cultural activities such as:

- tinsmithing
- bread baking
- fishing
- flowers
- story-telling etc.

Younger people will teach the older people modern activities such as;

- reading / books on tape/ pod casts
- how to use a phone
- technology / computers
- modern music etc.

The exchange of tangible cultural activities (the visible part of the iceberg above the water, e.g. tinsmithing, horses, wagons, nomadism etc.) will facilitate a shared space and opportunity to explore the intangible elements of culture (the invisible elements below the water, e.g. core values, behaviors, beliefs etc.) in the community and ensure communication between generations on a weekly basis that will build to develop meaningful bonds across the generations.

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It is hoped that the project will facilitate greater communication, exchanging of views, beliefs, values (the bottom part of the iceberg), and remove any feelings of hostility and fear between the different generations. Upon finishing the 12-week programme, it was suggested that a final showcase would take place where the older people would watch the younger carrying out the tasks and skills which they had been teaching them over the past 12 weeks, and visa-versa. This provides a tangible goal to an otherwise more intrinsic project.

**Evidence of need:**

It was found that many elder members in different sites felt that there was a loss of culture occurring through the generations. They felt intimidated by the youth, as they could not identify with their modern ways, i.e. slang, education. This created a gap between the generations. Similarly the younger members felt that the older people are always giving out about them regardless of what they do and so they do not make attempts to communicate with them.

**Participants:**

Participants included approximately ten young people and approximately ten older people. The age groups were: 18-26 years; 26-40 years; 46-70 years.

**Activities/events:**

Activities included: energisers that focused on respect and working together; the shield exercise; protect your egg; draw your iceberg of culture; art activities – using art to explore their feelings in relation to their culture, the different skills in each generation; mapping of skills; group discussion; agree/disagree; visiting places of interest to Traveller culture; delta exercise; and sharing of skills through intergenerational groups focusing on particular topics.

We organized and facilitated a 12-week training in intergenerational cooperation that culminated in a showcase of joint projects, exhibiting the learning and impact of the programme.

**EVALUATION:**

Project is on-going and has not been evaluated.

# Case Study: LIVING SCENES



<b>LEAD ORGANISATION:</b>	NATIONAL UNIVERSITY OF IRELAND GALWAY
<b>Name:</b>	Dr. Mary Surlis
<b>Role in organisation:</b>	Director, Living Scenes Programme of Intergenerational Learning
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## DESCRIPTION OF PROJECT:

Living scenes is an intergenerational programme of learning designed, implemented and funded by NUI Galway. It is currently operating in six schools in the Western Region. As a programme of intergenerational learning, Living Scenes seeks to promote and cultivate the enriching relationship that has been established in the course of the programme's 11-year history. The relationship is that of the bond between older and younger adults in an educational setting. In a curricular context, the programme is primarily focused on developing links between teenagers and retired adults in a school setting as part of the school curriculum and transition year ethos. The programme listens and responds to the needs of younger and older adults in our society through specifically designed media that allows a platform of equal expression for both groups.

### **Evidence of need:**

Living Scenes responded and responds to an identified need both at a community and second level school context.

### **Participants:**

To date 1,485 teenagers and older adults have taken part in the programme. The project currently has 180 participants ranging in age from 18 to 60+ years. These participants are recruited by school-based coordinators.

### **Activities/events:**

Modules: Art, Music, Drama, Writing. 30-week programme. Facilitated by NUI Galway-trained facilitators.

## EVALUATION:

The National University of Ireland Galway are carrying out an evaluation of the programme which is ongoing in all eight centres. This is qualitative and quantitative evaluation, which is examining the effects of intergenerational learning in established sites throughout Ireland.

## OUTPUTS:

Books, DVDs, exhibitions, public performances.

## FUNDING:

NUI Galway funding six centres; Society of St Vincent De Paul Croí na Gaillimhe – self-funded.

## SUSTAINABILITY/DEVELOPMENTS:

There are currently 50 secondary schools on a waiting list.



# Case Study:

## Mahon Intergenerational Photography Group



<b>LEAD ORGANISATION:</b>	MAHON COMMUNITY DEVELOPMENT PROJECT (CDP)
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### DESCRIPTION OF PROJECT:

This was an Intergenerational Digital Photography Project. The older people and younger participants met on a weekly basis with a digital photography tutor, a development worker for older people and a youth worker. The group learned digital photography skills and put together a thematic exhibition, 'Young and Old', which was displayed publicly.

Before the larger digital photography group came together, the younger and older participants met separately. This facilitated session aimed to establish and record any existing attitudes and prejudices. A mid-point review was also held at which stage both groups were reminded of their original comments. This was an opportunity to observe if there was any difference in opinion. A DVD captures the views and learning of the participants. It highlights the stereotypical views that can exist prior to engaging with another age group, and how after some time the preconceived ideas can be transformed, with a mutual respect developing.

#### **Evidence of need:**

It became obvious through discussions between the youth worker and development worker for older people that there was very little interaction taking place between the two generations.

Through ageism workshops in the schools and youth groups, workers became aware of ageist attitudes and stereotypes among some young people. It also became apparent that some older people had stereotypical views on younger people, and in fact some older people had fears in relation to younger people.

We felt that we could bring the two age groups together to begin some interaction between the generations with a view to tackling these opinions.

We chose the medium of digital photography as it is a general subject and can be applicable to any group without being gender or age specific. We felt it was a good vehicle to use given that it is common to all age groups, both male and female. We had also previously been asked by members of the community to develop a digital photography course, due to the wide ownership of digital cameras but people feeling that they could not utilise them to their full extent.

**Participants:**

An equality of participation was implemented in line with best practice. Four older people and four younger people took part in the project. This was further broken down into four female and four male participants to create a gender balance. The younger people ranged in age from 16-18 years and the older people from 63-70 years. The local youth worker recruited the four younger people involved, whilst the development worker for older people recruited the four older people. All participants had an interest to develop their skills in the area of digital photography.

**Activities/events:**

The group met once a week in Mahon CDP at an agreed time that was suitable to both older and younger people. The youth worker and development worker were present and the photography tutor led the session. The tutor taught the group new skills in relation to digital photography. In later weeks, they worked towards creating images for a public photography exhibition, based on a theme of 'Young and Old'.

**EVALUATION:**

There was a midpoint review of the project with participants. This review was filmed for future use. Participants were reminded of their comments at their original meeting and were given the opportunity to give their current views having spent a number of months together. It was clear to see that everyone was enjoying the project immensely and had changed their opinions having spent time together. Participants also commented that they would like to get involved in similar projects in the future. These comments and opinions were recorded on DVD as a learning resource.

**What did and did not work, and what was the evidence?**

Initially four young people showed an interest in being involved in the project. However, one of the younger people did not attend the sessions. We could not afford to lose any of the members of the group as it was originally designed with a gender and age balance in mind. However, the group had progressed too far to introduce a new person. In the future, if there is an apparent lack of commitment from any member of the group, the space would be filled early on so as not to upset the dynamics of the group. Otherwise it worked well.

**What were the outcomes for all generations involved, and the community?**

Both age groups were able to contribute in a meaningful way to the group as a whole but also on an individual level whereby, in one particular case, one of the younger people assisted an older man with operating his camera, in return, the same man gave the younger person a brief history on the subject of his photograph, which was of an old manor house in the area. This was a clear demonstration of the fact that both generations have a lot to teach each other and learn from each other.

Some positive relationships were established which has led to a reduction in the divide between the age groups.

Through completing an initial session before both age groups met and also a mid-point review, we were able to identify and tackle traditional stereotypes that exist between the generations. The group were given the opportunity to engage with people that they would not ordinarily have met. This was evidential from our initial meetings with the groups whereby both groups stated that they do not have day-to-day contact with the other age group.

The community and wider area benefited from being able to view the public exhibition, which was held in the City Library. The exhibition contained the images and a description of the image and a profile of each participant. The public left comments commending the exhibition and were pleased to observe that intergenerational work was taking place.

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The project also garnered national press coverage of this initiative, in conjunction with coverage of international intergenerational training that Mahon CDP had implemented.

**Lessons learned:**

Overall the project was a huge success. The meetings held with the individual age groups prior to coming together as a larger group were very valuable. It identified existing opinions of the age groups and gave us a base on which to re-evaluate at a future point.

The gender balance and age balance worked well and has been repeated with the formation of a new group. The involvement of the different workers, i.e. youth worker and development worker for older people, was beneficial as each worker knew the participants well. This was a vitally important component.

The medium of digital photography was a good focal point as all participants had an interest in learning more on the subject. Working towards the exhibition introduced a new energy into the group and having the theme of 'young and old' encouraged the participants to view their images in a new light.

**OUTPUTS:**

- A collection of photographs of the group in action.
- Framed images used for the exhibition, as well as profiles written by the participants.
- A DVD based on the views of the participants both before they met each other and after they had worked together for a number of weeks. The DVD highlights the stereotypical views that can exist prior to engaging with another age group, and how after some time the preconceived ideas can be transformed, with a mutual respect developing.
- The project also garnered national press coverage of this initiative, in conjunction with coverage of international intergenerational training that Mahon CDP had implemented via the European Union's Youth in Action Programme.

**FUNDING:**

Charitable funding agency.

**SUSTAINABILITY/DEVELOPMENTS:**

- The work that was previously displayed in the City Library will be displayed locally within the community, to provide people with a further chance to view the images and profiles.
- We will be expanding the boundaries of the Digital Photography group to make it an Intergenerational Activity Group. The group will try new activities such as water sports etc.
- The Intergenerational Digital Photography Group will form the base of a new Intergenerational Photography Club to be established.
- A new Intergenerational Group has been set up which will follow the same format as the original group. Both groups will join together in the future to create an intergenerational Photography Club.

# Case Study: PAVEE POINT



<b>LEAD ORGANISATION:</b>	PAVEE POINT
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## DESCRIPTION OF PROJECT:

Pavee Point's work with older Travellers is ongoing and over the past few years a variety of activities/projects have taken place. These included a piece of research with Older Travellers living in Finglas/Blanchardstown area of Dublin and a report 'Auld Pavee Beiors and Glokes' was published and is available on our website.

An intergenerational event was held in Pavee Point and young travellers and older travellers were involved in workshops discussing what the issues are today for younger travellers, how things have changed for travellers, and how young and older travellers could communicate with one another to ensure culture and history is handed down. A paper on the profile of the traveller family was also published as part of our work with the Family Support Agency.

As part of the Bealtaine Festival a day was organised celebrating the value and work of 'Older Travellers'. Statutory organisations, traveller organisations, older groups and a variety of organisations working with older people were invited to this event. This event was a celebration of Traveller culture and history. Two older Traveller women spoke about their lives and presented the findings of the All Ireland Traveller Health Study as well as talking about the work that they do as Traveller Community Health Workers. Two Older Traveller women were presented with certificates from UCD for Fetac level 7 module that they had completed on older people. A Traveller specific poster on Alzheimer's Disease was launched at this event as well as our position paper on 'Travellers and Positive Ageing' (available on our website). The event was opened by Minister Kathleen Lynch and was very well attended.

We have also produced a DVD: 'Pavee Beiors Our lives in the 20th Century'.

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In short, our project aims to highlight the age profile of older Travellers; create an awareness of the needs of older Travellers; and identify ways in which older Travellers can be included.

**Participants:**

A number of older and younger travellers.

**Activities/events:**

See project description above.

**EVALUATION:**

No formal evaluation.

**OUTPUTS:**

- Report – ‘Auld Pavee Beoirs & Glokes’
- DVD – ‘Pavee Beoirs Our lives in the 20th Century’
- Paper on the profile of Traveller Family
- Position paper on Travellers and Positive Ageing.

**FUNDING:**

- Activities supported by Pavee Point

**SUSTAINABILITY/DEVELOPMENTS:**

The intergenerational activities of Pavee are ongoing.

# Case Study: PIECES OF THE PAST



<b>LEAD ORGANISATION:</b>	GENERATIONS IN ACTION
<b>Name:</b>	Isabelle Gaborit
<b>Role in organisation:</b>	Chairperson
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<b>Mailing address:</b>	Cloonamirran, Mountshannon, Co. Clare.

## DESCRIPTION OF PROJECT:

The 4th class pupils from Corrandulla National School and senior citizens from the day centre of the Corrandulla Nursing Home were involved in the design and creation of a mosaic sign for the school. For a period of six weeks, under the guidance of an artist, the two generations worked collaboratively. The project's starting point was Corrandulla National School and the changes that have occurred in recent decades. Through shared discussion and reminiscence of their own and their families' stories, they worked together using cut paper and collage, to turn their ideas into visual images. Designs by individuals and intergenerational pairs were brought together into group designs. The group then made these into a mosaic sign, including the design and creation of their own tiles. The programme did conclude with a public exhibit of the work, accompanied with photo documentation by the artist, which was exhibited on Wednesday, 17 October at 10am at the day centre, Corrandulla Nursing Home.

Intergenerational programmes not only bridge a generational gap with meaningful interactions, but also introduce children to some positive aspects of ageing. The project is intended to show how art can play a significant role in creating social community consciousness and how the Arts provide an effective vehicle for communities to develop and connect.

Our organization is a non-profit voluntary group working in rural communities. Our projects are intergenerational and are leading to the social inclusion of senior citizens in their communities. By actively exposing communities to intergenerational activities and their benefits, we seek to create a world that values and engages all generations as a natural component of contemporary life. The aim of the scheme is to encourage intense collaboration between various communities, guided by an artist, between children and senior citizens working together in order to realize an artistic project. We work with individuals in the community to arrange a celebration in recognition of the participants and their contributions, which include local media coverage.



**Evidence of need:**

Today's children and older people have limited opportunities for meaningful interaction in a country increasingly segregated by age and often marked by long distance grandparents and grandchildren. It offers an outstanding opportunity to promote community awareness, while offering the participants experience and training in the arts not always available in the conventional educational system. The participants work together to articulate a vision and have the satisfaction of creating a permanent work of art for the community while they develop skills in collective planning and decision making. These projects provide opportunities to create and refine skills and exhibit their work outside the school/nursing home system. It will also promote potential artistic achievements.

**Participants:**

Participants included an artist (Isabelle Gaborit), a teacher (Billy Farragher), nursing home staff (Mary Carr), 10 senior citizens from the Corrandulla nursing home and 31 children from the 4th class in Corrandulla National School.

**Activities/events:**

On a weekly basis, during 6 weeks, the school children visited the senior citizens at the day centre on Wednesday morning from 10am until 11am. After an initial session to present and introduce the project, senior citizens and pupils were teamed up to design and creation of a mosaic sign for the school. Isabelle Gaborit was the facilitating artist. She designed each session according to the goal of the project. The project's starting point was Corrandulla National School and the changes that have occurred in recent past decades. Through shared discussion and reminiscence of their own and their families' stories, they worked together using cut paper and collage, to turn their ideas into visual images. Designs by individuals and intergenerational pairs were brought together into group designs. The group then made these into a mosaic sign, including the design and creation of their own tiles.

**EVALUATION:**

The project has been evaluated and a final report written. The final report provides both a history of the project and a final evaluation of performance. Participants, the principal, teachers and manager of the nursing home were provided with a simple questionnaire to complete, asking them their opinions about the project and what they would do differently next time. Notes were also taken during the sessions.

Content of final evaluation included:

- Overview of the project including revisions to the original project plan
- Summary of major accomplishments
- Analysis of achievements compared to original goals for the project
- Final financial accounting and explanation of variances from the budget
- Issues or tasks that require further investigation
- Recommendations for future projects of this type, identification of follow up and community activities (plan other cultural events)

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The project success worked on two levels, the process and the product. The process is the coming together of the two communities to develop a vision and work collectively to achieve a common goal. The merit of the project is that everyone is valued for his/her contribution and the success is based on the ability of the participants to support one another in reaching their goal. This process also leads to a product, the final piece that serves as a conspicuous reminder that by working together the community can meet its challenges.

A greater sense of community, communication and understanding between two disparate generations was achieved through the medium of art. It allowed everyone to experience a creative process, learning artistic skills. The self-confidence, esteem, happiness, and even abilities and manual dexterity of the residents was greatly increased during the course of the project through fun artistic activities.

The participants experienced the joy of creating while engaging in a complex process, developing discipline ability to focus and bring an artistic project to fruition. The participants gained gain positive affirmation for their creative efforts and saw a positive outcome for their participation in the project. This had a far-reaching effect on those who came into contact with the work. The funding was welcomed and highly appreciated and allowed this project and we hope more projects to develop from this one. Further development of this project is highly desirable and possible, but difficult to achieve without further resources in terms of funding.

#### OUTPUTS:

- Photographs
- Press Release

#### FUNDING

The project was funded by Age Action Ireland and Galway County Council.

#### SUSTAINABILITY/DEVELOPMENTS:

A collaborative project between the same two organisations has been discussed for 2013, depending on funding. We are also planning to extend our activities into County Clare.

# Case Study: RAHOON INTERGENERATIONAL

## Art Project (Part 1)



**LEAD ORGANISATION:** YOUTH WORK IRELAND GALWAY,  
RAHOON YOUTH PROJECT  
(CORRACH BUI)

**Name:** Anne Pigott

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Circular Road, Rahaon, Galway.

### DESCRIPTION OF PROJECT:

The Rahaon Intergenerational Art Project is a youth-led intergenerational project with two elements: a visual art activity (painting on canvas) and a creative writing activity. The visual art element was completed in October 2011; the creative writing activity element is ongoing.

For the visual art activity, two intergenerational groups worked together on the theme of age-stereotyping and represented their ideas in individual and collaborative art pieces. A series of separate preparation meetings for young and older participants focused on age-stereotyping (positive, negative and ambivalent), commonalities across the lifespan and connections between negative stereotyping, prejudice and discrimination. Two intergenerational groups were then formed, balanced, as far as was possible, for age, ethnicity and gender. Groups completed 20 individual art pieces and two group collaborative pieces for exhibition in Westside Library, an event in Galway City Council's Social Inclusion week of the 18 October 2011.

#### **Evidence of need:**

It was important to run this project as there was evidence of:

- negative age stereotyping
- low levels of social cohesion across age groups at local level
- disconnect between age-groups
- evidence of isolation

It was also deemed necessary to promote positive well-being.

**Participants:**

There were 20 participants involved in the visual art element of the project – 11 young people from Corrach Bui (aged 10-17 years) and nine adult participants living in the Westside community in Galway (aged 28-65 years).

**Activities/events:**

Planning was youth-led, supported by the Project Worker and a Youth Work Assistant on Community Employment. The young people drafted an application form requesting involvement of older participants. This form was circulated to key workers, working with older participants, in local community agencies. Three structured preparation sessions were facilitated by the Ragoon Youth Project Worker. Ten Painting sessions (five for each group) were facilitated by a Community Artist from Corrach Bui and co-facilitated by the Project Worker and Youth Work Assistant.

The Project Worker documented the project.

A roadmap and activities for the second element of the Ragoon Intergenerational Art Project (creative writing) is being developed by the youth participants supported by their youth workers.

**EVALUATION:**

The project worker carried out an interim evaluation using structured evaluation forms and verbal feedback from all participants.

**What did and did not work, and what was the evidence?**

While feedback from all participants was very positive, Youth Workers felt more time was needed in the art sessions in order to avoid rushing tasks to meet the deadline for the art exhibition.

**What were the outcomes for all generations involved, and the community?**

- A safe place to discuss positive, negative and ambivalent stereotypes with respect to age
- An awareness of commonalities across the lifespan
- A creative opportunity to represent ideas discussed.
- A 'feel good' moment in the local community- the public event of exhibiting individual and collaborative art pieces and helping to fundraise.
- Young people helping older participants to fundraise for activities in which older participants were involved
- Enhanced teamwork skills, inter/intrapersonal skills

**Lessons learned:**

There was a positive group dynamic in both groups whereby all participants enjoyed the activity. However in the future we would allow more time to meet deadlines. There is a need to explore ways to involve more participants in the 30-45 year age range and also more males. Additionally, there is a need to consider ways of maintaining links with groups.

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## OUTPUTS:

- Exhibition brochure
- 2 collaborative art pieces and 20 individual art pieces
- Group photos

## FUNDING:

- Society of St Vincent de Paul funded art materials, exhibition costs and cost of art tutor (€990).
- Youth Work Ireland Galway (Rahoon Youth Project) provided two support staff (a Project Worker and Youth Work Assistant), space for art sessions, administration, IT and publicity, processed funding application, organised content and facilitation of preparation meetings, completed progress reports for St Vincent de Paul, mapping exercise and co-facilitated all sessions.
- Fourteen paintings were sold at exhibition, 50% of takings to individual artists and 50% to be divided between the two funding organisations, Youth Work Ireland Galway and St Vincent de Paul.

## SUSTAINABILITY/DEVELOPMENTS:

The ongoing creative writing activity represents the second element of the project.

# Case Study: RAHOON INTERGENERATIONAL

## Creative Writing Project



**LEAD ORGANISATION:** YOUTH WORK IRELAND GALWAY,  
RAHOON YOUTH PROJECT  
(CORRACH BUI)

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### DESCRIPTION OF PROJECT:

The Rahoona Intergenerational Creative Writing project followed on from our intergenerational visual Art project, completed in October 2011 and documented in Mapping Instrument 1.

Following the visual art exhibition, a core intergenerational creative writing group was formed. Guided by the Project Worker, the core group produced writing prompts (i.e. young people's drawings, random excerpts taken from published texts and poetry) for all projects within Youth Work Ireland Galway. The aim was to generate several intergenerational groups across the organisation. Two further intergenerational groups were formed: one in Tuam Youth Services and another in Rahoona Youth Project (Droim Chaoin). The book, *Rahoona Thinkers +*, launched on 16 October 2012, is a collection of their creative writings.

Youth Work Ireland Galway's Rahoona Youth Project (Corrach Bui) managed the core group and produced writing prompts for other intergenerational groups within the organisation. Weekly group meetings were held in Corrach Bui and the interviews (published in *Rahoona Thinkers +*) took place in NUI Galway and Galway City.

The Intergenerational Creative Writing Project was held from November 2011 until October 2012.

#### **Evidence of need:**

- Evidence of negative age stereotyping and other forms of negative stereotyping identified in earlier art activity and in attitudes in the media in general.
- Evidence of disconnect between age-groups and low levels of interaction across age-groups at local level.
- Evidence of isolation in the community.
- Participants in the intergenerational art activity expressed an interest in doing a creative writing activity.
- Intergenerational creative writing group offered positive opportunity to concretely celebrate European Year for Active Ageing and Solidarity between Generations.

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**Participants:**

Core Group membership: 3 boys living in Corrach Buí estate (14-16 years), 4 girls living in Corrach Bui (14-16 years, 3 of whom are members of the traveller community), 4 women (33-65 years) working in/living in the local community. All young people are members of the Ragoon Youth Project in Corrach Buí and had been involved in the preparation sessions for the intergenerational visual art project. Five of the young people and all of the adults had already participated in the visual art activity. Two adults are youth workers. All indicated that they wanted to participate and remained motivated throughout the activity. The creative writing group offered a mechanism for consolidating and progressing the work done in the intergenerational visual art activity.

No adult male participants responded to the invitation to engage with creative writing activity.

Droim Chaoin Intergenerational Group: Three 16-17 year olds (female) and five women ranging in age from 35-45 years. Young people were participants of youth project in Droim Chaoin; older participants were parents and two are youth workers.

Tuam Intergenerational Group: Three 17 year olds (female) and three women ranging in age from 35-45 years. Young people were project participants in Tuam Youth Project; older participants were youth workers (2) and one parent.

Both Droim Chaoin and Tuam intergenerational groups were formed in response to the writing prompts produced and circulated by the core intergenerational creative writing group at the Ragoon Youth Project in Corrach Buí. These intergenerational groups were facilitated by their respective Project Workers at their respective working sites.

**Activities/events:**

Members of the core group met weekly to plan and undertake creative writing activities. They also created writing prompts in order to generate interest in the formation of other intergenerational groups within Youth Work Ireland Galway. They participated in interactive creative writing games and activities, wrote stories, took part in discussions and quizzes concerning other forms of stereotyping (e.g. racism and homophobia). They typed their materials, researched interview questions and conducted interviews. They held an open reading session.

All intergenerational group members attended a celebratory meal following the readings session. Some core group adults participated in Age Action/NYCI intergenerational training; some younger and older core group participants attended the NUIG Generations Together seminar, the NUIG CKI tree-planting ceremony and the tour of NUIG. All group participants engaged in a bag-packing activity, a fundraising event for summer activities for the young people and social outing for the intergenerational group.

It is also planned to attend the Solidarity between Generations showcase and Sharing Event organised by Generations Together Programme in the Dublin City Council Civic Offices on 28 November 2012.

Creative writing sessions, small grant applications, documentation and administration were facilitated by the Project Worker and supported by the Youth Work Assistant.

## EVALUATION:

The project was evaluated. Further details available on request.

### **What worked well and evidence?**

- Interactive creative writing activities in core group and researching questions for interviews. Evidence of increased self-confidence in younger participants following interview performance; increased awareness in adults relating to NUIG Community Knowledge Initiative. Discussions regarding racism and homophobia worked well too. Evidence of increased awareness of difference, cultures and wealth inequality in drawings and a willingness to discuss rather than react. Positive feedback from public reading session.
- Regular, positive feedback from participants in sessions and regular attendance at sessions.
- Groupwork skills and interpersonal skills were enhanced and there were no negative behaviour issues. As the project developed, participants showed increased competence in social interaction across age-ranges and greater curiosity in a wider range of topics. Younger participants enhanced their task and time management skills; older participants indicated that they found it easier to communicate with younger participants and increased their awareness of homophobia. Participants stated in their evaluation responses that they would like to engage with more intergenerational projects.
- Links with NUIG Community Knowledge Initiative led to the formation of a Ragoon Youth Project (Corrach Bui) Young Researchers Group.

### **What did not work?**

- Moving the launch to a venue outside Westside (deliberate decision to promote other spatial connections). Core group participants from the Traveller Community and a number of parents did not attend. This is frequently the case when activities are located in venues outside the estate/Westside area.

### **What were the outcomes for all generations involved, and the community?**

- More positive awareness of difference and connections.
- Friendship and willingness to support each other across age-groups at local level.
- Increased awareness of volunteering opportunities in the community.
- Empowerment for young people as they will be involved in selling their publication in the local community and making decisions on how income is to be spent; increased confidence in older participants in working with young people.
- Less focus on 'age-zones', i.e. more awareness of commonalities across age-groups, greater sense of solidarity.

### **Lessons learned:**

- The scope of initial proposal was over-ambitious in aiming to create several intergenerational projects within the organisation. Time constraints posed barriers to forming groups as the organisation had to undertake additional work due to the implementation of the National Quality



Standards Framework and fundraising events last year. Also, two key organisational projects focusing on difference (e.g. SPARK and ShOUT!) had cuts to funding, resulting in closure for SPARK and reduced hours for ShOUT!. All these factors negatively impacted on the scope of the initial proposal.

- Possible to organise small scale, low cost, intergenerational projects which create a 'growing' space for other positive opportunities/projects.
- An awareness that a creative writing activity can be a time-intensive process but can also provide low-cost, scope for creating awareness of difference, fostering connections and offering opportunities for well-being and empowerment.
- Ideally, participants of intergenerational groups, formed in other projects as a result of core group actions, should have been allocated time to interact. This was not possible given the task deadline and the fact that intergenerational projects are only one activity in the overall youth programme.

## OUTPUTS

- Mapping instruments for visual art and creative writing activity
- A range of photographs of participants in activities and photographs of their artwork
- Ragoon Thinkers +, a collection of creative writing materials produced in the Ragoon Intergenerational Creative Writing Project, with contributions from Tuam and Droim Chaoin intergenerational groups, available from project at cost of 5 euro per copy.
- Wide-ranging connections between organisations and direct involvement of 25 young people and adults in intergenerational creative writing activities, 20 in visual art activity.
- Income generated from both art and creative writing activities to support youth programme and local need.
- Increased awareness of volunteering opportunities and local community resources.

## FUNDING:

A small grant (400 euro) was received from Generations Together and Galway City Council Arts Department (250 euro) towards the printing costs of Ragoon Thinkers+. Additional funds were raised from intergenerational bag-packing activity and selling copies of the publication. All other costs were met by Youth Work Ireland Galway.

## SUSTAINABILITY/DEVELOPMENTS:

Youth Work Ireland Galway (Tuam Youth Services) is currently undertaking another intergenerational project.

Ragoon Youth Project (Corrach Bui) has now formed a young researchers group, mediated by NUIG CKI, a progression activity for the young people involved in the intergenerational activity.

It is planned to maintain contact with the older people involved in the intergenerational project and reconnect as new opportunities arise.

# Case Study: SLIGO ARTS AND HEALTH

## Programme



**LEAD ORGANISATION:** SLIGO COUNTY COUNCIL  
ARTS SERVICE

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**Role in organisation:** Assistant Arts Officer

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Riverside, Sligo.

## DESCRIPTION OF PROJECT:

As part of its annual Arts Programme, Sligo Arts Service manages a number of two-year, schools-based Intergenerational Arts Projects in communities around County Sligo. The projects offer participants opportunities to collaborate with professional artists in high quality, person-centred experiences of the arts. At the core of the Intergenerational Arts Project is a creative journey taken by the pupils in the local school and the older people who live in the same neighbourhood along with an artist. Over two years, the pupils, older people and artist come together for a series of high-quality, explorative arts experiences to explore who they are, where they live and what constitutes their sense of place and community.

### **Evidence of need:**

It was important to implement the programme for the following reasons:

- To enhance social relationships drawing on personal and group creativity, reflecting growing evidence that good relationships are a major determinant of health.
- To promote better understanding of health and well being using creative projects as a means of expression.
- To initiate projects that bring communities and health promotion closer together through the use of creative methodologies to explore, disseminate and communicate health messages.
- To celebrate creativity in older age through the Bealtaine Festival.
- Work and professional development opportunities for professional artists in all art forms.

### **Participants:**

The young people are generally in 5th and 6th class or in smaller schools, 3rd class through 6th class. The older people range in age from 55 years to 80+. On average 60-65 young people, 10-15 older people and 5 artists take part annually.

**Activities/events:**

Activities take place weekly for a period of 8-10 weeks during school terms one and two. A lead artist facilitates the sessions assisted by a number of other artists depending on the art activity.

**Evaluation:**

There have been three evaluations to date, as follows:

- Sligo County Council Arts Service in association with the Sligo Arts and Health Steering Group commissioned 'He+Art: A participatory Arts and Health Strategy for Sligo 2007 – 2012'
- Sligo County Council Arts Service published 'Space for Art: Sligo arts plan 2007 – 2010'
- Sligo County Council Arts Service published 'The Maugherow Project: Unwrapping Creativity 1998 -2001'

**What did and did not work, and what was the evidence?**

Our biggest challenge was moving the emphasis from the Pilot Project in Maugherow to mainstream it as a 2-year project which could be accessed by schools & communities around the county. However, the investment in The Maugherow Project was necessary to build partnerships and funding and to research, evaluate and disseminate outcomes – as detailed above in the current two-year Intergenerational Arts Projects.

**What were the outcomes for all generations involved, and the community?**

The benefits of intergeneration arts partnerships are as follows:

**The School**

This programme will support the core educational mission of the school and, in line with the Primary School Curriculum, will aim to:

- Celebrate the uniqueness of each child and to nurture the child in all dimensions of their life - spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical.
- Encourage pupils to value and appreciate different ways of learning and different forms of intelligence.
- Give pupils a deeper understanding of their own creative potential and greater confidence when engaging with different arts experiences and art forms.
- Make direct connections between strand units in SPHE (Social, Personal and Health Education) and different subjects on the Arts Curriculum such as Visual Art, Drama and Music. The school and the pupils will benefit from the closer connections that will be made to older people living in their local community and to the breaking down of pre-conceived conceptions and stereotypes of older people, replacing them with positive attitudes towards ageing and older people.

**The Older People and the Wider Community**

Participation in an intergenerational arts project will bring different groups in the community together for a shared creative experience and so help make connections between individuals and help break down social isolation. Such projects open up dialogue and conversations between people who may not otherwise be in direct contact and thus break down pre-conceived conceptions and

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stereotypes. The wider impact of the programme will result in developing a shared sense of community between the pupils and the older people and so make stronger connections between the school and the local community.

On an individual basis, the older people will have the opportunity to engage in high-quality arts encounters, to explore their own creative impulses and to discover new ways to express themselves and reflect on their lives and experiences.

**The Strategic Partners (Sligo Arts Service, Health Service Executive) and the Artists Community**

Through the Intergenerational Arts Programme the partners will make connections with people who may not otherwise have had any previous access to the Arts or Health Services and will open up their provision to new groups of people. Artists will be stimulated and inspired by engaging with people previously unfamiliar with the arts who will bring a fresh, new perspective to the creative process. Overall partner service provision will be enhanced

**OUTPUTS:**

- Publications
- Exhibitions
- Leaflets
- Photographs
- Films
- Policies
- Professional Development for Artists and Health Staff

**FUNDING:**

Publically funded through Sligo County Council, Sligo Borough Council, HSE West and Arts Council of Ireland.

**SUSTAINABILITY/DEVELOPMENTS:**

The project is ongoing as part of Sligo County Council Arts Service Annual Programme.

# Case Study: ST JOSEPH'S YOUTH CLUB



## Then & Now

<b>LEAD ORGANISATION:</b>	ST JOSEPH'S YOUTH CLUB
<b>Name:</b>	Rachel Reid
<b>Role in organisation:</b>	Volunteer Youth Worker

## DESCRIPTION OF PROJECT:

The ideas for the intergenerational project came from the group of young people involved with the youth club. The older people and younger people are in the process of making a calendar which will feature places in Inchicore and positive quotes about St. Joseph's Youth Club from the past and present. This has consisted of different workshops to give the group the skills and confidence to do this project. Our main aim is to build relationships with the hope that the stereotypes, fear and divide that lies between the generations will be no more. This project helps to build on people's skills including; personal, intrapersonal and social skills.

The project, which began in September 2012 and runs until December 2012, takes place in the Youth Room, Inchicore. It is run by two volunteer youth workers and one youth service support worker.

### **Evidence of need:**

It was important to run this project to build relationships between the generations, and provide a safe space for all generations to come and make this happen. It was also important to eliminate the fear, the stereotyping and negativity between old and young.

### **Participants:**

The twelve younger people involved with this project are the current members of St. Joseph's Youth Club 12+ Group. The older people were both past members/volunteers from the St. Joseph's Youth Club who were invited by phone call to participate in the group.

### **Activities/events:**

The project is on-going. The young people planned what they wanted to happen and how the older people would be involved and the staff facilitated these plans. A photographer gave the young people photography tips. The younger people then went walking around Inchicore to take pictures for the calendar. There was also an art session for the design of the calendar. The older people's involvement in the project is just about to begin.

## EVALUATION:

The project has not yet been evaluated. Participant evaluation forms will be used for the evaluation of the programme. Both participants and facilitators will be involved in the evaluation.

## OUTPUTS:

- St. Joseph's Youth Club: 'Then and Now' Calendar

# Case Study: THE VISITING APHASIA SCHEME



<b>LEAD ORGANISATION:</b>	Speech and Language Therapy (SLT) Department Ennis and University of Limerick
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<b>Mailing address:</b>	Willow Unit, St. Joseph's Hospital Ennis, Co. Clare

## DESCRIPTION OF PROJECT:

Older people with aphasia following stroke often experience isolation as a result of their communication disability and have little opportunity for conversations. This scheme is a joint initiative to help reduce that isolation of our clients. Olive Gowan from UL and two speech and language therapists collaborated to implement the scheme in Co. Clare under the title of The Visiting Aphasia Scheme.

The project provides older people living with aphasia with a young conversation partner for one hour per week. This initiative was borne of the need to provide SLT students with a greater understanding of the impact of the loss of conversation following stroke and the constant challenge for the speech and language therapists in the community to meet the needs of older people with aphasia in the long term. The scheme provides reciprocal benefits in increasing social contact for older people with aphasia and meeting students' learning needs.

### **Evidence of need:**

It was our experience that older people with aphasia became isolated as a result of their communication difficulty when formal speech and language therapy has ended. There was a need to provide social contact in the older persons own home rather than in a clinical environment to encourage a friendship developing between the older person and the students.

### **Participants:**

Annually, 28-30 students are paired with 14-15 older people with aphasia for the visiting scheme. The visits can take place in a variety of settings, including nursing homes and the person's own home. Most students are in their 20s and the people with aphasia range in age from 50 years and upwards. The speech and language therapists select the most suitable candidates for the scheme each year; one group to train the students and give them feedback on their skills in supporting conversation, and another group to receive weekly visits.

### **Activities/events:**

"Training the trainers" training sessions take place every two years in St. Joseph's hospital in Ennis. This trains the first group who provide feedback to the students. There is opportunity for students to meet people with aphasia who give them feedback on their supported conversation skills every year prior to the visiting aphasia scheme in the University of Limerick

## EVALUATION:

The project was evaluated by the University of Limerick after the first year. It was very successful overall. However, it was noted that the project worked best in the domiciliary setting rather than the hospital setting and this was a result of hospital constraints.

The older person had increased social interactions and conversations with the younger generation, serving to reduce the isolation our clients were experiencing. The younger generation had an increased opportunity to learn from the older clients, which is a valuable resource. For example, valuable insight was gained in living with a communication disability, the lived experience of ageing and coping with a disability, as well as an exchange of life experience between the generations. Friendships were formed and social contact continued after the project in some cases.

### **Lessons learned:**

Having the involvement of next of kin in the background supported the project. Often this was not the case in the hospital setting and therefore was much more difficult. It also worked well when time was taken prior to the visits to gather information such as interests etc. and also to prepare for the interactions.

## OUTPUTS:

- Collage of photographs from training days

## FUNDING:

University funding.

## SUSTAINABILITY/DEVELOPMENTS:

As a result of this project, it is planned to run a "Chatterbox Coffee Morning" in a local theatre coffee shop. The premise of this morning, which will run monthly, is to provide an opportunity for older clients to drop in for a chat with people in a similar situation and to chat with ourselves, SLT students and volunteers. It will provide an informal setting for increased social participation and development of friendships. It is hoped that it will provide support for clients, spouses and carers to be able to meet families in similar circumstances. We will be looking for funding to help develop this project.

# Case Study: WIZARDS OF WORDS (WOW)



<b>LEAD ORGANISATION:</b>	BARNARDOS
<b>Name:</b>	Maura McMahon
<b>Role in organisation:</b>	WoW Project Leader
<b>Telephone number:</b>	01 403 2080
<b>Email address:</b>	maura.mcmahon@barnardos.ie
<b>Mailing address:</b>	10 Newlands Cross Business Park, Clondalkin, Dublin 22.

## DESCRIPTION OF PROJECT:

Barnardos Wizards of Words (WoW) is an intergenerational reading programme that pairs trained volunteers over the age of 55 years with children from first and second class. The older volunteers work with the children, who are behind in reading, throughout the academic year for two to three 30-minute sessions per week. WoW uses a guided-reading approach where the volunteers adopt a three-stage process during each one-to-one session. Children are withdrawn from the classroom for WoW - all reading assessment data and anecdotal information is fed back to teachers and parents at regular reporting times throughout the year. The programme's goals are to improve children's emotional well-being, and increase reading achievement in four key areas (i.e. vocabulary, phonics, comprehension, and fluency).

### **Evidence of need:**

WoW is a needs-led service based on national analyses indicating that one third of children from disadvantaged areas leave school with serious literacy difficulties.

### **Participants:**

Volunteers over the age of 55 years were recruited for the programme in accordance with funding parameters from The Atlantic Philanthropies. Schools were chosen initially on the basis of pre-existing relationships with other Barnardos projects (based in disadvantaged areas). Children are nominated by their classroom teachers as lagging behind in reading, and standardized assessments are used to screen children, based on quantitative reading criteria. Children who meet programme criteria are approached for parental consent to enter the programme, and then asked for their consent.

### **Activities/events:**

Volunteers attend mandatory training sessions throughout the academic year, and meet with the children to read 2-3 times weekly. Children attend the programme 2-3 times weekly for 30-minute sessions. School personnel participate in mid-term reviews throughout the year.



## EVALUATION:

An experimental evaluation of the programme is nearing completion; a draft report will be completed in late spring 2012. The evaluation also includes an assessment of implementation issues. The Child and Family Research Centre at NUI Galway have been contracted by Barnardos to conduct the evaluation. All participating WoW schools and children were recruited to the evaluation - children completed assessments; teachers and principals participated in interviews and the former completed a survey for each child in the programme; volunteers completed surveys about the children they tutored and participated in focus group discussions; and WoW staff and managers participated in one-to-one interviews.

### **Lessons learned:**

Things that worked well included:

- Open communication between all stakeholders
- Understanding of the school environment
- Flexibility
- Role of the project leaders in facilitating the evaluation
- Establishing a steering group and meeting regularly

### **Challenges included:**

- Managing and co-ordinating the consent process
- Simultaneous programme initiation and child assessments
- Encouraging teacher participation in completion of surveys
- Being able to identify appropriate assessments to measure reading enjoyment and reading confidence
- Communication
- Meeting tight timelines

## OUTPUTS:

- Informational DVD
- Programme participation request pamphlet/tear-off
- Volunteer manual
- Project leader's manual
- 3 conference presentations (Reading Association of Ireland, Irish Association of Teachers of Special Education, School Completion Programme)
- Publication in professional journal (Reading Association of Ireland)
- Radio interview (Richard Crowley, RTE)

## FUNDING:

Fully funded until June 2012 by The Atlantic Philanthropies.

## SUSTAINABILITY/DEVELOPMENTS:

Will be sustained until 2012 at least.



**Projects with a potential to be  
intergenerational**

# Case Study: FAMILY PROGRAMME



<b>LEAD ORGANISATION:</b>	NATIONAL GALLERY OF IRELAND
<b>Name:</b>	Dr Marie Bourken
<b>Role in organisation:</b>	Keeper, Head of Education
<b>Telephone number:</b>	01 663 3504
<b>Email address:</b>	mbourke@ngi.ie
<b>Mailing address:</b>	89 Merrion Square, Dublin 2

## DESCRIPTION OF PROJECT:

The NGI Family Programme is a free workshop where adults and children are guided by professional tutors working with a theme related to the collection. The learning can work both ways in this workshop, which children learning from adults and vice versa. It runs Saturdays from September to May each year.

### **Evidence of need:**

There is a high demand for creative workshops from Gallery visitors. The Gallery does not have the staff resources to allow full supervision of unattended Children. The Family Programme (and the Family Packs provided at the Information desk free to borrow, year round) is an important opportunity for children and adults to work together.

### **Participants:**

The participants are children with parents, grandparents, carers and/or guardians, so the age range is from babies and toddlers to elderly people. In 2011, the NGI held 35 family programme workshops, and these were attended by 1,296 people.

The Education Department has a large mailing list of people who are interested in Children and Family activities, and a brochure detailing 6 months of workshops is sent bi-annually by post and/or e-mail. This brochure is also available to pick up in the Gallery, and details of all of the events are on the NGI website.

### **Activities/events:**

The workshop is free and no booking is necessary. All materials are provided, which also encourages families to drop in. Participants are encouraged to participate by the professional tutors who run the workshops each week. They are given tasks, which are broken down into steps, and encouraged to work as a family.

## EVALUATION:

The workshops are subject to continuous evaluation. The tutors change every week, but the supervisor remains the same, and she provides valuable feedback about the success and potential changes that could be made, plus materials needed, etc. On occasion, the Family Programme is the subject of an Internship Programme Project.

### **What did and did not work, and what was the evidence?**

Originally, in 1995, the Family Programme was open to all ages and children aged 8-14 years were the dominant age group. This pattern has gradually changed downwards over the years. The workshops are now aimed at families with children aged 4-10 years old. This is not strictly enforced, and in reality, the children tend to be 3-7 years old. When they are younger, the instruction and tasks can be too complicated for them. This encourages them to return when the children are a little older.

### **What were the outcomes for all generations involved, and the community?**

One of the main outcomes is that it encourages children and families to view visiting a museum and taking part in a museum activity as a normal everyday thing. All generations are introduced to or continue their relationship with the NGI collection as a result of these workshops. It is also a great opportunity for families to work together to create a finished work of art, and to engage in conversation about creativity and art.

### **Lessons learned**

The Family Programme is reviewed/evaluated on a regular basis in order to note the changing patterns of the public (e.g. note the downward trend of the age group). As a result it is appropriately amended to suit the age groups. The Programme works extremely well, is very popular and it is planned to continue it into the future. It is hoped that the NGI will get a studio-like education space in the future that can be used for workshops, despite which it currently manages well within the space limitations.

## OUTPUTS:

- The Family Programme is detailed in the bi-annual brochures produced by the Education Department
- The National Gallery achieved two awards: the Guinness Living Dublin Award (Highly Commended) specifically for the Family Programme, and an AIB Better Ireland Award, under the heading: 'National Gallery Engages with the Community', in which the Family Programme and events formed a part of the entry.

## FUNDING:

The workshops are funded by the NGI Education Department, and are free to participants. They are currently supported by Matheson Ormsby Prentice Solicitors.

## SUSTAINABILITY/DEVELOPMENTS:

The Gallery also delivers mid-term break workshops and other family events, such as the annual Drawing Day, which are all inter-generational - these are organised through the Education Officer - Administration (Joanne Drum).

# Case Study: GALWAY CROCHET CRAFT



<b>LEAD ORGANISATION:</b>	NOT APPLICABLE
<b>Name:</b>	Anne Quin (co-tutor Mary Fallon)
<b>Role in organisation:</b>	Tutor/Founder
<b>Telephone number:</b>	087 7548741
<b>Email address:</b>	anne.quinn@nuigalway.ie or anneoharaquinn@gmail.com
<b>Mailing address:</b>	135 Dangan Heights, Galway

## DESCRIPTION OF PROJECT:

Beginner and intermediate crochet groups are facilitated twice a week in the Westwood Hotel in Galway. A beginner course lasts for six weeks and there is a two-hour class weekly (i.e. 12 hours of tutoring in total). There is often a demand from some participants to continue on with some more intermediate crafting, so we offer three-week (2 hours per week; 6 hours in total) add-on classes. From time to time, we recall previous participants who have expressed an interest in intermediate level to return and take these classes. The project is intergenerational and multicultural – there are no boundaries in crafting.

### **Participants:**

Participants are female ranging in age from 11 years to 88 years. Over 200 participants have taken part in the crochet classes to date. Participants are recruited via parish newsletter notices, posters in libraries and shops, and also through an advertisement placed in the Galway Advertiser. For volunteers to participate, they would have had to have taken a workshop with us.

### **Activities/events:**

A crochet class meets once a week for two hours and is facilitated by two instructors.

## EVALUATION:

The project was not evaluated.

## OUTPUTS:

- Poster of an event organised in conjunction with NUI Galway Arts and Theatre office.
- Training resources: a necessity to photocopy patterns for class

## FUNDING:

No funding provided from any sources.

## SUSTAINABILITY/DEVELOPMENTS:

We applied for a one-day 'Crochet and Carrickmacross Lacemaking Workshop' at Galway City Museum on a Saturday in November 2011.

# Case Study: GETTING STARTED



<b>LEAD ORGANISATION:</b>	AGE ACTION IRELAND
<b>Name:</b>	Pauline Povern
<b>Role in organisation:</b>	Development manager of 'Getting Started' programme
<b>Telephone number:</b>	01-47569891
<b>Email address:</b>	ppower@ageaction.ie
<b>Mailing address:</b>	30/31 Lower Camden Street, Dublin 2.

## DESCRIPTION OF PROJECT:

'Getting Started' is a training programme for older people to encourage and help them to use computers, the Internet and mobile phones. Classes are run by volunteer tutors with small groups of learners, in local, non formal learning settings.

### **Participants:**

All our tutors are volunteers. Almost 1,000 volunteers have been involved with the programme, people of all ages, from all walks of life who want to share their skills with older people.

### **Activities/events:**

Volunteers teach people the basics of computer use, how to search the Internet, how to set up an email account and how to send and receive emails. Computer courses run for 4 to 8 weeks, one session per week and classes are between one to two hours in duration.

## EVALUATION:

The project was not evaluated.

## OUTPUTS:

- Tutor lesson plans
- Handouts for students
- Age page newsletters

## FUNDING:

Funding has come from a variety of sources such as government grants, private corporations, charitable foundations and Dublin City Council. The Getting Started programme has received government funding since 2009 under the Department of Communication, Energy and Natural Resources Benefit scheme for digital inclusion.

## SUSTAINABILITY/DEVELOPMENTS:

Age Action is partnering with Limerick Community Connect, Dublin City University and National University of Ireland Galway to train 4,600 people between November 2011 and June 2012 as part of Benefit 3 scheme. Age Action runs classes in Dublin, Galway, Cork, Waterford and Louth. The programme remains ongoing.

# Case Study: NFTE IRELAND



<b>LEAD ORGANISATION:</b>	FOROIGE
<b>Name:</b>	Keelin O'Donnell
<b>Role in organisation:</b>	Programme Officer
<b>Telephone number:</b>	01 7007439
<b>Email address:</b>	keelin.odonnell@foroige.ie
<b>Mailing address:</b>	NFTE, Invent, DCU, Dublin 9.

## DESCRIPTION OF PROJECT:

NFTE delivers entrepreneurship training to young people in low-income areas in Ireland. We have been delivering this programme since 2004 and in 2012 we will deliver the programme to approximately 1000 young people throughout Dublin, Limerick, Tipperary, Cork, Belfast, Galway and Donegal. NFTE is an international programme that is widely viewed as a world leader in youth entrepreneurship education. NFTE teaches young people to think like entrepreneurs: to take risks, to be open to learning, and to be empowered to own their futures. NFTE is committed to helping young people reach their full potential through educational and entrepreneurial opportunities. As part of the NFTE programme, we engage people of all ages from the business community to act as mentors to the young people in assisting them to complete a business plan. The mentors also act as judges in our many competitions and as guest speakers, this is known as the Business Volunteer Programme (BVP).

### **Participants:**

NFTE participants are young people from 12-18 years old living in areas of low-income throughout Ireland. Participants of the Business Volunteer Programme are employees of various companies that sign up to NFTE. They belong to all age ranges from 18 upwards.

### **Activities/events:**

Activities of the Business Volunteer Programme are: all mentors visit the youth centre/school either once a month or four times during the academic year depending on their availability. Teachers and youth workers facilitate these visits. During these visits mentors get involved in all activities associated with the NFTE programme. NFTE is taught in a non-academic manner with each module using activities and exercises to encourage participants to learn about business by doing. Mentors also assist young people with their business plans and business development. Mentors also sit on judging panels to select overall winners for the Youth Entrepreneur Competition.

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## EVALUATION:

No formal evaluation of the Business Volunteer Programme has been undertaken to date. Research on the programme itself has been conducted internationally in association with Harvard and nationally with DCU.

## OUTPUTS:

On completion of the programme young people will be able to;

- Develop a vision for their future that includes an engagement with education, employment, entrepreneurship or training.
- Demonstrate improved self-confidence, self-esteem and interpersonal skills.
- Young people are consciously and actively involved in their development and the development of society.

## FUNDING:

NFTE generally is funded by corporate, philanthropic, and individual funders.

## SUSTAINABILITY/DEVELOPMENTS:

The programme has been ongoing since 2004.



# Case Study: OUT OF HOMELESSNESS

## Prison Life Skills Group



**LEAD ORGANISATION:**

EXCHANGE HOUSE NATIONAL TRAVELLER SERVICE

**Name:**

Penelope More

**Role in organisation:**

Team Leader

**Telephone number:**

01 872 1094

**Email address:**

familyteamleader@exchangehouse.ie

**Mailing address:**

61 Great Strand Street, Dublin 1.

### DESCRIPTION OF PROJECT:

The aim of this project was to empower Travellers accessing Exchange House to address their addiction, and access addiction services which would in turn alleviate the associated problems that come with their addiction and ultimately find stability in terms of accommodation and family life. The project was open to all individuals in the south inner city area who became homeless due to addiction-related issues. A life skills programme was designed by the family support department, which encompassed all aspects of the participant's addiction. The participants were supported in a holistic way to improve their life skills in order to access and sustain accommodation for the future. Most of our clients have low levels of literacy and, as a result, it was deemed necessary to provide this service.

The project also included prison work in the Dochas, Mountjoy Prison. This part of the project included participants of all ages. The purpose was to get the varied age groups to share their common life experiences through the ages, learning a range of skills in the process so as to empower them around varied issues.

It was identified that Travellers with addiction issues were more likely to become homeless upon their release. During this time, Exchange House developed a very good working relationship with the probation service. Upon release, prisoners were aware that Exchange House was there to assist them in relation to whatever issues they needed support around. Throughout this time many of the participants stated that they felt more confident about addressing their addiction and linking in with other community-based organisations.

**Evidence of need:**

The purpose of this was for young and older people to work together to investigate and share their common life experiences through the ages, learning a range of skills in the process so as to empower them around the varied issues especially addiction and homelessness.

**Participants:**

Participants in the prison were all Traveller women aged between 20 and 50 years. A total of 52 women participated.

Every Friday, the Family Support Team runs a clinic at the Dochas. This clinic is facilitated by a social worker and an addiction worker. It was through the clinic that participants were recruited. It was highlighted to them that they have skills and resources within themselves that we wanted to tap into that they may share and that they also would benefit by learning new skills. At the end of the project all participants received certificates.

**Activities/events:**

Participants were involved in artwork. This included making cushions, birthday and Christmas cards, and picture frames. They met on a weekly basis for 2 hours. Sessions were facilitated by a social worker and an addiction worker.

**EVALUATION:**

The project was evaluated.

**What did and did not work, and what was the evidence?**

It did not work well in instances where participants who were enthusiastic about their learning were moved to another prison midway through the group. A positive outcome of the project was the new skills participants learned, including artwork and literacy. Some of the participants of the group upon release joined Exchange House Local Training Initiative and community employment scheme.

**What were the outcomes for all generations involved, and the community?**

Knowledge was exchanged as participants learned from each other. New skills were learned and participants had a renewed sense of self worth and pride in themselves.

**Lessons learned**

Participants came to the realisation that they had a lot to offer and this brought out their dormant potentials. In the future we would seek to develop more outputs.

**OUTPUTS:**

- A story book was developed called 'Traveller Tales'

**FUNDING:**

Public funding.

**SUSTAINABILITY/DEVELOPMENTS:**

Yes (not specified).

# Case Study: TALLAGHT STROKE SUPPORT GROUP



<b>LEAD ORGANISATION:</b>	Primary Care Team, Local Health Authority-Dublin South West, HSE and AMNCH Tallaght Hospital Stroke Team.
<b>Name:</b>	Niamh Barrett
<b>Role in organisation:</b>	Senior Speech and Language Therapist
<b>Telephone number:</b>	086 8503791
<b>Email address:</b>	niamh.barrett@hse.ie
<b>Mailing address:</b>	Community Services HSE, Trust Us The Fold Building, New Seskin Court, Whitestown Way, Tallaght, Dublin 24.

## DESCRIPTION OF PROJECT:

It was recognised that there was no Stroke Support Group in the Tallaght area, despite the catchment area having a high population of stroke survivors. The Primary Care Team (occupational therapist, speech and language therapist and registered health nurse) contacted all stroke patients on their case-load, identifying a need for a support group. The Primary Care Team in conjunction with AMNCH Hospital subsequently set up a monthly Stroke Support Group in Killinarden Community Centre for stroke patients and their families/carers to attend.

The group is facilitated by the local primary care team (occupational therapist, speech and language therapist, physiotherapist and the Stroke Specialist Nurse in AMNCH) who provide education, training and information regarding available services, and invite guest speakers who provide additional information about stroke.

It also provides a social aspect for people to meet others in similar situations. The main aim of the group is to:

- Increase knowledge about stroke and services available.
- Provide specific strategies and assistance with communication/physical/cognitive/emotional difficulties people may be experiencing.
- Increase social interaction and overall wellbeing and quality of life.

### **Evidence of need:**

As highlighted above the need for a Stroke Support group in the Tallaght community was identified by the local PCT. There are a large number of young Stroke survivors in this catchment area and it was important that the group was inclusive of all age groups and not just the older population as previous perceptions were of Stroke survivors. It was also clear that patients and carers wanted to receive education and training from the PCT who have experience in stroke care after being discharged home from Hospital.

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**Participants:**

Participants include stroke survivors, family, friends and carers, healthcare professionals (occupational therapists, physiotherapists, speech and language therapists, nurses, stroke consultant, pharmacist, dietician, social worker etc.). Community and hospital links have also been established and speakers from agencies and organisations are invited to attend the group. For example, the local counselling services and local community welfare officer have attended group sessions.

Overall, approximately 30 to 50 people attend each group, with new members arriving on a monthly basis.

Stroke survivors range in age from 30 to 80+ years, with husbands, wives, partners, daughters, sons and friends ranging from 20 to 80+ years.

**Activities/events:**

Ten successful groups have been held to date. They included an array of speakers on topics that members sought information on. Speakers included healthcare professionals (stroke specialist nurses, stroke consultant, physiotherapist, occupational therapist, pharmacy, dietician, psychologist), voluntary agencies (Headway, Employability, SWAN, Carer's Association, AWARE) and stroke survivors speaking about their own experience of stroke.

It was recognised after the first few groups that a more informal arrangement was more conducive to participation among attendees. Therefore, now the chairs are arranged in a circle, after an hour there is a tea/coffee break where members have the opportunity to chat with one another and the second hour of the group is focused on discussion/questions and answers with members being encouraged to share their own personal experiences or concerns they may have. Members are always reminded that whatever is discussed is confidential within the group. Some members are reluctant to participate in the first sessions, especially if they have communication difficulties secondary to their stroke. However, as they get to know members and feel comfortable in the group they do engage more openly.

**EVALUATION:**

Members are regularly asked to complete feedback forms after the group. The forms are reviewed as part of the primary care team. Subsequent groups are planned based on the feedback. It is hoped to evaluate the project further at the end of year one.

**What did and did not work, and what was the evidence?**

We identified that formal/lecture style room layout was not encouraging to participation. As the room is quite large, some members with hearing impairments find it difficult to hear other people speaking. We are hoping to move the group to the local Library in Tallaght which is a smaller room and has microphone facilities. This is also a more social location beside a coffee shop and shopping centre which may promote the social aspect of the group further. It is also more accessible by public transport.

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**What were the outcomes for all generations involved, and the community?**

The intergenerational members involved interacted well together and both the younger and older members were able to offer information and support to each other. Members also liked the approachable style of the group and openly discussed issues within the group. Members also benefited from hearing about local services within their community that were accessible to all ages that they may not have known about or needed previously.

**Lessons learned**

As stated above, having the chairs in a circle and taking more an informal style worked better for the group. Also the new venue should help with the noise levels and accessibility issues. Organisation is imperative for the group to work well from organising speakers, sending invites to members/agencies, promoting the group etc. It was also great have the community and hospital links and having the Hospitals support in informing patients about the group before they were discharged home to promote continuity of care.

**OUTPUTS:**

- Monthly invite sent to all clients on the mailing list.
- Poster circulated to local Hospitals (AMNCH, St. James's and Peamount Hospital) and to Stroke Specialist Centres (Stroke Unit, Baggot Street Hospital, National Rehabilitation Hospital) and to Voluntary Stroke Services (Irish Heart Foundation, Headway, Bri, Volunteer Stroke Scheme) for distribution among users.
- The group has also been advertised in the Echo newspaper, the local library and local parishes.

**FUNDING:**

- €300 funding received from The Irish Heart Foundation to set up the group for 2011.
- €100 funding received from Dr. Ronan Collins, Stroke Consultant AMNCH for 2012 (new venue will be free to rent).

**SUSTAINABILITY/DEVELOPMENTS:**

It is planned to continue the group throughout 2012 and to carry on advertising the group to inform the wider community. As long as there is an identified need for the group, it is hoped to continue and develop it into the future.

# Case Study: RECRUITMENT



## Retired Members into IMPACT

<b>LEAD ORGANISATION:</b>	IMPACT
<b>Name:</b>	Edwina Jones
<b>Role in organisation:</b>	Hon. Secretary
<b>Telephone number:</b>	(01) 4942855
<b>Email address:</b>	Edwinaandcarys@gmail.com
<b>Mailing address:</b>	Retired Members' Vocational Group, IMPACT, Nerney's Court, Temple St., Dublin 1.

### DESCRIPTION OF PROJECT:

IMPACT is a trade union. It is primarily concerned with working members but also includes a number of retired members. The structure of the union is such that there are branches run by committees, that would in the majority consist of working members of various disciplines and grades. Each branch also includes a small number of retired members. The idea is that for the most part offices of the branches will be working members but that retired members add their experience into discussions and decision making processes. Another aspect is that the retired member has more free time to do union work - with union representatives having less time for union work due to staff shortages in the public service.

#### **Participants:**

The retired members (of which there are approximately 500) are managed by an elected committee of 23 members. Two representatives from that committee, the President of IMPACT and the Deputy General Secretary of IMPACT have formed a group to lead the project.

#### **Activities/events:**

The elected committee meets once a month to discuss relevant business (mostly around pensions, health care and recruitment) and there is a general meeting of all retired members, annually.

### EVALUATION:

The project commenced in Spring 2011 and no evaluation has taken place. It is hoped to have an initial report after the first year.

### OUTPUTS:

- It is hoped that a brochure aimed specifically at the recruitment of retired members will be available in due course
- There is currently a policy to actively promote the recruitment of retired members. Branches have been written to, asking that they appoint someone with responsibility for their retired members

### FUNDING:

There is no specific funding for this project, however, when finance is required it is provided by IMPACT.

### SUSTAINABILITY/DEVELOPMENTS:

A similar project is being planned for the recruitment of younger members.



## Appendix

# Mapping Instrument Template

## INTERGENERATIONAL PROGRAMMES IN IRELAND CASE STUDY TEMPLATE

PROJECT NAME

LEAD ORGANISATION

CONTACT DETAILS

Name:  
Role in organisation:  
Telephone number(s):  
Email address:  
Mailing Address:

BRIEF SUMMARY (MAX 150 WORDS/SECTION)

*Please give a concise summary of the case, highlighting its key distinguishing features, achievements and what others can learn from this case.*



PROJECT INFORMATION *(\*applicable for both completed and current projects)*

Location/venue:

*(Who was the managing institution? Where did the learning activities take place?)*

Duration:

*(Start and end dates, if applicable?)*

Evidence of need:

*(Why was it important to run this project? Why was it important for it to be intergenerational?)*

Purpose:

*(What did you hope to achieve or change? Were you trying to meet specific problems and/or needs within a community? What were the intended aims and objectives?)*

Participants:

*(Who were they? How many took part? What were the age ranges?  
How were they recruited/ involved? How were participants encouraged/motivated to participate?  
Were there any barriers to involving volunteers/ participants?)*

Activities/events:

*(What activities/events were organised? How often did participants meet? What did they do together? Who supported/facilitated sessions?)*

## EVALUATION

*Was the project evaluated? Who was involved in the evaluation?*

*What did and did not work, and what was the evidence?*

*What were the outcomes for all generations involved, and the community?*

*Lessons learned: What worked well? What could be done differently in the future?*

*OUTPUTS (e.g. leaflets, photographs, DVDs, toolkits, training resources, policies)*

*FUNDING (e.g. public, private, public-private partnership, no funding)*

*SUSTAINABILITY/DEVELOPMENTS*

*As a result of this project, are any other intergenerational activities being delivered or planned by the lead organisation or partner organisations?*

*OTHER APPLICABLE INFORMATION (e.g. any other relevant information you wish to share)*

### **Date of case study:**

Please return completed templates by **24th October 2012** by post or email to:

**Post:** Intergenerational Mapping Exercise,  
Irish Centre for Social Gerontology,  
School of Business & Economics,  
College of Business, Public Policy & Law,  
Cairnes Building,  
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