SACHI₂

SHARING CHILDHOOD₂

Guidelines on Implementing

Intergenerational Learning Programmes

Based on the SACHI 2 Project experiences

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0. FOREWORD

In the work line for social cohesion of the European Commission (EC), this document presents an intergenerational work programme that has been funded by the EC twice. This guide is the result of the experience gathered.

This project is aligned with the European research's goal related to lifelong learning, which is linked to intergenerational programs.

The four partners are European institutions with extensive experience in the field of intergenerational relationships:

- University of Balearic Islands - Research Group of Social and Educational Training and Research (coordinating partner), Balearic Islands, Spain.
- Association Educational Center for Intergenerational Integration HIPOKAMP, Lodz, Poland.
- University of Strathclyde, Centre for Lifelong Learning, Glasgow, United Kingdom.
- University of Porto, Center of Competences on Active and Healthy Ageing (Porto4Ageing), University of Porto, Portugal.

We hope that this document will promote and facilitate the development of intergenerational programmes, especially in an European context. The specific goal is to share the methodological key findings to guide implementation of an Intergenerational Program in primary schools.

The guide is structured in three sections:
1. The description and presentation of the framework of the proposal. This section includes the description of the Partnership and goals of the SACHI 2 project, the international experience framework of intergenerational learning programmes and the European and national policy frameworks where this experience has been developed.
2. Development and an example of the methodological guide: methodological bases, recommendations for each phase of implementation and key findings.
3. To conclude, the most important recommendations for policy makers.

Our overall findings strongly advocate intergenerational programmes as a way of promoting social cohesion and coexistence of generations. We hope other professionals will learn from our experience and use this guide effectively to run successful intergenerational programmes in their communities.

SUMMARY

1.CONTEXT

1.1.Description of the Partnership and goals of the SACHI 2

The project Sharing Childhood 2 (SACHI 2) was a European and intergenerational research project developed over the course of two school years (2016-2018). It was an intergenerational programme based in schools with the aim of promoting positive ageing and breaking down the barriers between generations, particularly those of children aged 9-12 and adults over 50.

By sharing our experience we also aim to demonstrate the positive results to encourage others to undertake similar projects and for intergenerational working to become a regular activity within schools.

a. The Project and the objectives

SACHI 2 is a project co-financed by the European Commission within the framework of the "Projects of Strategic Associations aimed at the field of Adult Education (KA2)" through the 2016-1-ES01-KA204-024999 agreement. This project is the second edition. This new edition reinforces the structure proposed in the first edition (Orte, C., Vives, M., Amer, J., Ballester, L., Pascual, B., Gomila, MA, & Pozo, R., 2018), however it aimed to develop two further aspects: a) expand the link between the content of the proposed activities with the subjects being studied in the schools and b) incorporate older adult volunteers from the school neighborhoods in the working groups.

The project increased the participation of older adults within the community, as they became the protagonists of the implementation. Several benefits for the older adults were demonstrated through the project: the development of technological and linguistic skills and the ability to work in a team; however we also saw many benefits for other participants: teachers, families, students, community workers and research staff.

The project had four objectives:

1. Increase educational diversity and the use of inclusive methodologies, in particular intergenerational methodologies.
2. To improve and/or facilitate the acquisition of digital, linguistic and collaborative skills of older adults.
3. Improve the availability of high-quality opportunities tailored to individual needs of older adults, especially those from groups with the greatest need.
4. To disseminate results through intellectual material.

The specific objectives:

- Create an intergenerational methodology for learning new values at schools, by incorporating older people in to activities.
- Promote positive attitudes towards ageing, prevent ageism and demonstrate to children, and society as a whole, that older people can be active and dynamic
- Promote social skills in both young people and older people and build relationships between the different generations.
- Create mutually positive benefits between the two generations.
- Exchange knowledge and competencies.
- Promote the process and the methodology of intergenerational work and incorporate it in to the learning curriculum for both children and older adults.
- Incorporate the intercultural, intergenerational dimension in the educational context in all the countries involved in the project.

b. Strategic association of institutions

The project development was possible due to the work of four European institutions with a wide variety of experience in the field of intergenerational relationships:

- **University of the Balearic Islands (UIB) - Research Group of Social and Educational Training and Research (GIFES)** (coordinating partner), Balearic Islands, Spain.

The University of the Balearic Islands is currently one of the five first universities in Spain in technological innovation and development. Since 1998, it has also focused on the permanent education of older adults through educational and cultural programs framed by the Universitat Oberta per a Majors (UOM). The UOM is a project whose objective is the development and promotion of active aging and the promotion of a healthy lifestyle. The Research Group of Social and Educational Training and Research (GIFES) has a very enriching interdisciplinary training and has conducted research on aging, family, and childhood and youth. GIFES participates in the Majors' Observatory of Majorca and develops teaching on gerontology and the family-school relationship; and has developed and organized 10 editions of International Summer Senior University.

GIFES has knowledge and experience accumulated in intergenerational projects. The research group GIFES has also developed and coordinated three projects at the European level related to ageism prevention.

- **Association Educational Center for Intergenerational Integration HIPOKAMP (AECIM HIPOKAMP),** Lodz, Poland.

AECIM HIPOKAMP is an institution active in its region, an expert in adult education and gerontology. Its main objective is to connect gerontological knowledge with active aging and demographic changes. It promotes, organizes and collaborates in projects based on permanent education and works from the constant analysis, in order to improve the results. The association promotes innovative solutions for older people to develop a social and active role. AECIM HIPOKAMP has experience of developing projects with intergenerational groups.

- **University of Strathclyde (UoS)**, Glasgow, United Kingdom.

UoS is the third largest university in Scotland with an international reputation. The Cente for Lifelong Learning (CLL) is a provider of a wide range of learning opportunities for adults. CLL has more than 30 years of experience in adult education and offers the largest programme of its kind in any UK university, attracting over 4000 learners each year. CLL's established programme offers a wide and varied portfolio of subjects, giving students the opportunity to develop new knowledge and skills, as well as providing social and personal development opportunities for older adults. UoS has also developed a strong experience in intergenerational work after having participated in several European intergenerational programs.

- **University of Porto (U. Porto),** Porto, Portugal.

U. Porto is the best positioned Portuguese University in national and international ranks. The Center of Competences on Active and Healthy Ageing (AgeUPNetwork) works on the competencies on the aging of this university. U. Porto has extensive experience in adult education work both from research and from the continuing education program they offer. Additionally, its participation in the "Porto4Ageing" consortium, where entities, citizens and public institutions collaborate, offers a solid foundation for the development of projects.

UIB's and GIFEs's long research career qualified them as an excellent intergenerational project developer. The participation of an educational institution, with its previous experience in intergenerational relationships and a high interest on continuous improvement, enriched the project development. Furthermore, the participation of two more universities with their extensive experience and institutional capacity complemented the research experience for the SACHI 2 project.

1.2. Intergenerational programmes: International framework

Three reviews were undertaken in order to accumulate up to date information about intergenerational programmes and their evaluation process, particularly focussed on programmes in Europe.

The first review (accepted for publication in the "Journal of Intergenerational Relationships"), demonstrated that Intergenerational programmes are a form of social intervention, whose key element is intergenerational education, a non-formal and informal pedagogical approach that connects different generations around daily themes, facilitating the transfer and exchange of knowledge, skills, abilities and resources, allowing different generations to experience both similarities and differences by learning not only about others but also about themselves.

The review showed that successful intergenerational programs have some characteristics in common. In addition to demonstrating mutual benefits to participants, these programs embrace social and political problems relevant to the generations involved. They promote greater awareness and understanding among the younger and older generations. All the programmes analyzed had good results, as they had enriched the lives of both children and older people. For the children, there was evidence of higher self-esteem, better academic performance, improved social skills, and increased motivation to learn. There were also reports of more positive attitudes toward themselves and older adults. For older adults, there was evidence of a more productive use of time, reaffirmation of value, greater satisfaction with life, improved cognitive function, improved mental health and self-esteem.

However in the context of Intergenerational programmes it was concluded that it was necessary to do more investigation into the evaluation, implications and knowledge of participants' motivations. Several authors are unanimous about the urgency to develop mechanisms for evaluating intergenerational programs, as this is one of the most pointed weaknesses.

A further review was carried out in order to identify the evaluation instruments currently being used for these programmes. This review provided insight into what was being evaluated and how it is was evaluated. When looking to improve the SACHI evaluation instrument, it was found that there were no valid validated questionnaires used for children (10-12) and older adults that assessed the change of attitudes on intergenerational topics.

Among the evaluation instruments found, the case of "Children's Attitudes toward the Elderly (CATE)" (Jantz, 1976) was the main reference, although it is outdated. There are also different evaluation methods, such as: a semantic differential questionnaire through bipolar adjectives rated on a 7-point Likert scale or true-false response questionnaires. However, a validated questionnaire was found for undergraduate students. This questionnaire (Montoro, 1998) was adapted for primary school children (9-12 years old) and older adults (older than 50 years).

A third a Systematic analysis was undertaken of intergenerational programs, specifically in Europe. Eight projects from Europe were analysed in terms of the Project Overview, Project Description and Key Findings from the project.

The review concluded that intergenerational programmes in each country had evidenced many positive outcomes which were mirrored in all of the countries analysed. The case studies demonstrated that long term planning for Intergenerational Programmes was essential to allow time for training of volunteers and relationship building between the older adults, the children and the facilitators. In order for a programme to be successful it was concluded:

- Staff must have the appropriate skills and training to work with both generations.

- Participants must have thorough training and preparation before engaging in any intergenerational activity.

- Activities must be focussed on developing relationships between generations, must meet the needs of all participants (both younger and older), offer mutual benefits and be appropriate for both generations.

1.3. Introduction to the intergenerational learning programmes in each country – current state and plans

1.3.1. European and national frameworks where this experience is developed

a) Europe framework

The first recommendations from the ONU (2002) and the different Communications from the European Commission contributed to the concept construction of intergenerational relationships and to the expansion of the idea of the emerging need to promote intergenerational learning in Europe as a means to achieving intergenerational solidarity (European Commission, 2011).

Stemming from this institutional recognition, intergenerational practices are proposed as a contribution to the balance of inequalities and to overcoming social segregation, by promoting greater capacity for understanding and respect between generations, which enables the development of societies (European Commission, 2011; Eagle Consortium, 2008).

European research's line relating to lifelong learning and its relationship with intergenerational programs and their impact on community - and also older adults - has also been evident on several international projects such as ENIL (2012), as well as on federations like ILSE. SACHI 2 includes a set of priorities of the Erasmus + program:

   a. Designing and implementing effective provision for enhancing the basic skills and key competences.
   b. Improving and extending the offer of high quality learning opportunities.
   c. Inclusive education, training and youth.

b) National framework: strategy, policy, law

Portugal

Intergenerationality has been gaining expression in international debate and, therefore, also in Portugal. The visibility of intergenerational programs and the consensus on their relevance and public utility are not yet explicitly provided in the legal framework referring to these practices.
The European Year of Aging and Active and Solidarity between Generations (2012), proposed by the European Union (Decision No 940/2011/EU of the European Parliament and of the Council), contributed to a greater commitment to international projects, and has also been an opportunity to enhance and give local and national visibility to projects that were previously developed in different places of the country and with different characteristics.

Resolution of the Council of Ministers no. 61/2011 established "the European Year of Active Aging and Solidarity between Generations (EYAASBG) in Portugal in the year 2012 and determines the implementation at national level of the activities associated with it", following the EU proposal.
At the local level, some municipalities have encouraged the development of intergenerational initiatives, with very different characteristics and intentions, and involving people from very different age groups. Proposals for intergenerational contact between children and / or young people with older people are made frequently.

Scotland

In Scotland Intergenerational practice is gaining a higher profile within both voluntary and public sectors and is linked strategically to several policy areas:

Scottish Government Outcomes (2016):
- ✓ Linking communities, improving education, increasing interactions between different groups and sharing skills, experiences and ideas.
- ✓ **Smarter Scotland**. Expanding opportunities to succeed from nurture through to lifelong learning ensuring higher and more widely shared achievements.
- ✓ **Healthier Scotland**. Helping people to sustain and improve their health, especially in disadvantaged communities.
- ✓ **Safer and Stronger Scotland**. Helping communities to flourish, becoming stronger, safer places to live, offering improved opportunities and a better quality of life.

Intergenerational practice can also be linked strategically with the *Educational Curriculum for Excellence* policy (The Scottish Government, 2008) to help children and young people gain the knowledge, skills and attributes needed for life in the 21st century, including skills for learning, life and work and the *Dementia Strategy* (The Scottish Government, 2017) to support people with dementia and their carers.

Poland

In Poland, at the national level, intergenerational programmes are not particularly highlighted. Although, the intergenerational cooperation and solidarity are present in a lot of documents and strategies, educational approach and especially learning, as a space for intergenerational relations, were not officially appreciated. The only examples of learning can be found in different papers which refer to "age management" and are connected with "knowledge transfer", mainly from older to younger generation of employees (mentoring) (Departament Polityki Senioralnej, 2017).

In January 2018 the latest policy paper concerning "social policy towards elders" in Poland was introduced. For the first time, there was a chapter dedicated to intergenerational education. According to the notation, it has been planned to implement intergenerational learning programmes into the curriculum at schools.
This innovative idea responds to the needs connected with education about aging, to the aging population and for the aging (gerontological approach) and has been welcomed with great satisfaction by gerontologists, especially those, who are experts in geronto-pedagogy.

There are no legal obligations to develop intergenerational programmes at all the levels of education in Poland. Nevertheless, it is rather rare practice, to open different institutional initiatives to all generations, prepare them, disseminate and conduct as "age friendly", dedicated to everybody, in spite age.
It is necessary to change the legal curriculum for schools (decision of Ministry of Education) in order to fulfil the idea of intergenerational learning. At the same time, all schools' principals have the freedom to decide about the implementation of the programmes in their own schools.

Spain

In Spain, in line with the European Union policy in the field of adult education (European Commission, 2015) and state policy *Plan estratégico de aprendizaje a lo largo de la vida. Educación y formación - Periodo 2014-2020* (MECD, n.d.), as well as in the Balearic Islands (Law from 2006 on "lifelong education and training of Adults from the Balearic Islands" -BOIB number 50, 04-06-2006 -) there are four aspects that are highlighted. These four aspects fully coincide with the approach of IP like the SACHI 2 project. They are: (1) promote the use of new information and communication technologies; (2) the learning and use of foreign languages, providing adults with training and innovation in teaching-learning methods; (3) the quality of methodologies: use of open and flexible pedagogical methodologies that allow the maximum adaptation of lessons to the specific characteristics of adults; (4) the promotion of attitudes for active, critical and responsible citizenship.

These four strategic guidelines for adult education are common to some of the indications from the general education law. The Organic Law 8/2013, of December 9, for the Improvement of Educational Quality -LOMCE- (2013), on its preamble includes the need to consider lifelong learning, the creation of support networks and shared learning, the acquisition of transversal competences (such as critical thinking, diversity management, creativity or ability to communicate), promote a methodological change, so that students are an active element in the process of learning.

Specifically, regarding the studies of Primary Education of the Balearic Islands (Decree 32/2014, of July 18), the curriculum contemplates the need to develop in the students the capacities that allow them to know and appreciate the values and the norms of coexistence, to prepare for the active exercise of the citizenship and to respect human rights, as well as the pluralism characteristic of a democratic society. The subject of social and civic values aims to foster enriching interpersonal relationships to strengthen coexistence, in accordance with civic and social values as: a) respect human rights and fundamental freedoms, and be prepare for a responsible life in a free and tolerant society; and (b) acquire social and civic competences - personal, interpersonal and intercultural- to participate in an efficient and constructive way in increasingly diversified societies.

The general purpose is the promotion of the social experiences of the students, considering that they live in society while they are formed and that the shared experiences in the school enrich their apprenticeships. It is about stimulating attitudes that promote positive interdependence, cooperation and solidarity in accordance with the values, rights and duties of the Spanish Constitution. Therefore: (a) to know and appreciate the values and norms of coexistence, to prepare for the active exercise of the citizenship and to respect human rights, as well as **the pluralism characteristic of a democratic society**; (b) knowing, understanding and respecting different cultures and differences between people.

We must take advantage of all the situations that school dynamics offer and provide simulation activities of communicative activities, as close as possible to the reality of the context. In this sense, **the active methodology** allows students to achieve significant learning and helps them to become involved in the entire teaching-learning process. The student must be the protagonist of his own learning and the most appropriate methodologies are experimentation, teamwork and self-evaluation. Teachers must work on collaboration, initiative and autonomy, and offers diverse possibilities for dialogue, respect for others, interest in knowing, shared tasks and responsibilities, and attention to all students. The use of ICTs fosters cooperative work in information research and online work.

1.3.2. Examples of good practices in each country

One of the main characteristics of intergenerational programmes (IP) and projects is their great variability, diversity and complexity (Kaplan, 2001). In this guide we specifically address **intergenerational school-based** projects with a **primary education** setting among others.

In Poland projects are based on government support, The Ministry of Family, Labour and Social Policy in Poland as well as other financial resources, mostly public but also non- governmental and commercial.

European Year for Active Ageing and Solidarity between Generations 2012 was accompanied by the start of preparations for operationalisation of social policy in regard to older people in Poland. In September 2012, the Department of Senior Policy was established at the Ministry of Labour and Social Policy (*Order No. 68 of the President of the Council of Ministers of 16 August 2012*). The Department of Senior Policy is responsible for determining and developing directions of measures addressed to older people and conditions for the improvement in support system for senior citizens, performance of tasks related to active ageing, and other forms of cooperation within and between generations involving older people, and to monitor such tasks.

Between 2012 and 2018 a huge number of projects were implemented, which included different kinds of intergenerational components. In 2016, 423 projects were funded by the Ministry, among them, there were 134 projects strengthening intra- and intergenerational cooperation. But, according to the available resources, there were no projects based on structured intergenerational learning, run at schools.

Examples of intergenerational projects, funded from different sources in Poland:

- *SeniorON* (Red Cross EU Office, 2018)
  A project taking place at these centres, which specifically aims to increase people's quality of life through interaction between young and old generations. Over 2,500 people have so far come together for events organised by the Polish Red Cross. Some of the workshops look at the history of each region, while others teach participants about nutrition, and others are practical lessons in floristry or first aid.

  These collective activities allow for a positive understanding of ageing to develop, especially amongst younger people, while enabling those in later life to actively engage in society. The workshops are a space for mutual learning. Older people contribute their irreplaceable experience and knowledge, and younger participants bring inspiration and energy to the sessions. Everybody involved is an important part of the group, and the bonds created strengthen the local community.

- ***Radio to iPad*** (Linking Generations Northern Ireland, 2017)
  These classes were organised over a period of 10 months from September 2014 to June 2015. These were the first intergenerational workshops at the library. New intergenerational activities supported by the Library grew from this project.
  The project was popular - there were 28 applicants aged from 5 to 75. The organisers thought that only boys would be interested. It turned out that girls, too, were keen on handywork. Parents and grandparents wanted to participate, as well. The call for applications was open during the radio exhibition and lectures.
  Young people built their own radios with the support of a group of elderly men and parents. The intergenerational group soldered, worked with condensers and resistors. The project was concluded with an exhibition of radio receivers built by participants. The exhibition took place at the local library, but also at the regional library in Krakow. A special publication was created, where each participant described his or her idea and feelings related to the project.

- ***Seniors in action*** (SENIORZY W AKCJI, 2018)
  A program bringing older adults and young people together, conducted by the Association of Creative Initiatives. An important goal of Seniors in action is creating cross-generational and lasting social bonds. The competition "Seniors in action" gives senior citizens space and teaches them partnership-based communication with young people. It also creates space for experimentation, undertaking new activities, testing solutions.

  From the very beginning, that is for 10 years, the program Seniors in action has been doing precisely what is now recommended in significant reports of expert committees (such as the European Commission, WHO, UN): "Seniors in action" is also a good example of how the Association of Creative Initiatives changes the very mechanism and the rules of subsidy-based projects. Many grant programs are inherently suspicious, rigid, full of red tape and focused on mistakes. That makes them unable to support innovation and innovators in the long run. This program makes it possible for organisers to implement their own ideas and create space for future intergenerational activities

In Portugal:

- ***InterAgir com a diferença*** (Cabral, 2015)
  Intergenerational project developed in Montemor-o-velho, understood as an educational approach from several disciplines - 20 children of the 5th year and 8 elderly.

- ***Project "Uma ajuda um sorriso"*** (Nossa Senhora de Lourdes, 2018)
  A volunteer project promoted at the Colégio Nossa Senhora de Lourdes (Vila Nova de Gaia), which presupposes home visits to older people by college students Colégio

- *Projeto REIS – Redes de Encontros entre Gerações –*
  A project developed at the Escola Eugénio de Andrade in partnership with Lar Monte dos Burgos, in Porto, which since 2005 has been involving children of the 1st cycle and people who live in the Home.

- *Mais ativos mais vividos"* (Mais Ativos Mais Vividos, 2018)
  A project developed at the University of Porto's School of Sports for 20 years and aims to promote physical exercise among participants and a healthy lifestyle involving children and older people.

- *"Educar para Prevenir" (PIEP)* (Serviço Municipal de Proteção Civil da A., 2016)
  Projeto Intergeracional developed from the Municipality of Amadora and whose objective was to raise awareness regarding protection against everyday situations of risk.

- *"Conta-me como era, aprende como é"*
  An intergenerational project that brings together grandparents and grandchildren promoted in partnership by Jardim-Escola João de Deus de Leiria and the Home of Our Lady of the Incarnation, the Santa Casa da Misericórdia de Leiria.

- *Projeto "Retrato das Ilhas"* (Rede Inducar, 2018)
  Community animation project promoted by the Inducar Network in Oporto and involving people from different generations reflecting on the territory in which they live.

Some examples of successful Intergenerational Programmes in **Scotland** include:

- *The Glasgow Intergenerational Mentoring* **Network** (GIMN, n.d)
  This project is focused on young people living in the most disadvantaged areas of Glasgow who are interested in entering higher education but may not have access to the necessary knowledge and advice to realise this aspiration. The network recruits volunteer adult mentors to support, challenge and inspire the young people as they plan their futures. The project began in 2011 and is still ongoing.

- *The Balhousie Link* (Generations Working Together, 2018 a)
  This project aimed to build successful relationships between children at Balhousie Primary and residents in a local care home. The main objective was to bring the two generations together in order to have a positive influence on their health and well-being and to encourage the young generation to have a positive experience with older people in an informal setting. The activities were purposely planned to have a direct impact on both parties. Both young and old took the opportunity to interact, understand and learn from each other in a nurturing environment.

- **Abroath Intergenerational Games Project** (Generations Working Together, 2018 b)
  This project involved young people learning about games from the past and older people learning about electronic games from today. Younger and older people worked together and had the opportunity to learn about each other's childhoods and learn new games that they could play at home with their families. The project recruited 8 older people between the ages of 65 and 80 and 6 pupils from Hayshead Primary school in Primary 7 (ages 11/12 years) to work together to deliver sessions to other Primary School children aged 10 and 11 years old.

- **The Andover Project** (Generations Working Together, 2018 c)
  A joint project involving 17 Primary School pupils from Andover Primary School and 17 older people between the ages of 59 and 81 to learn new creative writing skills through drama and role play. The project involved the groups coming together for 3 sessions to stimulate discussion and improvisation. Each session was filmed and a DVD 'Conversations and Wise Words' was produced.

In Spain, the number of practical experiences in implementing intergenerational projects is increasing, although in many cases there are weaknesses at different levels. According to the analysis of the IPs in Spain by Newman and Sánchez (2007) some of the shortcomings of the approaches are a lack of systematized and representative information or, in the evaluation, a lack of knowledge of their impact. The same study indicates that 17.3% of IPs implemented up to 2007 were in school settings (3-12 years).

Among the different initiatives, some stand out because they have lasted longer and/or have had a greater scope, a characteristic that is often linked to institutional support. Examples of these good practices are:

- **Baracaldo Ayer [Baracaldo yesterday] project** - Basque Country (DFB, 2015) This project is being carried out in 12 primary schools in two towns in Bizkaia. It covers a larger number of schools, thereby creating a social fabric and dynamics at the community level that will enable social cohesion objectives to be achieved.

- **Disfruta la experiencia [Enjoy the experience] project** - Aragón (RAPSS, 2013) Older people from both residences and associations join the 2nd, 3rd and 5th Primary Education groups to work with students on gastronomic traditions, stories, music and games. Students work in class on the topics of each session before and after. For weeks, the teacher can take advantage of the richness of the visit of the older adults to the classroom.

- ***Tenemos mucho en común [We have a lot in common]*** – Valencia (Fundación Pfizer, 2016)

  It is developed in the last cycle of primary education, consists of a game where a group of older people promote healthy lifestyles while talking about their childhood.

- ***El día de les Padrines [The grannies day] project*** - Balearic Islands (Pascual & Gomila, 2013)

  It is an initiative that began in 2006 with the construction of the school and which continues as part of the educational programme for primary education.

2.METHODOLOGICAL GUIDE

2.1.Methodology and approach in SACHI 2

SACHI2 was structured to be implemented in a school for the first time. As detailed below, it was organized over the course of two school years to allow time for full preparation and implementation.

The methodological principles that guided the implementation of the project were:

- ✓ Involving all adults in the preparation of the sessions - both professionals and volunteers.
- ✓ Ensuring efficient and appropriate training of all adult participants.
- ✓ Encouraging the creation of a personal bond between older adults and children.
- ✓ Organising the activities from collaborative work.
- ✓ Maintaining a common structure in all sessions.
- ✓ Promoting the visibility of the project.

The results of the SACHI2 evaluation support the methodology that was undertaken, including some recommendations and improvements which have been included. Firstly, the results about the most and least enjoyable aspects of the programme are analyzed, followed by the results obtained with regards to attitudes towards ageism.

The interest and participation of the children and senior volunteers during the sessions was remarkable. After each session students, senior volunteers and facilitators reflected on the aspects they enjoyed the most, as well as those that they enjoyed the least during the programme.

Students reflected on many aspects that they enjoyed, usually related to certain activities that were developed in collaboration with the older adults. It is worth highlighting that many students from Scotland mentioned talking and learning spanish/italian as the aspect they enjoyed the most. Most of the students reported that there wasn't anything that they did not enjoy. The ones that did make negative comments, were usually related to the lack of time to complete activities in the session.

The collaboration and interaction with students, students enthusiasm, students attitude and engagement throughout the sessions were the aspects that the older adults enjoyed the most in the four countries. The lack of time to complete activities in some sessions was one aspect that some enjoyed the least, followed by the noise levels in the class. The noise and lack of time, was also mentioned by some facilitators. Still, just as the senior volunteers did, facilitators also appreciated students enthusiasm, interest and engagement, as well as the interaction and cooperation that was developed amongst the children and senior volunteers.
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A pre-test post-test quasi-experimental design with control groups was used to analyze the impact of the programme in the older adults and students attitudes towards ageism. The results show slightly better scores in the attitudes of the older adults and children participating in the project. For children, the gain obtained between the participating students (the quasi-experimental group) and the control group present statistically significant differences in three categories ($p<0.05$): "Personal attitude towards elders", "Conception of elders sociability" and "Expectations in Adult life", meaning that the children participating in the project (quasi-experimental group) presented changes in some of their attitudes. Likewise, the gain obtained between the participating senior volunteers (quasi-experimental group) and non-participating senior volunteers (control group) presented statistically significant differences in the "Conception of elderly's sociability", being higher in the participating senior volunteers.

2.2. Recommendations for each phase of implementation

1. Commitments

The SACHI programme can be coordinated by an educational centre or by a research or adult training centre. In the case of SACHI 2, this project was developed through an external research institution working in partnership with schools, however, it could be implemented directly by a school without the need of any other intermediary. Each option would involve different levels of responsibilities and functions. Whatever the mode chosen, the programme has some key phases to follow and it is necessary to define in advance the steps to be followed and establish how the programme will be coordinated to allow all these phases to be achieved. In terms of human resources, the roles and functions required by the project will be described and must be considered at the very initial stage.

In the very first stage of the project the commitment of everyone involved must be discussed. Which institution will be responsible for promoting the project, and which people from each of these institutions will be directly involved in the project (for initiating, developing and monitoring).

2. Vision

Before starting the program properly, the vision of the project must be established. What are the goals and what changes would the organisers like to achieve through this intergenerational learning process. The main actors engaged in the programme will be the students, the senior volunteers and the teachers (or other educational professionals).

Adding value to the long term community vision is a key element of the program. The context of where the project is running will define the specific expectations of the project, both in terms of existing social needs and in terms of the fundamental challenges of each community. In addition, the community dimension requires the participation of different actors (students, senior volunteers, professionals), institutions (educational centers, municipal centers of social services, universities, adult training centers, residential centers etc.) and/or community associations.

The objectives:
- ✓ Contribute to community work based on co-responsibility between different institutions and social actors in the community.
- ✓ Increase the technical capacity of the Institutions to carry out community projects.
- ✓ Facilitate the knowledge and use of intergenerational methodologies.
- ✓ Increase opportunities for learning and social participation for older adults.
- ✓ Prevent ageism in the community.
- ✓ Facilitate contact between generations.
- ✓ Facilitate open access of educational centres to the community

3. Planning

- ● **Step 1: Preparation**

The first step in organizing the implementation may take up to a whole school year. It is recommended to take sufficient time to fully plan the whole project implementation: to prepare sessions (contents and activities), to define your assessment process, to select the participants (students and senior volunteers) and to organize training course for the volunteer participants.

Two aspects must be taken into account:

1) Participants must be "sensitized", this will help them feel part of the project, increase their motivation and reduce passivity.

2) Regular meetings must be held with the volunteer participants to prepare them to run the sessions, get to know each other and to have the chance to feed in their contribution in to the content of the sessions.

- **Step 2: Implementation**

The second step is dedicated to the actual implementation of the programme and the assessment process. It is recommended that this is done during the second year.

As the implementation will be linked with the school year, the calendar and timings of sessions will depend on the agreement with the school.

4. Development (Step 2: Implementation)

- **Timing**

It is recommended to meet every week during the implementation. A preparatory meeting should be interspersed with the work session in the classroom. This meeting will be attended by all the adults in the project and will allow them to prepare and organize the activities for the next session and anticipate any issues that may arise.

It is more appropriate for classroom sessions to take place every second week. This structure allows more time for preparation and was found to be preferential for the older adults. If circumstances allow, it is possible to choose to carry out the sessions in consecutive weeks, however this schedule may have a negative impact on the development of the project, especially on the senior volunteers' participation. With this structure the project will last between 3 and 4 months. It was found that this duration was preferential to enhance relationships and consequently have a greater impact.

Duration of the sessions: 1h 30min is recommended.

- **Program preparation: preparation sessions**

During the implementation period, each session is first prepared and then implemented within the school the following week, as explained above. The goal of this preparatory session, where all the adults are involved, is to define, in as much details as possible, how the session will run and what activities will take place. This includes: methodological strategies of group management, foreign language vocabulary, etc. This is also a good opportunity to review the previous week's session and discuss any adaptations that need to be made to improve how the sessions run. The preparation session can also be a chance to ensure that everyone involved has arrangements in place to travel to and from the school on the day within the project timescales to avoid any potential issues on the day.

● **Program contents: description of the Didactic Units**

The contents of the units were chosen to encourage interaction between participants and the exchange of mutual knowledge during the activities. Taking into account each generation, SACHI 2 worked on topics that both generations could have in common: e.g. good moments (family and friends), people they admire (idols), school, games, the neighborhood and celebrations.

The contents are structured in six thematic didactic units. It is proposed that you start with a more personal exchange through the first two topics (family/friends and idols) and then continue with the other four topics, which are less personal. The order is as follows (Table 1) although it can be adapted according to the specific circumstances of each implementation (schedule, sensitivity, etc.).

Table 1: Topics of each session

SESSIONS	DU	TOPICS
SESSION 1		Presentation and initial project evaluation
SESSION 2	DU 1	Intergenerational communication (Family)
SESSION 3	DU 2	Our role models and idols
SESSION 4	DU 3	School before and now: our learning. And lifelong learning.
SESSION 5	DU 4	Our favourite games
SESSION 6	DU 5	My neighbourhood, universal accessibility design
SESSION 7	DU 6	Celebrations
SESSION 8		Assessment and farewell celebration event

The contents, apart from the initial topic that guides the session, can be adapted to the specific school curriculum. From our SACHI2 experience, the teacher was able to work on curricular objectives through the DU. During the DU, we introduce a foreign language (FL) (vocabulary posters and activities) and situations to use TIC (activities related to New Information and Communication Technologies). In order to facilitate the foreign language learning, a brief overview of language at the beginning of each session could be presented. At this time, the participation of a specialist language teacher could be very helpful.

In order to be the most useful, DU appendix remarks:

1. Pre-session topics that should be prepared; with 2 general alternatives.
2. Instructions for first session
3. Each session has 3 tables: organisation proposed, alternatives already experimented and instructions for next session.

- **Program methodology**

The methodological principles that guide the implementation are:

1) ***Involve all adults in the preparation of the sessions***. Teachers involved can adapt the session to the circumstances of that school or centre and to the curricular needs of the group. Volunteers will also know exactly what is going to be done in the sessions. They can prepare and make proposals to adapt the session in a way that suits them. In order to involve all adults, it is necessary to ensure efficient training, to ensure they are comfortable in the classroom, and also that they have the necessary knowledge to assume all the functions that their participation requires.

2) ***Encourage personal links between older adults and children***. In order to encourage this, it is recommended to establish groups of 4-6 children for each senior volunteer. These groups should remain stable for all the sessions and although for some activities the distribution of participants will vary, they will always begin the sessions in their original group.

3) ***Organize the activities from collaborative work dynamics***. The aim is to encourage interaction among all group members so that they can work together on the proposed activities and share their experience. The groups must be heterogeneous.

4) ***Maintain a common structure in all sessions***: a) Review of the previous session, explanation, c) Activity, d) Summary of the session and update of the mural, e) Explanation of what is necessary to prepare for the session next, f) Evaluation of the session.

5) ***Give visibility to the project within the educational centre and the community***. Disseminate the activities of the project and the intergenerational methodology as much widely as possible.

6) ***Keep the out-of-school experience connected to the intergenerational experience of the program***. Undertake an interview: a) Link each DU with one question, to a total of 6 questions plus any questions the students want to create b) Each student must conduct the interview with a grandparent or an older adult within their community; and c) During DU students and seniors must connect and discuss the topics with the answers the students have collected.

- **Material resources**

Basic resources which are required:
- o Didactic units. (Appendix 1)
- o Evaluation toolkit. (Appendix 2)

Other materials may be require but will depend on what is available in the school. The Didactic Units specify materials recommended for each session, however often participants are asked to bring items from home.

In general, some resources that will be required:
- o Drawing and writing material.
- o Digital display and occasional access to computers.
- o A box for each group for storing materials that participants would like to share.
- o Material (paper) to make a large mural.

- **Human resources**

All of the people involved in the project will have different roles and responsibilities. They are listed here (Table 2):

Table 2: Functions and roles of people involved

People involved	Function and role
Head (School)	- Facilitate the development of the project: timetables and workspaces. - Support the recruitment of the senior volunteers from within the neighborhood.
Teachers	- Participate in the design of the children's work. - Control the classroom (large group) and manage any difficult student behavior. - Control the timing of the activities. - Be responsible for the material boxes. - Update the mural. - Maintain relationships with families. - Supervise the student's homework assignments - Assess of students' skills.
Specialists (teachers of specific subjects)	- Collaborate with teachers in order to be able to gain more from the intergenerational project from the perspective of different subjects.
Senior volunteers	- Participate in the design of the session. - Guide each small group session following the teacher's general directions. - Control the timing of the activities within allocated group. - Participate by sharing their experiences through discussion and playing games. - Collect materials for the boxes.
Families	- Support the children at home in the activities they must carry out: photo searching, interview with the grandparents, etc.
Students	- Participate actively in the group activities. - Add materials to the boxes. - Perform the tasks assigned in the classroom and at home.
Person in charge or the coordinator from the research institution	- Organize and coordinate the project. - Assist in the recruitment of senior volunteers. - Provide support to centers and senior staff: during sessions and preparations. - Carry out full monitoring and evaluation of the programme. - Contact the project (gifesuib@gmail.com) to inform us about the implementation.

e. Measuring

The guide of good practices highlights the importance of evaluating the programme implementation[1]. Actually, when implementing an intergenerational programme, the process and the results ought to be analyzed. As stated in the literature, the evaluation of a project is essential to (Ballester, March & Oliver, 2016): 1) explain what has been done, 2) know the impact it has had, and 3) be able to improve.

Considering these three key points, in this section we offer a proposal for the evaluation of the intergenerational programme.

Taking into account the workload of the teachers, and considering the importance of developing a sustainable evaluation, we present two options to choose from, considering the specific context, the resources available and the specific possibilities: a complete evaluation and a basic evaluation.

In the appendix "evaluation toolkit" the reader can find the tools to be used in the basic evaluation, for the complete evaluation toolkit please contact the coordinators and we will provide some suggestions[2]. We remind you that it is essential to implement at least a basic evaluation. Notwithstanding, the reader can take other aspects of the complete evaluation to complement it. We also want to highlight the importance of adapting these instruments and the evaluation to your own context and reality, if need be.

1. The basic evaluation of the programme is comprised of the essential elements that the teacher and participants must consider when implementing the intergenerational programme (Table 3). This type of evaluation is recommended when a teacher implements the programme on her/his own. It should entail:

    a. ***Continuous/on-going assessment by the teacher***. Through a reflective class diary "Class diary of the intergenerational programme". This diary serves to reflect on the implementation of the different sessions; the development of students' skills; the extent to which the activities are linked with the curriculum; it also serves to write down any changes/adaptations introduced before or during the implementation, the class environment, the participation of both students and older adults, if the methodologies used work, among other relevant aspects.
    b. ***On-going assessment of teachers and older adults***. During the preparation meetings teachers and older adults reflect on the strengths and weaknesses of the previous session. We encourage you to include these reflections in the "class diary of the intergenerational programme".

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[1] We appreciate that you contact us if you apply the intergenerational program through gifesuib@gmail.com

c. *Assessment of older adults' satisfaction and reflection about the programme*. Through a questionnaire at the end of the programme. It will allow you to know how satisfied the older adults were with the sessions, reflect on what they have learned and how have they contributed to the programme, as well as analyse the perceived strengths and weaknesses of the programme.

d. *Assessment of students' satisfaction and reflection*. Through a questionnaire at the end of the programme in which students have to identify which sessions they have liked the most and reflect on what they have learned.

e. *Analysis of the changes in attitudes of the students*. The students will write an essay (or have a debate) in class about older people and they may also draw a picture. This will be done before and, once again, after the implementation ofthe intergenerational programme. This will allow you to identify changes that might have occurred with regards to students perception of older adults.

As stated above, appendix 2 "evaluation toolkit" offers the tools to be used to undertake the basic assessment, but we encourage you to adapt them to your own context, if needed.

Table 3: Matrix with the elements of the basic assessment of the programme.

Tool	What does the tool consist on?	Who has to fill it in?	When?	For what reason?
Class diary of the intergenerational programme	It is a descriptive tool, with a blank space, it offers several themes to considerand reflect on	The teacher	At the end of each session.	Reflect on the process, assess the ongoing implementation and analyze the strengths/weaknesses and improvements for future sessions.
Minutes of the preparation meetings	Descriptive tool with a blank space to write.	The teacher together with the older adults	During the preparation meetings with older adults (except the first one)	Collect the strengths and weaknesses perceived by the older adults of the previous session.
Questionnaire of the older adult's satisfaction and reflection about the programme	5 items, 4 of them open-ended.	Older adults	At the end of the programme	Analyze older adults' satisfaction with the sessions. Reflect on what they have learned and how they consider they have contributed to the programme. Analyze the strengths and weaknesses perceived (areas of improvement) of the intergenerational programme

Questionnaire of student's satisfaction and learning	5 items, 4 of them open-ended.	Students	At the end of the programme	Analyze students' satisfaction towards the sessions and the intergenerational programme. Identify the sessions that they have liked the most. Reflect on what they have learned.
Essay (or debate) about older people; and/ or drawing	Guidelines for the essay (or debate) and guidance for the drawing	Students	At two different times: A week before the implementation of he programme. A week after the programme has finished.	Analyze how do the students perceive older people and if there has been any change.

The complete evaluation is recommended if the implementation is linked with research for an evidence-based programme or when the organization have the resources required. To implement such evaluation, we encourage you to contact the coordinators of the programme to receive guidance and the evaluation toolkit[3].

To develop the complete evaluation, we suggest (Table 4):

a. ***Evaluation of the fidelity of the programme.*** To evaluate the fidelity means to analyze if the programme has been developed as it was supposed to in the design with the aim that the results obtained can be attributed to the programme designed. Such evaluation is developed during the implementation through an external observer, if possible. When this isn't possible, the facilitator or teacher answers the observation questionnaire.

b. ***Continuous evaluation by the teacher*** through a reflective class diary "Class diary of the intergenerational programme". This diary serves to reflect on the implementation of the different sessions; the development of students' skills; the extent to which the activities are linked with the curriculum; it is also a place to write down any adaptations introduced before or during the implementation, the class environment, the participation of both students and older adults, if the methodologies used work, among other relevant aspects. The continuous evaluation includes a very brief questionnaire to analyze teacher's self-observation.

c. ***External assessment of each session and evaluation of older adult and student involvement.*** Through a questionnaire filled in by an external-observer with the aim to analyse each session and the participants. It also serves to analyze the information received by other participants (older adults and students) with regards to their involvement. This aspect will not be assessed if it is not possible to have an external-observer.

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[3] gifesuib@gmail.com

d. ***Evaluation of each session and satisfaction perceived by the older adults***. This evaluation, developed through a questionnaire, will allow you to analyze the sessions that have been developed, understand the satisfaction levels of the older adults in each session, students' participation perceived by the older adults, as well as the strengths and weaknesses detected in each session.

e. ***Assessment of each session and satisfaction perceived by students***. Using a brief questionnaire after each session in which students will rate from a 1 to 5 scale the extent of their satisfaction.

f. ***End-of-programme evaluation by older adults and students***. After the programme older adults and students will assess the overall intergenerational programme, with a brief questionnaire, indicating the sessions they liked the most and the sessions they liked the least.

g. ***Evaluation of the change in attitudes by students and older adults***. With the aim of identifying if there have been any changes after the implementation of the intergenerational programme we suggest:

    a. The students will write an essay (or a debate) in class about older people and can also draw a picture. This will be done before and, once, after the implementation of the intergenerational programme. This will allow to identify changes that might have occurred with regards to students perception of the older people.

    b. Apply a questionnaire before the implementation of the intergenerational programme and once again, after the implementation (pre-post).

    c. Conduct group interviews or focus-groups with the older adults after the implementation of the intergenerational programme with the aim to understand the impact of the programme and any changes in attitude, if any, as well as, what they have learned and what they have contributed to the programme.

    d. After the implementation of the programme, conduct interviews or focus-group with some students to analyze what they have learned.

h. ***End-of-programme evaluation by the teacher, analysis of the experience***. With the aim of doing a general assessment of the programme and to reflect about the perceived changes in the older adults, the students and themselves, as well as to analyze the overall strengths and weaknesses. We recommend using a questionnaire with open-ended questions, or conduct it as an interview, if possible. This final evaluation will also serve to reflect further on some of the aspects considered in the diary: the development of competences by students and to analyze if the programme can be linked with the curriculum, if the teachers have considered the assessment during the Project.

Table 4: Matrix with the elements needed for a Complete Evaluation of the Programme.

Tool	What does the tool consist of?	Who has to fill it in?	When?	For what reason?
Questionnaire to assess fidelity	Observation tool with Likert-scale items and open-ended questions.	External observer (if absent, teacher)	During the sessions or immediately after.	Write down adaptations introduced from the original plan and why were they introduced.
Class diary of the intergenerational programme & brief questionnaire	It is a descriptive tool, with a blank space, it offers several themes to consider and reflect on.	The teacher	At the end of each session. At the end of each preparation meeting	Reflect on the preparation meetings and about the development of each session. Reflect on the process: analyze if the objectives are being achieved, the competences are being developed, if these competences are somehow linked with the curriculum and how. Analyze strengths and weaknesses.
Questionnaire for the observer	Likert-scale items.	External observer (if absent, do not fill it in)	During each session	Analyze the development of the session and the participants' involvement (teachers, senior and students). Triangulate the information gathered by students and older adults on their participation.
Continuous evaluation questionnaire by older adults	Likert-scale items and open-ended questions	Older adults	After each session	Analyze older adults participation and satisfaction in each session. Assess the extent of students' participation from the older adult's perspective. Analyze the strengths and weaknesses of the session (if need be).
Continuous evaluation questionnaire by Students	Likert-scale items and open-ended questions	Students	After each session.	Analyze students' participation and satisfaction from their own viewpoint.

End-of-programme satisfaction questionnaire (Older adult)	Liker-scale items, closed items, and open-ended questions.	Older adults	During the last session.	Assess the overall satisfaction on the programme and identify the sessions that they liked the most and why.
End-of-programme satisfaction questionnaire (student)	Liker-scale items, closed items, and open-ended questions.	Students	During the last session.	Assess the overall satisfaction on the programme and identify the sessions that they liked the most and why.
Essay (or debate) about older people and drawing.	Guidelines for the essay (or debate) and guidance for the drawing	Students	At two different times: A week before the implementation of the programme. A week after the programme has finished	Analyse how the students perceive older people and if there has been any change.
Pre-test questionnaire (students) post-test	Likert scale items	Students	At two different points: A week before the implementation of the programme. A week after the implementation has finished.	Analyze possible changes in attitudes students' toward older people
Pre-test questionnaire post-test (older adulst)	Likert scale items	Older adults	At two different points: A week before the implementation of the programme. A week after the implementation has finished.	Analyze students' possible changes in in attitudes, and towards ageing.
Group interview/ focus group (older adults)	Guidelines of the topics to cover	Older adults	A week or two weeks after the implementation.	Analyze older adults'' perception about the programme, the impact it has had and the changes perceived.
Group interview/ focus group (Student)	Guidelines of the topics to cover	A sample of the participating students	A week or two weeks after the implementation. A week after the programme has finished.	Analyze the impact of the programme and changes perceived by students.

Interview/questionnaire for the end-of-programme assessment by the teacher	Guidelines to cover	Teachers	Two weeks after the implementation of the programme.	Asses the overall implementation. Analyze the impact perceived in students and themselves.

f. Recommendations for sustainability (Progress)

The project sustainability is considered an important element from this experience. It is not possible to specify exactly how to make the project sustainable, but some recommendations can be made. The team or institution who coordinate the implementation should facilitate the tools in order to help participants involved to sustain the project.

In order to encourage participation to a) senior volunteers and b) schools and other educational centers, the following activities should be encouraged:

- ✓ Implement the project from a networked perspective. Find participants through nearby institutions in the community. Maintain contact with them and inform them about the development of the project.
- ✓ Assure participants that no expenditure is required in order to implement the SACHI program: it is based on giving up time to volunteer, there is no financial implication.
- ✓ Inform and involve community institutions to encourage the implementation of intergenerational programs.
- ✓ Plan ahead at the end of the project. At the end of implemented projects, find out if participants would like to continue and how would they prefer to do it. For example, if they propose new topics to work on, it is an opportunity to continue to work with them in the future.
- ✓ Take advantage of the school knowledge acquired. After the first implementation each group could continue the program adapting it new groups within the school using the same didactic units that are already prepared.
- ✓ Dissemination on the news / the media. The project experience can be shared as well as advice on how to apply it to another centre.
- ✓ Help the older participants to share their positive experience. Older adults may be more open to participate if other colleagues or friends have participated.

g. Recommendations for dissemination and knowledge transfer (Impact)

SACHI 2 aimed to make a direct impact on participants, with the hope of maintaining longer-term benefits. The dissemination of the project will also expand the impact on local, national and international levels. Dissemination of the programme and of the results is very important in order to ensure continuity of intergenerational projects that enable the gradual incorporation of this way of working into education centers. Assessment is again a key element in this process, as it generates data (qualitative and quantitative) which enables analysis and thereby the development of a body of research with contributions in the field of education and gerontology. The impact on the wider community is difficult to quantify and goes beyond the changes experienced by the actors involved. Along with the results of the intergenerational programme, the practice of a collaborative methodology, the creation of a stable collaboration and mutual knowledge exchange between agents of different entities and institutions, we can help to incorporate new intervention dynamics that are maintained over time and are developed in accordance with the specific needs of each application context.

The participation of different actors in the community (educational centers, municipal social service centers, universities, adult education centers, residential centers for children, young people or the elderly, community associations) can help to disseminate everything that the participants (students, professionals or volunteers) have acquired through their participation in the programme.

2.3. Coordination and collaboration

Coordination of the whole process, as well as collaboration, is essential for the success in intergenerational programmes and projects.

Regarding internal relations, the most important factors are structure and the definition of roles, as well as sharing responsibility and tasks. The core person in the programme should be a coordinator, who is responsible for creating a workgroup inside the organization (for example a school). It is up to each organization to decide how many people will be engaged, but they have to willing to work with all participants in a team, cooperate, exchange experiences and accept suggestions.

The created workgroup (internal) will come to conclusions and share them with external partners. Therefore, this group must meet regularly - before creating new partnerships with external actors and throughout the whole programme.

We feel from our conclusions that it is justified to describe the whole process as "social innovation" in the local context. As a collaborative concept, social innovation seeks to contribute to an emerging practice that makes different contributions to a progressive conversation about social innovation, the evaluative ideas associated with it and the evidence from policies and projects.

Social innovation can be understood as an initiative, product, process or programme that profoundly changes the basic routines, resource and authority flows or beliefs of any social system. In this case, there are: the educational system, "active ageing" , social policies and intergenerational integration. In this context, the building of an external network who are actively supported and engaged from the beginning of the process, is extremely important.

Whoever is the leader and main promoter/coordinator of the intergenerational learning programmes within the community, it is necessary to choose appropriate partners from the social environment.

An example for schools: how to create a partnership network to implement a successful intergenerational learning programme (ILP):

1.   Invite an expert – person or institution (University, experts' association) – in the field of intergenerational learning/education/integration in order to develop a suitable learning programme. It is recommended, to plan some workshops for teachers/educators, concerning ILP – to understand their specific goals and the older adults role in them.

2.   Make links with an association/club/U3A or other organized groups of older adults in order to invite them to be a partner in the programme. The older adults, who volunteer to participate in the intergenerational learning activities, should be involved from the very first phase in the development process together with teachers and experts.

3.   In order to extend the potential of the local impact, as well as to widen the opportunity of contacting new seniors groups, we recommend seeking out additional community based organizations or institutions, for example the Culture Centre, housing cooperatives etc. The representatives of this partner should be also involved in the whole process, in order to fully understand the aims and objectives of the project.

4.   Within the frame of the programme, it is important that local educational authorities fully understand the concept and offer support.

2.4. Specific key findings

The project was deemed very successful in all 4 countries by students, teachers and volunteers. Some key recommendations would include:

a. Ensuring full preparation for senior volunteers

We must ensure that senior volunteers are fully prepared and feel empowered before starting the implementation phase. Some key recommendations include:

- ✓ Offer as much training as possible to volunteers with no experience in a school in specific areas such as:
    - o Classroom etiquette.
    - o Managing a group of children: collaborative learning.
    - o Setting ground rules.
    - o Top tips for language or other contents learning.
- ✓ Training courses can be carried out in different ways. For example, you may wish to dedicate one intense morning to demonstrate to older adults and teachers together the dynamics of collaborative working (learning the meaning and experimenting themselves when they are in a classroom).
- ✓ The findings and conclusions from the Grundtvig Project "Elder experience. New knowledge" were used in our training, as well as learning materials, which were very helpful during the workshops with seniors volunteers. The learning outcomes from the above mentioned project served as a useful road-signs in social competences, motivation and communication.
- ✓ It is recommended that co-ordinators cooperate and seek advice from expert organizations, dealing with older adult education.
- ✓ Our observations came to the conclusion that it is absolutely essential to improve all the programmes in order to change attitudes to "active ageing". This idea should be understood as interest and engagement not only for oneself, but also or especially, for the whole community and doing something for others and with others.

b. Regarding general organisation of the implementation

- ✓ The participation of teachers that support the class teacher: Have the support of an foreign language specialist during the sessions. It facilitates contents, dynamics and the previous preparation of the students. Have the support from another teacher (therapeutic pedagogy) in the preparations and in the sessions. This helped the senior staff to be in a position to handle the issues and situations they might encounter with the children.
- ✓ Record the outcomes of the preparation meetings and make sure it is sent to all the participants of the meeting. This can be done by updating the DU templates. This is very useful to ensure that everyone knows the full content and structure of the session.
- ✓ Adapt the project to the specific school according to their requirements. For example, the order of the topics could be adapted to the topics that are been studied at school or adapting activities to fit the school calendar around specific celebrations, etc.
- ✓ Discuss the concepts: share and clarify the meaning of the concepts to be used among the participants.

c. Regarding the methodology

- ✓ **Stable work groups.** Children and adults wanted/found it very important to always be always in the same work group. That is why the activities planned in the UDs where the group was changed were adapted to keep to the same small group. Additionally, it is also considered important to have enough time in the sessions to get to know the other people in the group better.
- ✓ **Structure of the sessions is always kept the same**.

- ✓ **The opportunities for dialogue in the classroom:** The students in the classrooms are very diverse, reflecting a diverse society, and they have 4 adults with diverse opinions in the classroom. Opportunities are given to talk about many issues making it an exercise in democracy and tolerance, which is a very enriching opportunity.

d. Regarding the contents

- ✓ **The topics were very well received because children and older adults could bring the same information**: both brought a family photo, or a picture of their idol, or game, or in the case of 'School', the children were very keen to learn what school was like when the volunteers were there. The choice of the topics for debate in the sessions is very important, because it helps discussion to flow and build bonds between the group.
- ✓ **To keep the content simple.** This way everyone can be involved, whatever ability they have.
- ✓ Ask volunteers to bring **as many photos and pictures as they can** from their childhood to stimulate discussion with the students.
- ✓ Adapt the contents of the units to fit with school topics and specific projects at different times of the year.
- ✓ The DU "**Our idols and role models**" may be a good choice for first DU. All the groups enjoyed sharing their idols and discussing this topic. It is an easy topic to talk about and thus it may be a good "icebreaker".
- ✓ The DU "**School before and now: our learning**" could have more time to be explored. All the groups said that they would like to have more time for this topic. The same thing happened with DU "Our favourite games - intergenerational workshops", because everyone wanted to teach the others to play the games that they brought to the session.

e. Regarding the senior volunteers

- ✓ Recruit as many volunteers as possible to allow group sizes to be smaller (e.g. 1 adult and 4-5 students).
- ✓ Recruit volunteers to act as 'substitutes' if any volunteers are ill/unable to make the session. The participation of an extra senior volunteer can be helpful. This person could give support to the groups. If another volunteer is absent he or she can be a substitute without disturbing the group of students, because they already know him/her.

✓ Particularly in Portugal, the senior participants were mainly people living in nursing homes, and that are independent and autonomous. We believe that it could be a good practice to have mixed groups of volunteers: those who live in nursing homes and those who live "in the community".

f. The space where the sessions take place is an important issue. In three groups, noise levels were one of the main difficulties, particularly because some of the senior participants had hearing issues and with four or five small groups in the same room it could be difficult to discuss the proposed subjects.

✓ It is important to distribute the groups in the room so that the noise from one group does not disturb the others.

✓ Have the sessions outside of the traditional classroom, if possible, to make it feel less like a 'lesson' and to keep noise levels down.

g. Regarding evaluation

✓ The pre-test questionnaire was filled in before the first session with all the groups (children and older adults) in a previous session to prepare the programme. It was also filled in after the last session for evaluation of the project with each group.

✓ We worked with children that have different social and economic backgrounds and the impact on them was similar regardless of their background – all the young participants considered that this experience added value to their learning process and that it was a fulfilling, important experience.

✓ We also had a group of volunteers that were older than what was expected. We believe that this is a good practice, because the children considered that learning from people of their age was interesting and exciting.

h. Other topics
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Visiting the institutions where seniors live is good practice. It is also our opinion that it could be good practice to organize visits to other places than those where sessions usually take place.

3.CONCLUSIONS

One of the serious challenges, relating to demographics, is the breaking up and disappearance of the traditional family structure. This factor has many social implications and influences on the relationships and learning cultures between the generations. In order to strengthen the cohesion and solidarity among different generations, we need closer and more thoughtful, meaningful actions for example **viewing intergenerational programs as a norm, not just an interesting, fun experience.**

We need to re-address the future education and training to allow mature and older adults to embrace lifelong learning through flexible methods; empower them with skills and an inner-motivation to keep learning, not just as a way to stay in the labour market, but a path to stay active and be a productive member of society.

According to the proverb:
"*It takes a village to bring up a child* " - we need age friendly villages and communities.

The key concept when summarizing this publication, is the concept of "change." In relation to learning, it is actually an inexpressive element, as Dubas indicates, "*an element of a conceptual dyad: learning and change*" (Dubas, 2014).

According to our findings and conclusions, which are based on the partners' experiences in the SACHI 2 project, the expected changes should be driven from the very carefully and professionally prepared methodology as well as careful process design and implementation.

In practice, it is also extremely important to ensure that all the key participants understand and support the meaning and value of the intergenerational learning. Evidence based arguments, which are the outputs of SACHI 2 activities can be very useful for the potential "ambassadors", promoting learning across generations. It also requires a change in the way of thinking about schools curriculum or educational systems.

The results of the project may be applied to the theory and practice of adult learning as well as the concept of learning as an opportunity for intergenerational integration and cooperation.

The interconnected and accessible flat world in which we live, gives us the chance to appreciate how all human cultures share a common interest in fostering inclusive societies for all ages. In order to develop generational intelligence, it is necessary to educate specific knowledge, skills, and attitudes, including maintaining openness to other generations and other cultures, withholding judgment, respecting and valuing differences (Songer and Breitkreuz, 2014).

Recommendations for policy maker

There are no legal or institutional obstacles, to integrate intergenerational learning programs into the national or local educational policies. On the contrary, changing demography and how societies view the ageing process, requires a new approach in designing of the social solutions.

In this context, the following recommendations for policy makers have been formulated:

> ➢ Consider intergenerational learning as a new academic discipline to address the current and future demographic reality

> ➢ Include intergenerational learning programs in policies as the cross-sectorial actions, dedicated to several social needs and groups

> ➢ Ensure that intergenerational programs are carried by professionals, equipped with appropriate knowledge and skills.

> ➢ Promote intergenerational integration and solidarity through the bringing of generations together instead of age segregation; therefore creating age friendly societies/communities.

4.RESOURCES

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5.APPENDIX
Appendix 1. Sessions – Didactic Units Templates

SACHI₂

SHARING CHILDHOOD₂

"SACHI 2" Didactic Unites

8 Sessions / 6 Didactic Units (DU)

Co-funded by the
Erasmus+ Programme
of the European Union

CONTENTS:

1. Pre-session topics that should be prepared; with 2 general alternatives.
2. Instructions for the first session.
3. Each session has 3 tables: organization proposed, alternatives already tested for some elements and instructions for the next session.

PRE-SESSIONS TOPICS TO PREPARE

- Arrange students in to heterogeneous groups (6 students in each group).
- Send the families a brief summary of the project that students will be involved during a trimester (two weeks before starting).
- Inform to the students about the box and how they could participate.
- Confirm the necessary permissions to upload photos of the sessions in order to disseminate the project (on the blog of the school, for example).
- Reserve a place for the mural in the school.
- Foresee the necessary support required for printing senior-children materials (e.g pictures etc).

GENERAL ALTERNATIVES

Element	Options
The interview	In case it is not possible to implement this, same questions must be discussed with the senior volunteer.
The posters (murals)	In case it is not possible to occupy the walls, an option is to keep the work in prepared workbooks. The biggest disadvantage of this option is that the intergenerational project will not be visible to the rest of the school community.

INSTRUCTIONS FOR FIRST SESSION

Material required (TEACHERS / FACILITATORS):
Evaluation tool-kit (it is better to keep these workbooks in the classroom between sessions).
Interview (6 questions, each related to each session).
Box (customized).
Identification stickers.
Senior volunteers pre-questionnaires.
Students pre-questionnaires.

Materials (SENIORS VOLUNTEERS)
Object or picture that they wish to include into the box

Session 1. – Presentation and initial project's evaluation (1h 20')

OBJECTIVES		CONTENTS		
- Facilitating the participant's presentations. - Presenting the project motivations.		-		

ACTIVITIES	MATERIAL	TIMING	RESPONSIBLE
1. Project presentation (participants will each take a role).	Identification stickers'	5 min.	Tutor
2. Group formation: students/senior volunteers. Every group will decide their own name.		5 min.	Small groups
3. Presentation dynamics.		10 min.	Students and senior volunteers
4. INITIAL EVALUATION	Evaluation material	15 min.	Students and senior volunteers
5. Explaining the dynamics of the Project: each week you will be asked to complete tasks for the next meeting. Explanation of «the box of memories/souvenirs». Time to customize the box.	Box	10 min.	Tutor
6. Activity: Each group to complete the interview with two questions. As a result: 6 questions (one per session) +2 personal questions.	Interview (6 questions) Digital whiteboard	20 min.	Small groups
7.Explanation of the task: 7.1. Students have to interview, by video (that allows recording, such as Skype or phone) one older adult in their life(preference would be a grandparent): this has to be done for the first DU (it will be used mostly in each session and has the possibility of being used to create an intergenerational story with the senior interviews). 7.2. «What picture of your family would you like to share?» Both children and senior volunteers have to choose a photo of their family with a special meaning. Make a photocopy size postcard with a caption. (In DU.1 these pictures should be hung on the wall.)	Interview	5 min	Tutor

8.Recommended time to carry out the session evaluation.	evaluation sheets	10 min.	Tutor, students & senior.
EVALUATION:	Material of the INITIAL EVALUATION and the SESSION EVALUATION.		

It's important to take a photo of each small group of students and their volunteer in order to be able to compare this picture with a photo of the same group in the last session.

ALTERNATIVES FOR SESSION 1

Element	Options
Presentation dynamics	In order to practice the foreign language: - Previous preparation of the group by the teacher. - Worksheet with the basic words to introduce themselves to each other. - A small guide with questions or expressions in the foreign language is given so that participants of a group start presenting one to each other.
Video interview	If it is not possible to do it on video, it can be recorded on paper.

INSTRUCTIONS FOR NEXT SESSION

NEXT SESSION: ACTIVITIES		
Reserve some space in the classroom for a newspaper related project.		

NEXT SESSION: MATERIALS		
SENIOR	**STUDENTS**	**TEACHER**
• Find a picture that represents «to me» a special moment with my family. • Voluntary material for the box.	• Interview completed. • Find a picture that represents «to me» a special moment with my family/friends. • Voluntary material for the box.	• To collect student's interview. • Bring Material to hang pictures. • To keep evaluation sheets. • Poster 1 (Vocabulary). • Camera to record / take photos.

Session 2 DU 1. – Intergenerational communication (family and friends (1h 25')

NOTE: Contents, basic skills and specific skills are based on each countries curriculum, so must be adapted to each country.

OBJECTIVES	CONTENTS
1. Establish the different methods of interpersonal communication. 2. Develop the skills necessary to resolve conflicts and enhance coexistence. 3. Understanding the value of coexistence and respect among people in the family and outside the family. 4. Strengthening family ties - raising awareness of the family role in human life.	Proper communication, happy relationships as an important aspect. Topic of family and friendships could be a useful introduction for the participants and link with the "intergenerational communication" topic.

BASIC SKILLS	SPECIFIC SKILLS
Intergenerational communication. Social activity.	1. Ability to express opinions about conflicts between generations. 2. Ability to cooperate in a team and properly communicate with members of a multi-generational team. 3. Ability to name family members in a foreign language. 4. Ability to defend own opinion during the discussion using appropriate arguments.

ACTIVITIES	MATERIAL	TIMING	RESPONSIBLE
1. Review session 1: group formation (name of the group) and homework: the interview & pictures.	Interview	5 min.	Tutor
2. Presentation: explanation by the senior volunteers about "interpersonal communication". Speaking about feelings and good memories. Presentation of the VOCABULARY (poster): the family and friends.	Poster 1.	15 min.	Seniors & students
3. Activity about intergenerational communication: Presentation of a picture that represents a very good memory with other people (for the senior or student): explaining why it was a good memory. +Adding answers of the interviews.	Pictures	30 min.	Small groups

4.Discussion: the characteristics (such as communication) of a good memory - characteristics of generational conflict may appear.			
5.Session summary defending the characteristics of communication on a happy memory Keep the mural updated: display the pictures on the mural and complete the memories box.	Material to hung (tack...)	15 min.	The whole group
6. Homework. Explanation: find idol/role models pictures (singers, actors, etc.) that they admire and think of the reason why they admire them. Searching could be done through Twitter, Facebook, Youtube,…		5 min.	Tutor
7. Recommended time to carry out the **evaluation.**	Evaluation sheets	15 min.	Tutor, students & senior

Element	Options
Approaching the relationships topic	Visit the seniors' home (nursing home, in case the majority of the group lives there).
Picture of a good memory	In the case of not being able to get a photo, the student can draw a picture of the family.
Foreign language vocabulary	Relatives on the pictures are identified in the foreign language. Bingo game with the vocabulary (foreign language teacher).
"Memory box"	At the beginning, the envelopes with the photos of the family are placed in the box. It is useful to organize the interventions.

INSTRUCTION FOR NEXT SESSION

Tutors: after every session review that the homework materials have been brought in and remind those who have not to do so. This will make sure that all necessary materials are prepared for the next session.

NEXT SESSION: ACTIVITIES
Bring pictures / objects of role models / idols and think or write why they are idols to us: 1.   Prepare newspaper cuttings or pictures. 2.   Bring an object which reminds of our role models. 3.   Put into the box all the objects used in the session (except the ones that ware hung on the mural).

NEXT SESSION: MATERIALS		
SENIOR	**STUDENTS**	**TEACHER**
Bring an object which reminds us of our role models.	Bring an object which reminds of our role models.	To collect student's interview. Bring Material to hang pictures. To keep evaluation sheets. Poster 3 (Vocabulary). Select songs. Computer / table for small group. Camera to record / take photo.

Session 3 DU 2. – Our idols and role models (musicians, athletes, actors / actresses …) (1h 20')

NOTE: Contents, basic skills and specific skills are based on each countries curriculum, so must be adapted to each country.

OBJECTIVES	CONTENTS
1. Identify our idols/role models qualities. 2. Idols and role models, in the past and nowadays. 3. Poster design: our idols and role models. 4. Build team work skills.	During these classes, we will try to answer the following questions through previous discussion. - Who is an idol/role model? - What are their qualities? - Do they remain the same or do they change? Why? - Do we need them?

BASIC SKILLS	SPECIFIC SKILLS
Intergenerational communication. Social activity.	1. Ability to explain the concepts of "role model" or "idol", linked to different generations. 2. Ability to run discussions about a certain topic. 3. Ability to find useful information on the Internet. 4. Understanding the meaning of selected words in a foreign language.

ACTIVITIES	MATERIAL	TIMING	RESPONSIBLE
1. Review DU 1: happy moments with my family and homework. * After the first formation of the small groups: every session, we will start by organizing the participants in the same relational and work groups.	Interview done	5 min.	Tutor
2. Presentation: what we are going to work on today. Presentation of the VOCABULARY (poster) Learning a song in FL «from an idol».	Poster 2 Song Material	5 min.	Tutor
3. Activity-discussion – Answer the questions: - Who is an idol/role model? - What are their qualities? - Do they remain the same or do they change? Why? - Do we need them? +Adding answers of the interviews.	Digital whiteboard	15 min.	Small groups
4. Activity: make posters where we write the values that our idol represents "for me". To search for information: YouTube or other platforms. Prepare it on paper or on the computer.	Computer for a group, Drawing and support material. Material brought by the participants.	25 min.	Small groups

5. Session summmery- presentation: Overview of posters made by each group: differences, similarities in the work of seniors and children Keep the mural updated: hang the pictures on the mural and complete the memories box.	Material to hung (tack...)	10 min.	The whole group
6. Homework. Explanation for the senior volunteers to bring old school materials/objects.		5 min.	Tutor
7. Recommended time to carry out the **evaluation**.	Evaluation sheets	15 min.	Tutor, students & senior

ALTERNATIVES FOR SESSION 3 – DU 2

Element	Options
"Idol" and "role model" terms	Substitution of the concepts of "idols and role models" by "people I admire" if it is not considered appropriate by the teacher for students to establish the association "the person who is my idol is my role model" when idols are not considered good role models from a pedagogical point of view.

INSTRUCTIONS FOR NEXT SESSION

NEXT SESSION: ACTIVITIES
Objects exposition: some on the mural, others in the memories box.
It's necessary to have time to prepare the classroom: To change the ambiance: like old maps, old clocks, maps, crosses or photos of past governments. (from previous session).
Sheets prepared in order that students practice calligraphy or similar.
Put into the box all the objects used in the session (expect the ones hung on the mural).
At every session tutors will review that homework materials have been brought in and they will remind to those who have not to do so. This will make sure that all necessary material is prepared for the next session.
If it is necessary, teachers could give instructions about how students should be dressed for this special session (for example, white blouse, dark trousers,..).

NEXT SESSION: MATERIALS		
SENIOR	**STUDENTS**	**TEACHER**
Old books. In the coordination session, it is necessary to talk about how each person's schooling was used to agree on the dramatization to be done in the next session (for example, bands, uniforms, calligraphy, classroom entry process ...) (Work on values).	Voluntary material for the box.	To collect student's interview. Bringing materials to hang pictures. To keep evaluation sheets. Poster 3 (Vocabulary). Ink, nib, paper. Small pieces with the names of the classroom things. Camera to record / take photo

Session 4 DU 3. – School before and now: our learning (+ lifelong learning) (1h 30')

NOTE: Contents, basic skills and specific skills are based on each countries curriculum, so must be adapted to each country

OBJECTIVES	CONTENTS
1. Getting familiar with school habits and requirements from the past when the senior volunteers were at school: equipment, clothes, punishments and rewards, breaks... 2. Clarifying the differences between school in the past and nowadays. 3. Answer the question: why do we learn? Do we only learn at school? 4. Getting familiar with the concept "lifelong learning". 5. Increase respect towards elderly people's knowledge and experience.	The main objective in this session is to show how school has changed through the generations: grandparents, parents and current students. What kind of values and skills necessary in life are passed to the students by their teachers. Understanding the need and value of learning as a necessary factor for the correct development of every human being in the context of lifelong learning.

BASIC SKILLS	SPECIFIC SKILLS
Intergenerational communication. Social activity.	1. Ability to share with young people their own experiences. 2. Ability to make and present a multimedia presentation. 3. Expand the vocabulary in foreign language. 4. Ability to conduct classes and discuss in intergenerational groups.

ACTIVITIES	MATERIAL	TIMING	RESPONSIBLE
1. Review DU 2: the values that our idol represents "for me". * Formation of small groups or exceptional organization for «experimenting the old school way».	Interview	5 min.	Tutor
2. Activity: Understand the experience school when the senior volunteers were young. Presentation of the VOCABULARY (poster): the names of the classroom objects	Material from the school & the senior. Poster 3	20 min.	Senior
3. Discussion: about the differences the students appreciate between their own school and the experience of the senior volunteers. Concept of "lifelong learning" + Adding answers of the interviews.		10 min.	Small groups

4. Activity: Trying to practice calligraphy (writing) with nib and ink.	Ink, nib, paper	25 min.	Small groups
5. Session summary - presentation: Watching multimedia presentations about school from the past, equipment, clothing, etc. and senior volunteers sharing their own experiences and memories from their school years. Concept of "lifelong learning". **Keep the mural updated:** hang the pictures on the mural and complete the memories box.	Projector, PC Material to hung (tack...)	10 min.	Senior - The whole group
6. Homework. Explanation: To prepare the presentation of "my favourite game", students and senior: will prepare a game and a computer game.		5 min.	Tutor
7. Recommended time to carry out the evaluation.	Evaluation sheets	15 min.	Tutor, students & senior

ALTERNATIVES FOR SESSION 4 – DU 3

Element	Options:
The role-play.	Changingthe order of the activities could be done: first the experience (role-play), then the introduction. In case of no possibility of performing: The performance is replaced with photographs and an ICT presentation. Teacher brings some pictures of how schools were in the past and how they are now, as a starting point for the discussion.
The role-play: roles	Roles needed to be flexible: Seniors could prefer to play the role of children, not of teachers of their time, roles can also be assumed by the facilitators.

INSTRUCTIONS FOR NEXT SESSION

NEXT SESSION: ACTIVITIES

Prepare the presentation of "my favourite game".

Option: prepare the next session at the gymnastic subject.

The organization of the next session will not with the group students-seniors in the other sessions. This time each 1-2 senior have the responsibility of a game. Students change game every 10 minutes

At every session tutors will review that homework materials have been brought in and they will remind to those who have not to do so. This will make sure that all necessary

materials are prepared for the session.

NEXT SESSION: MATERIALS

SENIOR	STUDENTS	TEACHER
Prepare a game for the students. Voluntary material for the box.	Prepare a computer game for the senior volunteers. Voluntary material for the box.	To collect student's interview. Bring Material to hang pictures. To keep evaluation sheets. Poster 4 (Vocabulary). Computers / digital whiteboard, depends Some material for the games (maybe already at school). Camera to record / take photo.

Session 5 DU 4. – Our favourite games - intergenerational workshops (1h 30')

NOTE: Contents, basic skills and specific skills are based on each countries curriculum, so must be adapted to each country.

OBJECTIVES	CONTENTS
1. Getting to know different computer games and identify (search for) educational values in them. 2. Getting to know educational puzzles - encryption (types). 3. Developing logical thinking, concentration, perceptiveness. 4. Building the ability to work in an intergenerational team. 5. Drawing attention to the dangers resulting from inadequate selection of children's games.	Mutual recognition of the ways of spending free time: students - seniors. Sharing knowledge about computer games with seniors. Preparation and presentation by seniors of interesting games to play for children. Attempting to raise a mutual interest in favourite activities. Seniors will get to know children's games, children learn games of seniors from the past. Developing the ability to communicate, passing on knowledge to the other generation. Intergenerational common fun.

BASIC SKILLS	SPECIFIC SKILLS
Intergenerational communication. Social activity.	1. Prepare a simple multimedia presentation. 2. Knowledge of computer games and competence to evaluate their educational value. 3. Knowledge of threats resulting from improper usage of internet and how to deal with them. 4. Ability to play computer games, understand rules 5. Knowledge of selected words in foreign language. 6. Ability to explain the rules of the game to children 7. Ability to interact across generations.

ACTIVITIES	MATERIAL	TIMING	RESPONSIBLE
1. Review DU 3: the school before and now: lifelong learning; and homework: "my favourite game". * to start by organizing the participants in the same relational & work small groups. Presentation of the VOCABULARY (poster): the games.	Interview Poster 4	5 min.	Tutor

2. Presentation: video-games, discussion on the rules (already prepared).	Computers	10 min.	Students
3. Activity-game: Play with a video-game.		20 min.	Small group
4. Presentation-discussion: traditional games (the senior volunteers). + short discussion adding answers of the interviews.	Games	10 min.	Small group
5. Activity-game: play the traditional games.		20 min.	Tutor
6. Session summery- presentation: evaluation of common intergenerational games – mutual, interesting experience and common habilities in how to spend free time. **Keep the mural updated:** hang the pictures on the mural and complete the memories box.	Games Material to hung (tack...)	10 min.	Senior - The whole group
7. Homework. Explanation for the senior volunteers: materials and documentation about the neighbourhood of the school/educational centre.	Out of the lesson	0 min.	Tutor
8.Recommended time to carry out the evaluation.	Evaluation sheets	15 min.	Tutor, students & senior

ALTERNATIVES FOR SESSION 5 – DU 4

Element	Options:
Video games	If this is not an option, more time could be given to play traditional or favourite games.
Activity- play Games	Different strategies have been followed for all groups to play different games (indoors or outdoors). Everyone brings their favourite game or volunteers prepare the games.
Debate	Supported with images of games to be distributed, in small groups: before/now/both.
Foreign language vocabulary	"Bingo" with games using the foreign language. Vocabulary on hobbies and games to be distributed (from now/before/both).

INSTRUCTIONS FOR NEXT SESSION

NEXT SESSION: ACTIVITIES
Senior volunteers: prepare pictures, albums, of the neighbourhood/city: historical and contemporary ones; they will also prepare a comparative quiz..
At every session tutors will review that homework materials have been brought in and they will remind to those who have not to do so. This will make sure that all necessary preparation has been done in advance of the session.

NEXT SESSION: MATERIALS		
SENIOR	**STUDENTS**	**TEACHER**
Pictures, albums, of the neighbourhood/city,…. Voluntary material for the box.	Voluntary material for the box.	To collect student's interview. Bring material to hang pictures. To keep evaluation sheets. Poster 5 (Vocabulary). Computers / reference books (of the district). Envelopes for photos. Camera to record / take photo.

Session 6 DU 5. – My neighbourhood (+ universal accessibility design) (1h 30')

NOTE: Contents, basic skills and specific skills are based on each countries curriculum, so must be adapted to each country.

OBJECTIVES	CONTENTS
1. Developing an interest in the surrounding urban environment and its changes. 2. Forming and developing civic attitudes (influencing changes in the surrounding space). 3. Drawing attention to the needs of all public space users ... children, seniors, people with disabilities. 4. Recognition of the need to consider people with special needs in urban development projects. 5. Learning of selected words in foreign language.	During the classes seniors will recall how the city and the area in which they lived looked like when they were children. Together with the students, they will compare streets and buildings based on collected photos, albums and search for them on interactive city map. The participants will recognize the need to adapt urban solutions to the needs of multi-generational society, together they will make a poster that draws attention to this. They know that as residents they have influence on the decisions of city authorities.

BASIC SKILLS	SPECIFIC SKILLS
Intergenerational communication. Social activity.	1. Realizing your own influence on changes in the surrounding environment. 2. Ability to share own childhood memories in an interesting way. 3. Ability to manage the team of students to achieve planned results. 4. Cooperation in creating common project (poster). 5. Ability to use interactive city map. 6. Knowledge of new vocabulary in foreign language.

ACTIVITIES	MATERIAL	TIMING	RESPONSIBLE
1. Review DU 4: the games and reminder of the homework. * start by organizing the participants in the same relational & work small groups.	Interview	5 min.	Tutor
2. Presentation: review of prepared photos and photo albums of streets and city buildings. Have a look in Google Maps. Presentation of the VOCABULARY (poster): the neighbourhood.	Material. Digital whiteboard. Poster 5	5 min.	The whole group

3. Activity - Quiz: Comparison of photos showing the same parts of the city in the past and today.	Quiz	15 min.	Small groups
4. Discussion: Is the city friendly to everybody (little children, mothers with baby strollers, disabled people, elderly people)? 4.1. What should be changed? How should city look to make everybody to feel comfortable? (could take Protocol of Vancouver as a reference). 4.2. Presentation of solutions a) found in the Internet (elevators in front of buildings, moving stairs for strollers....) b) + answers of the interviews.	Outlines of the protocol Computers	10 min. 10 min. 10 min.	Small groups
5. Session summary- Activity: make a poster representing "A Friendly city for everybody". Keep the mural updated: hang the pictures on the mural and complete the memories box.	Drawing and support mat. Material to hung (tack...)	15 min.	Small groups
6. Homework. To think about the days or holidays in the calendar that we are interested in.		5 min.	Tutor
7.Recommended time to carry out the evaluation.	Evaluation sheets	15 min.	Tutor, st. & se.

ALTERNATIVES FOR SESSION 6 – DU 5

Element	Options
My neighbourhood	To bring pictures from their most significant place. For different reasons, people in the groups could be from many different places, this way, each person could speak about their countries/ places/ cities/ villages. To do the activity about the home town, not exclusively from the neighbourhood.
"Friendly city for everybody"	Introducing the current state of the city in relation to this concept: work with a Logo design, introduce the concept of "revitalisation", work on a "letter to the mayor" about the neighbourhood,
Quiz activity	Prepare a digital presentation about the neighbourhood. Show via google maps on school laptops the route the students use to get to and from school.
Foreign language vocabulary	Identify buildings in the neighbourhood (in FL).

INSTRUCTIONS FOR NEXT SESSION

NEXT SESSION: ACTIVITIES
At every session tutors will review that homework materials have been brought in and they will remind to those who have not to do so. This will make sure that all necessary preparation has been done in advance of the session.   Students and senior volunteers: think of significant intergenerational holidays.

NEXT SESSION: MATERIALS		
SENIOR	**STUDENTS**	**TEACHER**
Write in a paper her/his birthday and one special day of the year. Voluntary material for the box.	Write in a paper her/his birthday and one special day of the year. Voluntary material for the box.	To collect student's interview. Bring material to hang pictures. To keep evaluation sheets. Materials for creating a calendar: posters, coloured papers, markers, computers … Poster 5 (Vocabulary). Camera to record / take photo.

Session 7 DU 6. – Celebrations (1h 20')

NOTE: Contents, basic skills and specific skills are based on some countries curricula, so it must be adapted to each country.

OBJECTIVES	CONTENTS
1. Enhancing mutual respect and integration between generations. 2. Developing skills of intergenerational cooperation. 3. Draw attention to the need to celebrate family holidays. 4. Draw attention to the need to strengthen family ties. 5. Create a common Intergenerational Calendar of Festivals. 6. Learn new vocabulary in foreign language.	During this session, the participants will work on the common project of an Intergenerational Calendar, strengthening intergenerational ties in families and in the wider community. These actions are meant to emphasize the importance of the intergenerational family and to strengthen respect for its members. The common activities of seniors and students are designed to break the stereotypes of generational conflicts and to show the ability to cooperate and communicate in the pursuit of common goals.

BASIC SKILLS	SPECIFIC SKILLS
Intergenerational communication. Social activity.	1. Ability to discuss in the intergenerational group. 2. Ability to cooperate during the completion of the artistic project in the intergenerational group. 3. Ability to use a computer and the Internet during the implementation of the project. 4. Knowledge of new words in a foreign language.

ACTIVITIES	MATERIAL	TIMING	RESPONSIBLE
1. Review DU 5: the friendly city and reminder of the homework. * Start by organizing the participants in the same relational & work small groups.	Interview	5 min.	Tutor
2. Presentation: share important days for each participant; share the topics that have been thought of for the calendar (birthdays and celebrations that are the most important for each country or family); and chose a popular saying for each month. +Adding answers of the interviews. Discussion about celebrations and of topics that will be proposals to create an individual calendar of celebrations (things, events, people important to me). Presentation of the VOCABULARY (poster): the festivals.	Computer Popular sayings Poster 6	15 min.	The whole group

3. Activity: In small group by months, mention 3 important dates for each one: birthday, important date for the family and important date for the country. Each group will also think of a catchphrase for the months they prepare and elaborate with the computer for each month they have to prepare: catchphrase, important days, important days for the rest of the participants and the design of the month in a creative way.	Computer	30 min.	Small groups: by birth months.
4. Session summary: gather the main ideas. Conclusions. Why are the marked days important? Keep the mural updated: hang the pictures on the mural and complete the memories box.	Material poster Material to hung (tack...)	15 min.	Small groups & Tutor
5.Recommended time to carry out the evaluation.	Evaluation sheets	15 min.	Tutor, students & senior

Element	Options
Groups composition Foreseen organisation	If the teacher and groups prefer to work in their own group, the small original groups could be maintained. Important dates for each season of the year should be considered before the session. Each group looks at preparing for 3 months.
Activity- calendar	Game with vocabulary and images or of some relevant dates that students celebrate at the school, the group needs time talk about this and other relevant celebrations. To discuss at the session the new ideas for celebrating new, innovative and more personal occasions, which would be accepted for all generations. The groups produce a calendar with new holidays. Cards with questions about some of the most important holidays. The groups could have these cards to discuss and could add more topics to talk about important holidays or moments in the year for them.
Calendar by computer	Prepare it on paper if a computer is not available.
Foreign language vocabulary	Foreign language vocabulary of celebrations and how to congratulate them.
Timing	More time may be needed to organize the dates (30 min) and work on the calendars (30 min).

INSTRUCTIONS FOR NEXT SESSION

NEXT SESSION: ACTIVITIES		
To announce the final session. Explain briefly the last session Optional: if they want to they can bring some drinks (juice for example) or food (cake for example) in order to contribute to the closing party		
NEXT SESSION: MATERIALS		
SENIOR	**STUDENTS**	**TEACHER**
Optional: one present (a drawing or a note,),… for "their" group. Optional: if they want to bring some drinks (juice for example) or food (cake for example) in order to contribute to the closing party.	Optional: one present (a drawing or a note,…). Optional: if they want to bring some drinks (juice for example) or food (cake for example) in order to contribute to the closing party.	To collect student's interview. Bring materials to hang pictures. To keep evaluation sheets. Diploma, participation certification, … Camera to record / take photo. Optional: if they want to bring some drinks (juice for example) or food (cake for example) in order to contribute to the closing party. Post questionnaire.

Session 8. – Assessment and goodbye (1h 10')

OBJECTIVES	CONTENTS
1. Assessment of the project objectives and the schedule. 2. Final exhibition. 3. Goodbye: participants. 4. Reminder of the materials exhibition at the agreed time.	The value of intergenerational links and learning throughout the life.

ACTIVITIES	MATERIAL	TIMING	RESPONSIBLE
1. Review – summary DU 6: the time and the calendar we share. * Start by organizing the participants in the same relational & work small groups.		10 min.	Tutor
2. Project evaluation: review the memories box and the mural.		15 min.	The whole group
Recommended time to carry out the **FINAL EVALUATION**.	Materials decided to evaluate.	25 min.	Individual
4. Closing (party): Diplomas and presents.	Diplomas and presents	20 min.	The whole group

EVALUATION	Project evaluation "post" questionnaires (students, senior and teachers): a) of the project b) of the intergenerational relationships c) changes that have occurred:(the students, the attitudes, participation, knowledge …?).

ALTERNATIVES FOR SESSION 8

Element	Options
Celebration moment	Share a snack. Share photos of the other sessions. Visit to the nursing home. Diploma/certificate delivery for participants.
Evaluation moment	Phase of discussion with students: what topics and problems they would like to work on together with senior volunteers in the future, if these kind of lessons will be continued.
Timing	The specified times are extended until 1h 30min in order to celebrate.
Activities order	To do the evaluation in the very last moment.

Appendix 2. Assessment Toolkit for the Basic Assessment

A. Class diary of the intergenerational programme
(to be completed by the teacher at the end of each session)

Date: _____

Session number: _____

Some aspects to consider might be:
- □ Did I make any adaptations in the session? Which ones? Why?
- □ Did the session go well? My feelings and impressions towards the session and the methodology/ies used.
- □ What were the strengths of this session? What should be improved/changed?
- □ Do I think that students have worked on/developed some skills? Which ones? Are they linked with the curriculum? How so?
- □ To what extent are the activities linked with the curriculum?
- □ Did the students participate actively? And the older adults?
- □ Other aspects I want reflect on or highlight.

B. Minutes of the meetings
(to be completed by the teacher and senior volunteers during the preparation meeting after the first session with students)

Date: _____

Meeting nº: _____

Some aspects to consider might be:
- □ How was the last session?
- □ Which strengths did we identify?
- □ What were the weaknesses?
- □ How could we improve the session?

C. Questionnaire of the senior volunteer satisfaction and reflection about the programme
(for older adults, at the end of the programme)

Name of the senior:

School:

1. Order the following sessions from the one you liked the most (1) to the session you liked the least (7).
    o Presentation and initial project evaluation
    o DU 1 - Intergenerational communication (family and friends)
    o DU 2 - Our idols and role models (musicians, athletes, actors / actresses …)
    o DU 3 - School before and now: our life-long learning
    o DU 4 - Our favourite games - intergenerational workshops
    o DU 5 - My neighbourhood - universal accessibility design
    o DU 6 - Celebrations
    o Final assessment and goodbye

Order	Session
1	
2	
3	
4	
5	
6	
7	

2. In your opinion, what have you gained or learned by participating in the intergenerational programme?

3. In your opinion, what were your contributions to the intergenerational programme?

4. What did you like/enjoy the most?

5. What did you like/enjoy the least?

6. Did you encounter any difficulties or challenges during the programme? Which ones?

7. Recommendations - which changes would you make to improve the programme?

D. Questionnaire of student's satisfaction and learning
(for students, at the end of the programme)

Name of the student:_____

School:_____

1. Order the following sessions from the one you liked the most (1) to the session you liked the least (7).
   - o   Presentation and initial project's evaluation
   - o   DU 1 - Intergenerational communication (family and friends)
   - o   DU 2 - Our idols and referents (musicians, athletes, actors / actresses …)
   - o   DU 3 - School before and now: our life-long learning
   - o   DU 4 - Our favourite games - intergenerational workshops
   - o   DU 5 - My neighbourhood - universal accessibility design
   - o   DU 6 - Celebrations
   - o   Final assessment and goodbye

Order	Session
1	
2	
3	
4	
5	
6	
7	

2. In your opinion, what have you learned participating in the intergenerational programme?

3. What did you enjoy the most about the programme?

4. What did you enjoy the least about the programme?

5. Recommendations - which changes would you make to improve the programme?

E. Guidelines for the essay (or debate) and the drawing about older people

Essay about older people.
- □ What are older people like?
- □ How do they spend their time?
- □ Do I have contact with any older people? Would I like to?

F. Guidelines for the drawing of an older person

We are going to draw an older person. First of all, think about what an older person is like and how do they spend their time. Draw that picture.

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