Intergenerational Practice, Policy and Performance:

A Framework for Local Authorities
Introduction

The Beth Johnson Foundation has been at the forefront of developing intergenerational work for the past for years. We are grateful to the DCSF for funding this document which will build on the interest generated by the Generations Together Programme.

For more information and to access our free resource, advice and guidance go to www.centreforip.org.uk
Foreword

When the Secretary of State for Children, Schools and Families published *The Children’s Plan* it unequivocally set out the Government’s vision: that this country would be the best country in the world for children and young people to grow up. That whatever a young person’s background all children and young people be given the potential to succeed and should go as far as their talents can take them, enjoy their childhood, whilst growing up to be prepared for adult life.

For the majority of children and young people, that is already a reality. They are a credit to their parents and carers, and to their communities. They are well behaved, do well at school, and are passionate about the environment, sport, the arts and helping others. But sometimes, it does not feel like that, and all too often the behaviour of an incredibly small minority of young people influences our perceptions of young people as a whole.

Much of the misunderstanding of young people stems from the fact that fewer of us now spend much time with people of different generations outside our own families. The natural bonds that linked communities together are not as strong as they were, weakening the opportunities for different generations to interact.

It is crucial that shifting demographics and patterns of community life does not automatically have to equate to a widening gap between the generations. It is vital for the long term health of the nation that older members of our society age well, get the chance to pass down the wealth of insight and understanding to younger generations, and that they recognise the skills and talents of our young people, and learn from them too. It is also important that young people do not lose sight of the really important truth, that many older people are able to relate to and support young people of all backgrounds, precisely because they have a longer, rich and varied experience of life.

Increasing intergenerational activity, and developing innovative ways for younger and older people to interact and come to better understand each other, will help reverse this apparent breakdown in social cohesion. But no local area is the same, and each community will have different strengths and different challenges to overcome. That is why I am so pleased that the Centre for Intergenerational Practice, based at the Beth Johnson Foundation, has set out how intergenerational approaches can be used by local areas to address a range of local priorities, clearly linked to public service agreements and the National Indicator set. Local areas can then decide which approaches and types of projects are right for them and their communities.

Bringing generations closer together is not a magic solution for the challenges our society faces. But there is no doubt intergenerational activity has a big part to play in rebuilding the sense of community cohesion and neighbourly spirit that makes life better for everyone.

Anne Weinstock  
Director, Youth Taskforce
1. Overview

The purpose of this guide, and associated resources, is to provide local authorities with a framework that clearly contextualises intergenerational practice (IP) in terms of both national and local government priorities and policies. In particular, the framework establishes the relationship between IP and the national indicator (NI) targets available to local authorities for inclusion in Local Area Agreements (LAAs).

The framework is based on an analysis of the revised set of 188 NIs to identify the core number of indicators which can be effectively supported by IP. In addition, a significant number of examples of different types of IP project work were analysed and projects relevant to each indicator identified. Their outcomes and impacts were then summarised in the context of drivers for local authorities.

Analysis of the NI set identified 31 core indicators, across a range of policy areas. These NIs are shown in the table in Section 5, which presents policy information for each indicator, together with examples of successful intergenerational projects, with supporting details, that can be used to assist local authorities meet LAA targets.

The table provides a practical resource for authorities wishing to use IP as a flexible tool, alongside other community engagement and development approaches, for developing a strategic, target-driven approach to IP.

2. What is intergenerational practice?

Many changes in society, including greater geographic mobility, breakdown of family relations and a demographic shift towards an ageing population, have resulted in the increasing segregation of generations. This separation can lead to a decrease in positive exchanges between older and younger people and increased negative stereotyping. However, both groups have resources of considerable value to each other and share many areas of concern; for example, many younger and older people feel isolated within their communities and marginalised in decision-making that directly affects their lives.

Intergenerational approaches are many and varied. However, there are a number of core principles and characteristics, as set out in the definition below:

*Intergenerational practice aims to bring people together in purposeful, mutually beneficial activities which promote greater understanding and respect between generations and contributes to building more cohesive communities. Intergenerational practice is inclusive, building on the positive resources that the young and old have to offer each other and those around them.*

(Beth Johnson Foundation, 2009)

In bringing generations together, challenging negative stereotypes and breaking down barriers within communities, IP approaches are able to contribute significantly to the achievement of targets in various policy areas of national and local concern.
3. National policy context

IP can make a positive contribution to meeting Government targets in the following broad policy areas:

- Community cohesion
- Community safety
- Health and wellbeing
- Older people
- Children and younger people
- Families

**Community cohesion**: Cohesion depends on good relations between people from different backgrounds, where diversity is valued and individuals share a sense of belonging and work together to make their area a better place. By bringing older and younger people together, IP promotes better relations between different age groups who may have little contact. Through sharing skills, experiences and ideas, the two generations can gain a better understanding of each other, and discover they have more in common than anticipated. Improved intergenerational relationships help to break down negative stereotypes and misconceptions and replace them with positive images. IP fosters greater respect, trust and tolerance between young and old, and helps both generations feel more engaged, valued and empowered in their communities. This contributes to both young and old feeling more satisfied with their local area and sharing a greater sense of belonging.

**Community safety**: By increasing the respect and trust between generations, IP contributes to making communities safer and feel safer. It helps reduce older people’s fear of young people, exacerbated by negative media coverage of young people and youth crime, and makes them more confident and tolerant in their dealings with the young people in their community. This shift in attitude makes young people feel less isolated and more valued, and helps make them more likely to want to make a positive contribution in their community. It also acknowledges the need for young people to feel safe and seeks to find solutions that benefit the whole community.

**Health and wellbeing**: Interaction with younger people helps older people feel less isolated and more involved in their communities. This contributes to improving their mental health and wellbeing. In addition, active participation in physical intergenerational activities (such as gardening) helps improve older people’s general health. Volunteering enables both younger and older people to make positive contributions in their communities, contributing to improved health and wellbeing for all involved. By providing the opportunity for people to experience success and mutual support, they develop a stronger sense of self-esteem and identity, which positively impacts on their well-being.

**Older people**: IP enables older people to make a positive contribution through sharing knowledge, skills, experiences and life stories with younger people. Many older people work in schools or colleges as volunteer mentors, acting as positive role models for the young people and helping them improve their academic performance, social skills and general wellbeing. IP also provides a wealth of learning opportunities for older people (e.g. second language learning, computer skills, digital photography, creative writing). Often, the new skills they develop can help them live a more independent and fulfilled life.
Children and younger people: IP offers young people a wide range of opportunities to become engaged in positive activities and be respected for the contributions they make. Increased participation supports their moral, emotional and social development. In particular, engaging with older people improves their communication skills, self-confidence and self-esteem, and can help them avoid becoming involved in anti-social and risky behaviour, such as crime and substance misuse. Positive participation can also increase motivation, improve attendance at school/college, which in turn helps improve academic performance and increases employment prospects. These outcomes are especially important in communities with a poor record of youth engagement, large numbers of NEET young people, or high levels of anti-social behaviour. Importantly, participation in IP can help improve the perceptions that others have of young people, and focus more on their skills and talents of the vast majority, rather than the negative stereotypes fostered by the behaviour of a tiny minority.

Families: Strong families are one of the key building blocks of our communities and increasingly the importance of the extended family is seen as a way of achieving benefits for all of the generations. Grandparents and older kin often play a vital role in the success of their grandchildren, and grandchildren reciprocate in their relationships and support. Where the extended family may have been weakened, opportunities exist to strengthen the family unit through older volunteers supporting parents, particularly those who are young or bringing up their children on their own. There are increasing numbers of examples of intergenerational projects that provide support and skill sharing for young parents.

All the above areas are prioritised in the Government’s Public Service Agreements (PSAs) for 2008-2011, covering four main areas of social policy:
- Fairness and opportunity for all (PSA 9-11 and 14-16)
- A better quality of life (PSA 12-13, 17-19 and 22)
- Stronger communities (PSA 21 and 23-26)
- A more secure, fair and environmentally sustainable world (PSA 27-30).

(http://www.hm-treasury.gov.uk/d/psa_2008-2011_200409.pdf)

National priorities are also set out in Departmental Strategic Objectives (DSOs) and highlighted in many policy documents that promote socially inclusive approaches to community development. In these documents, the Government places a high priority on the involvement of all individuals and groups (including older and younger people). This type of engagement aims to empower individuals and communities, enhance personal development and wellbeing, and strengthen community cohesion.

4. Local policy context

In terms of local priorities, IP is an adaptable approach which can be used by local authorities to help them meet many of their NI targets, whether working independently or through Local Strategic Partnerships (LSPs). One of the strengths of IP is that it promotes cross-sector and cross-policy working. This is an approach that is particularly relevant in the current economic slowdown, when local authorities are under increasing pressure to meet targets in the most cost effective ways.

IP’s considerable potential for supporting local authorities in their efforts to meet LAA targets has been recognised in various Central Government initiatives. However, the Government also acknowledges that successful IP programmes need to be locally delivered and supported and that local authorities have the pivotal role in achieving sustainable change.

This strong emphasis on local delivery is reflected in the Generations Together Programme, funded by four Government departments: DoH, DCSF, OTS, and DWP. The initiative is providing £5.5 million up until March 31st 2011 for 12 local authorities to develop IP that delivers demonstrable outcomes for older people and younger people/children, as well as the wider community. In addition, there will be an overarching evaluation of all the demonstrator projects:

‘to provide robust evidence of the effectiveness of intergenerational initiatives, and, in particular, to demonstrate which models are most effective in delivering outcomes for which groups of people in which situations’ (Generations Together: 14). The Programme also aims ‘to promote a more strategic and sustainable approach to IP’.

5. IP and National Indicators

The table below presents the 30 core NIs identified as those indicators which intergenerational approaches can effectively support. For each NI, the table provides the following information:

- Related national policy area
- Related PSA
- Number of local authorities that included the indicator in their LAAs (CLG LAA Targets Matrix – Index)
- Examples of IP projects that address that indicator

For each project, the table provides a link to a summary, with a list of the NIs that this type of IP can support, and the outcomes it achieves for different groups (a full list of project outcomes appears after the table). The summary also supplies links to the more detailed resources that sit behind the project.
## Table of Core NIs, Policy Areas, and Examples of IP

<table>
<thead>
<tr>
<th>NI</th>
<th>Descriptor</th>
<th>Broad Policy Area</th>
<th>PSA</th>
<th>No. of local authorities prioritising</th>
<th>Examples of IP</th>
</tr>
</thead>
</table>
| 01 | % of people who believe people from different backgrounds get on well together in their local area | Stronger and Safer Communities | PSA 21 | 85 | A Sense of Place (1)  
A Sense of Place (2)  
Active Ageing Programme  
Big Together  
Building Bridges  
Greenwich Intergenerational Project  
Intergenerational Projects (Rhondda Cynon Taff)  
Language Project  
Media Studies Project  
Schools Dementia Awareness Project  
Sense of Occasion  
Stepping Out in Stepney  
Then and Now (Belfast) |
| 02 | % of people who feel that they belong to their neighbourhood | Stronger and Safer Communities | PSA 21 | 7 | A Sense of Place (1)  
A Sense of Place (2)  
Building Bridges  
Conflict & Change – Effects of World War II on Scarborough’s Fishing Industry  
Extra Time: Generation Games  
One City  
Then and Now (Belfast)  
Women from the Vale |
<table>
<thead>
<tr>
<th></th>
<th>Civic participation in the local area</th>
<th>Stronger and Safer Communities</th>
<th>PSA 15</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of people who feel they can influence decisions in their locality</td>
<td>Stronger and Safer Communities</td>
<td></td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>Overall/general satisfaction with local area</td>
<td>Stronger and Safer Communities</td>
<td></td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Participation in regular volunteering</td>
<td>Stronger and Safer Communities</td>
<td></td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Use of public libraries</td>
<td>Stronger and Safer Communities</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

A Sense of Place (1)  
A Sense of Place (2)  
Big Together  
Swadlincote Debating Group  
Swynnerton Pond Project  
Big Together  
Building Bridges  
Let's Talk  
Swadlincote Debating Group  
Swynnerton Pond Project  
Active Ageing Programme  
Building Bridges  
Care Call  
Greenwich Intergenerational Project  
Language Project  
Living History Project  
One City  
A Sense of Place (2)  
Language Project  
Intergenerational Projects (Rhondda Cynon Taff)  
Mentoring Programme (St Thomas More)  
Schools Dementia Awareness Project  
Then and Now (Belfast)  
Writing and Drama Project  
Changes in Society: Managing an Exhibition  
Conflict and Change: Effects of World War II on Scarborough's Fishing Industry
<table>
<thead>
<tr>
<th>10</th>
<th>Visits to museums or galleries</th>
<th><strong>Stronger and Safer Communities</strong></th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Engagement in the arts</td>
<td><strong>Stronger and Safer Communities</strong></td>
<td>24</td>
</tr>
<tr>
<td>13</td>
<td>Migrants' English language skills and knowledge</td>
<td><strong>Stronger and Safer Communities</strong></td>
<td>3</td>
</tr>
<tr>
<td>17</td>
<td>Perceptions of anti-social behaviour</td>
<td><strong>Stronger and Safer Communities</strong></td>
<td>PSA 23</td>
</tr>
</tbody>
</table>

- **Digital Photography and Book Project**
- **Remembering the Past, Resourcing the Future**
- **Under One Roof**
- **Women from the Vale**

- **Changes in Society: Managing an Exhibition**
- **Community and Youth Engagement: World War II Project**
- **Conflict and Change: Effects of World War II on Scarborough's Fishing Industry**
- **Intergenerational Projects (B&NES)**
- **Sense of Occasion**
- **Under One Roof**

- **Big Together**
- **Intergenerational Projects (B&NES)**
- **One City**
- **Social Cohesion through Intergenerational Dance**
- **Stepping out in Stepney**
- **Storyline**
- **Women from the Vale**
- **Writing and Drama Project**

- **Language Project**

- **Active Ageing Programme**
- **Care Call**
- **Extra Time: Generation Games**
- **Swadlincote Debating Group**
<table>
<thead>
<tr>
<th>Page</th>
<th>Description</th>
<th>Theme</th>
<th>PSA</th>
<th>Duration</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Dealing with local concerns about anti-social behaviour and crime by the local council and police</td>
<td>Stronger and Safer Communities</td>
<td>PSA 23</td>
<td>60</td>
<td>Big Together Let's Talk</td>
</tr>
<tr>
<td>23</td>
<td>Perceptions that people in the area treat one another with respect and dignity</td>
<td>Stronger and Safer Communities</td>
<td></td>
<td>6</td>
<td>Been There, Bought the T-shirt Community and Youth Engagement WWII Project Digital Photography and Book Project Intergenerational Projects (Rhondda Cynon Taff) Language Project Living History Project Media Studies Programme My Stories Are My Identity Schools Dementia Awareness Project Sense of Occasion Stepping Out in Stepney Storyline Then and Now (Belfast) Women from the Vale</td>
</tr>
<tr>
<td>50</td>
<td>Emotional health of children</td>
<td>Children and Young People</td>
<td>PSA 12</td>
<td>20</td>
<td>Book Group Project Community and Youth Engagement WWII Project Gardening Projects Gardening With Schools My Stories Are My Identity Stepping Out in Stepney Storyline Programme Under One Roof</td>
</tr>
<tr>
<td>56</td>
<td>Obesity among primary school age children in Year 6</td>
<td>Children and Young People</td>
<td></td>
<td>101</td>
<td>Gardening Projects Gardening With Schools</td>
</tr>
<tr>
<td>58</td>
<td>Emotional and behavioural health of children in care</td>
<td>Children and Young People</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------</td>
<td>---------------------------</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>Children who have experienced bullying</td>
<td>Children and Young People</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>81</td>
<td>Inequality gap in the achievement of a Level 3 qualification by the age of 19</td>
<td>Children and Young People</td>
<td>5</td>
<td>Mentoring Programme (St. Thomas More) Mentoring Project (Haywood College) NEET Mentoring Project</td>
<td></td>
</tr>
<tr>
<td>82</td>
<td>Inequality gap in the achievement of a Level 2 qualification by the age of 19</td>
<td>Children and Young People</td>
<td>3</td>
<td>Mentoring Programme (St. Thomas More) Mentoring Project (Haywood College) NEET Mentoring Project</td>
<td></td>
</tr>
<tr>
<td>102</td>
<td>Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4</td>
<td>Children and Young People</td>
<td>PSA 11</td>
<td>3</td>
<td>Mentoring Programme (St. Thomas More) Mentoring Project (Haywood College)</td>
</tr>
<tr>
<td>106</td>
<td>Young people from low income backgrounds progressing to higher education</td>
<td>Children and Young People</td>
<td>PSA 11</td>
<td>9</td>
<td>Mentoring Programme (St. Thomas More) Mentoring Project (Haywood College) NEET Mentoring Project</td>
</tr>
<tr>
<td>110</td>
<td>Young people's participation in positive activities</td>
<td>Children and Young People</td>
<td>PSA 14</td>
<td>75</td>
<td>Active Ageing Programme A Sense of Place (1) A Sense of Place (2) Been There, Bought the T-shirt Big Together Book Group Project Changes in Society: Managing an Exhibition Community and Youth Engagement: World War II</td>
</tr>
<tr>
<td>PSA</td>
<td>Description</td>
<td>Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 111 | First time entrants to Youth Justice System aged 10-17                     | Gardening Projects  
Gardening With Schools  
Language Project  
NEET Mentoring Project  
Schools Dementia Awareness Project  
Sense of Occasion  
Social Cohesion Through Intergenerational Dance  
Stepping Out in Stepney  
Swynnerton Pond Project  
YMCA Volunteering Project |
| 117 | 16 to 18 year olds who are not in education, training or employment (NEET) | Mentoring Programme (St. Thomas More)  
Mentoring Project (Haywood College)  
Changes in Society: Managing an Exhibition  
NEET Mentoring Project  
Writing and Drama Project  
Stepping Out in Stepney  
YMCA Volunteering Project |
| 119 | Self-reported measure of people’s overall health and wellbeing            | Active Ageing Programme  
Care Call  
Living History Project  
My Stories Are My Identity  
Remembering the Past, Resourcing the Future  
Schools Dementia Awareness Project  
Sense of Occasion  
Social Cohesion Through Intergenerational Dance  
Stepping Out in Stepney  
Under One Roof  
YMCA Volunteering Programme |
<table>
<thead>
<tr>
<th></th>
<th>Satisfaction of people over 65 with both home and neighbourhood</th>
<th>Adult Health &amp; Wellbeing and Tackling Exclusion &amp; Promoting Equality</th>
<th>PSA 17</th>
<th>6</th>
<th>Active Ageing Programme Care Call Language Project Swadlincote Debating Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>138</td>
<td>People over 65 who say they receive the information, assistance and support needed to exercise choice and control to live independently</td>
<td>Adult Health &amp; Wellbeing and Tackling Exclusion &amp; Promoting Equality</td>
<td>PSA 17</td>
<td>20</td>
<td>Active Ageing Programme Care Call Language Project</td>
</tr>
<tr>
<td>139</td>
<td>Care leavers in employment, education or training</td>
<td>Adult Health &amp; Wellbeing and Tackling Exclusion &amp; Promoting Equality</td>
<td>PSA 16</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>148</td>
<td>Household waste recycled and composted</td>
<td>Local Economy and Environmental Sustainability</td>
<td>68</td>
<td></td>
<td>Gardening Projects Gardening with Schools</td>
</tr>
<tr>
<td>192</td>
<td>Improved street and environmental cleanliness (levels of graffiti, litter, detritus and fly posting)</td>
<td>Local Economy and Environmental Sustainability</td>
<td>72</td>
<td></td>
<td>Gardening Projects Gardening with Schools Swynnerton Pond Project</td>
</tr>
</tbody>
</table>
Outcomes of Intergenerational Practice

Outcomes for Communities
C1 Improved community cohesion
C2 Reduction in negative stereotyping, enhancing community safety
C3 Improved perceptions of young and old people
C4 Improved understanding of intergenerational practice (IP)
C5 Improved skills of local organisations and communities
C6 Improved use of educational institutions/ community facilities
C7 Healthier lifestyles and eating habits of families
C8 Improved partnership working between organisations
C9 Increased civic participation
C10 Enhanced pride in the local community/ area
C11 Increased social capital through volunteering activity by young and old
C12 Increased meaningful interactions between people from different backgrounds

Outcomes for Young People
Y1 Improved perceptions of young people by older people
Y2 Improved relationships with older people
Y3 Young people made a positive contribution
Y4 Young people engaged in volunteering
Y5 Young people developed healthier lifestyles
Y6 Young people improved their social skills
Y7 Young people learnt new skills
Y8 Young people shared/ taught skills to older people
Y9 Young people’s self-esteem/ self-confidence improved
Y10 Young people have enhanced educational opportunities
Y11 Young people have improved understanding of the past/ their roots
Y12 Young people improved understanding of other cultures
Y13 Contact with positive role models leads to raised aspirations
Y14 Young people’s stronger engagement in education
Y15 Young people’s enhanced achievement
Y16 Young people supported to avoid failure
Y17 Young people are more motivated
Y18 Improved emotional health of young people
Y19 Increased sense of belonging to the local neighbourhood

Outcomes for Older People
O1 Improved perceptions of older people by young people
O2 Improved relationships with young people
O3 Reduced sense of isolation and consequent improvements in health and wellbeing
O4 Older people developed healthier lifestyles
O5 Older people learnt new skills
O6 Older people engaged in volunteering
O7 Older people feel valued
Older people more engaged with their communities
Older people shared/taught skills to younger people
Enhanced educational opportunities for older people
Older people gained improved understanding of other cultures
Older people made a positive contribution to the wellbeing of younger people
Older people made a positive contribution, leading to improvements in their own health, wellbeing and identity
Older people develop skills that help them to live independently
Older people have an increased sense of belonging to the local neighbourhood
Older people have greater satisfaction with home and neighbourhood
Reduction in older people’s fear of crime

Reference Documents and Resources


Beth Johnson Foundation - Centre for Intergenerational Practice:
www.centreforip.org.uk

Building a Society for All Ages, DWP, July 2009.
http://www.hmg.gov.uk/media/33830/fullreport.pdf

http://www.everychildmatters.gov.uk/_files/EBE7EEAC90382663E0D5BBF24C99A7AC.pdf

http://www.everychildmatters.gov.uk/_files/A39928055378AF27E9122D734BF10F74.pdf

http://www.everychildmatters.gov.uk/_files/F9E3F941DC8D4580539EE4C743E9371D.pdf

http://www.dcsf.gov.uk/everychildmatters/Youth/youthmatters/youthtaskforce/generationstogether/generationstogether/

http://www.idea.gov.uk/idk/core/page.do?pageId=8399555

LAA Targets Matrix – Index (includes indicator frequency), I&DeA, 2009.
http://www.idea.gov.uk/idk/aio/10958567

Local Priorities Website, CLG.
http://www.localpriorities.communities.gov.uk/LAAResults.aspx

© Beth Johnson Foundation 2009
National Indicators for Local Authorities and Local Authority Partnerships: Handbook of Definitions, Communities and Local Government, April 2008. 
http://www.communities.gov.uk/publications/localgovernment/finalnationalindicators

Our Shared Future, Commission for Integration and Cohesion, June 2007.

Public Service Agreements, Cabinet Office, 2009.
http://www.cabinetoffice.gov.uk/about_the_cabinet_office/publicserviceagreements.aspx

http://www.cabinetoffice.gov.uk/media/cabinetoffice/social_exclusion_task_force/assets/think_families/think_families.pdf


http://www.dius.gov.uk/skills/engaging_learners/informal_adult_learning~/media/publications/L/learning_revolution

Think Community: An exploration of the links between intergenerational practice and informal learning, Mandy Thomas, NIACE, 2009.
http://shop.niace.org.uk/media/catalog/product/T/h/ThinkCommunity_1.pdf

http://publications.dcsf.gov.uk/eOrderingDownload/Cm6629.pdf

The Beth Johnson Foundation
Centre for Intergenerational Practice
Parkfield House
64 Princes Road
Stoke-on-Trent
ST4 7JL
United Kingdom

Telephone: +44 (0) 1782 844036
Email: generations@bjf.org.uk
Websites: www.centreforip.org.uk
www.bjf.org.uk

Registered Charity: 1122401

ISBN: 978-0-907875-01-7