

European Map of Intergenerational Learning

Newsletter – 30th edition



TOY PLUS Project Meeting in Lleida, Spain (Jan, 2018)



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WHO Global Network for Age-Friendly Cities and Communities

A growing number of cities and communities worldwide are striving to better meet the needs of their older residents. The [WHO Global Network for Age-friendly Cities and Communities \(the Network\)](#) was established to foster the exchange of experience and mutual learning between cities and communities worldwide.



Cities and communities in the Network are of different sizes and are located in different parts of the world. Their efforts to become more age-friendly take place within very diverse cultural and socio-economic contexts. What all members of the Network do have in common is the desire and commitment to promote healthy and active ageing and a good quality of life for their older residents.

[Bridges Together](#) has recently published a paper explaining how we can apply an intergenerational philosophy to each of the eight 'age-friendly' domains as defined by the World Health Organization's Global Network for Age-Friendly Cities and Communities.



[Click here to read the full paper](#)

TOY PLUS update

2018 will be a significant year for the TOY-PLUS project: the TOY online course will 'go live' by Autumn and the **intergenerational learning quality assessment tool, TOY for Quality**, will also be launched. In preparation, the seven European partners developing these two publications met in Lleida in Spain in the end of January 2018.

A visit to one of the Lleida's municipal playcentres, Ludoteca Municipal Cappont was also part of the programme. The project team had an opportunity to talk with the children, older adults and facilitators participating in the intergenerational activities which the playcentre organize.



Thank you to everyone who has been in touch about participating in the pilot phase of the online TOY Course. Registration for pilot course, which takes place April to May this year is now closed.

For those people who are interested in taking the online TOY Course in the Autumn, you can complete an Expression of Interest form which will be available within the next issue of the EMIL Newsletter, May/June 2018.

[Click here for more information about TOY-PLUS](#)

TOY-PLUS is coordinated by [ICDI](#) and is funded by the European Commission under the Erasmus+ Programme.

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Apples and Honey Nightingale, the UK's first care-home nursery

'We provide meaningful interaction between nursery children and elderly residents, enriching the lives of both'.

Opening a nursery on the premises of a care home allows families to enjoy the many amenities this site has to offer. Apples and Honey Nightingale is a social enterprise- all profits are reinvested in our core social mission. We work closely with our partner charity Nightingale Hammerson to provide a meaningful and enriching daily intergenerational programme. We reserve a portion of our nursery places for the children of the care staff at Nightingale House. Their goal is to provide the best possible early years experience.

'Our children play and grow in a happy, loving, and multifaceted environment. Together, we help them thrive'.

This is the second branch of the Apples and Honey nursery chain. The first site began in Wimbledon in 1991, and maintains an outstanding OFSTED rating. Apples and Honey Nightingale, builds on the innovative and caring curriculum developed over their 26 year history.

[To learn more about this innovative project, click here.](#)

AGEING IN COMMON – AN INTERNATIONAL CONFERENCE – 16-18 APRIL (Berkshire, UK)

Organised by National Care Forum and Common Age, this conference will include renowned international speakers and workshops with leading professionals from all over the Commonwealth. Themes include Human Rights, Women & Dementia, Intergenerational Communities, Leadership Druptive Care and the inaugural Commonwealth Elders Forum.

[Click here to learn more about the conference and register.](#)

Innovative Intergenerational Living concepts in Singapore

1. VIADUCT VILLAGE - spaces under elevated MRT turned into community hubs for seniors. Service providers could run a cafe, a hair salon, care centres for frail older people and even offer tuition to children. With ample shelter outdoors, people of all ages and abilities are encouraged to join the vibrant street life in the repurposed viaduct.

2. GIVING CAMPUS - transforms an old school building into an inter-generational hostel and learning centre. By living and learning together, seniors and secondary or tertiary students can form caring, reciprocal relationships. Seniors can go back to school to learn or volunteer to mentor students. Students can help seniors with grocery shopping, teach them how to use electronic devices and be rewarded with discounts on hostel accommodation.

3. GARDEN OF LIFE - integrates a hospice with a nature park and tree nursery. Here, the terminally ill can live out their last days in a tranquil, open and natural setting. It is also a public space for life celebrations. Close friends and relatives can visit residents, have meals or plant a tree. The nursery park also serves as an ash garden, where a loved one's ashes are scattered under a tree planted while he was alive, thus closing the loop on the circle of life.

[CLICK HERE TO READ MORE](#) about these projects.

Why are intergenerational solutions critical to building strong communities?

[Generations United's](#) new animated video about the value of intergenerational communities is an engaging tool for educating and inspiring communities to embrace and invest in intergenerational solutions. The video brings data to life while demonstrating the transformational impact of supporting, empowering, and engaging all ages. [Click here to watch the video](#)

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It's a Win-Win Situation - Intergenerational Learning in Preschool and Elder Care Settings: An Irish Perspective

Two EMIL members - Carmel Gallagher and Anne Fitzpatrick, wrote a paper that explores the level and sustainability of intergenerational practice in early years and elder care settings in Ireland. The paper is based on a small-scale research study involving interviews with staff in five organizations and builds on findings from previous research conducted for the TOY project. The paper examines the pedagogies involved as well as the community context of intergenerational practice in early years and elder care settings. The findings highlight that sustainable intergenerational practice is facilitated by strong pedagogies that support active and relational learning across the life course and by being embedded in robust community networks. [Click here to read the article.](#)

Inter-generational learning of teachers: what and how do teachers learn from older and younger colleagues?

EMIL member – Kendra Geeraerts, recently published a paper that examines how and what teachers learn from their older and younger colleagues. Data were gathered from interviews and written reports from 27 Belgian and Finnish teachers. Results revealed differences in what teachers learn from older and younger colleagues. Teachers reported learning innovative teaching methods and ICT skills from younger colleagues, whereas practical information, classroom management skills, self-regulation and community building were learned mainly from older colleagues. Attitudes regarding teaching and different ways of being a teacher were learned from both younger and older colleagues alike. Similarities were also found in how teachers learned from their older and younger colleagues. Informal activities and relationships, different forms of mentoring and working in subject teams or seminars were important sources of learning. An intergenerational learning perspective is important with respect to demographic changes in school staff and in preventing knowledge loss and teacher dropout. [Click here to read the article.](#)

ESTABLISHING AN INTERGENERATIONAL LEADERSHIP INSTITUTE (ILI) CHAPTER: A one-and-a-half day training program Seville (Spain), 26-27 November, 2018

Hosted by National Confederation of Active Seniors, the ILI is a certificate-training program developed by Penn State University for older adults seeking new lifelong learning experiences, skills and volunteer opportunities to contribute to innovation and change in their communities through an intergenerational perspective. ILI functions as a sort of incubator for creating and sustaining new intergenerational programs at local level. After attending the ILI yearlong program, older participants will have the skills to lead concrete intergenerational plans, programs and campaigns. The training is meant to be a *beginning* of further training and opportunities (for further) involvement and leadership in intergenerational programs. CONFEMAC hosts this 12-hrs-long training addressed to European organizations interested in establishing an ILI chapter. During the training participants will be provided with a foundation background in intergenerational practice as well as with all materials needed to launch the ILI program.

Cost: € 100 (includes training materials, 2 lunches, & 3 coffee-breaks, final Certificate). *1.6 CEU's (Continuing Education Units) from Pennsylvania State University are available for an additional cost of €20. For more info, contact Matt Kaplan (msk15@psu.edu) or Mariano Sánchez (marianos@ugr.es).



**Generations
Working
Together**

Generations Working Together has received £10,000 from Awards for All to run a project in Renfrewshire in Scotland - *Generations On Screen*. The project will be focussed on filmmaking and will bring young children from 4-5 schools with care home residents in areas within SMID areas. A professional filmmaker and storyteller Laura Froud will help them share stories, find common problems and interests. It is hoped that the project will tackle loneliness, improve wellbeing and build connections. In the end, there will be a screening in the area that will be open to children, older people, community and parents. For more info, contact Kate Samuels Kate@generationsworkingtogether.org

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MIXING MATTERS REPORT– How Shared Sites can Bring Older and Younger People Together to Unite Brexit Britain

The Mixing Matters report promotes greater interaction between older and younger people, with projects and ideas from the UK and USA to counter 'age apartheid' and unite divided society

Age segregation has been growing in recent decades, exacerbated by trends in housing, work and community life, says the Mixing Matters report in its analysis of recent research - published January 2018 by [United for All Ages](#). This has led to trust being halved between different age groups, growing loneliness amongst both young and old, and poorer physical and mental health. It has also been reflected in voting divisions between younger and older people in the 2016 EU referendum and 2017 general election.



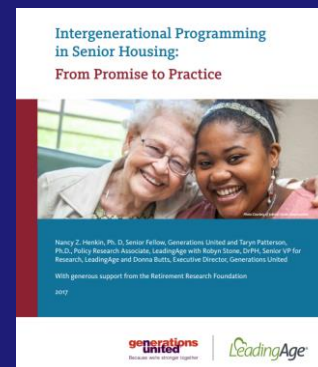
This report highlights the growth of shared sites in 2017– from the first 'care-home nursery' and the first eldercare day centre at a primary school in Essex to increasing links between nurseries, parent and toddler groups and schools with older people's housing and care schemes. The report calls for 500 shared sites to be developed by 2022 across the UK, where activities for older and young people take place alongside each other and together.

In addition to creating more shared sites like care-home nurseries, this report argues for other models of shared sites to be developed bringing young and old together. Mixing Matters features contributions from some twenty national organisations concerned about improving relations between the generations. They have all shared ideas and projects to bring younger and older people together through shared sites.

[Click here to download the report.](#)

Intergenerational Programming in Senior Housing: From Promise to Practice

New publication by Generations United and Leading Age, with support from the Retirement Research Foundation, describes the findings from a year –long study on the nature and extent of intergenerational programming in senior housing. The following implementation issues were explored: Motivations for engaging in intergenerational activities and perceived benefits; Partnerships; Staffing; Participant Engagement; Activities; Evaluation; and Funding/Sustainability.



The report highlights challenges and effective strategies for overcoming barriers, and identifies technical assistance needs. It also includes 4 "Spotlights" which focus on different ways providers can integrate multigenerational activities into senior housing. Key findings include the following:

- Many housing providers have integrated a range of IG activities into their overall programming and see positive benefits for residents and youth.
- Most housing sites, with some exceptions, focus on engaging residents in specific activities, rather than employing more general strategies to foster cross-age relationships.
- Most intergenerational efforts identified are short-term or one-time events and do not require a major commitment of time.
- Although residents in some properties are actively involved in planning and implementing intergenerational programs, most activities are planned by members of the housing team.
- Most providers have not identified clear outcomes for older adults or youth, nor have they conducted formal program evaluations.
- There is limited training of staff and volunteers.

[To download this report, click here.](#)