Intergenerational Forums:

A Collaborative Community Approach

To Developing an Intergenerational Agenda

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The *Intergenerational Forums* Approach:

A Collaborative Community Strategy for Developing an Intergenerational Action Agenda

Executive Summary

This publication describes the *Intergenerational Forums* model. This approach aims to help participating communities to develop a deeper understanding of intergenerational practice, generate intergenerational strategies for addressing local needs, and consequently start a process in which local organisations work together to develop and implement programme plans.

To determine if this model addresses these goals, *Forums* were piloted in four diverse communities across England and Wales during 2008. This publication highlights the lessons learned from these initiatives in terms of the strategies used to bring diverse community organisations and individuals together, draw attention to common interests and concerns in the community, and facilitate a collaborative effort to improve the community.

These pilot projects were conducted jointly by the Beth Johnson Foundation and The Pennsylvania State University in the U.S.A. (where an earlier version of the model had been developed) in partnership with the following lead organisations in the participating communities:

- Conwy Health, Social Care and Well-Being Partnership, The Bay Life Initiative & Communities First Colwyn Bay – Colwyn Bay, Conwy County, North Wales.

- South Bermondsey Partnership – Bermondsey/Rotherhithe (a community in South East London).

- Bidford-on-Avon Parish Council & Stratford-on-Avon District Council – Bidford-on-Avon (a village in Warwickshire, within the West Midlands region).

- Centre for Equality and Diversity – Dudley (a borough in the West Midlands).

I – Introduction

    A – Background

The intergenerational field is informed by an international body of literature (Hatton-Yeo and Ohsako, 2000; Kaplan, Henkin, & Kusano, 2002; Larkin, Goff, Newman, and Friedlander, 2005; and Sanchez, 2007); the current focus extends beyond setting up short-term ("one-off") projects. Increasingly, emphasis is placed on establishing longer term, sustainable projects and on figuring out ways in which various intergenerational initiatives, which includes policies and places (environments) as well as programmes, can fit together to have a positive impact on the overall experience of living in a community.

There are some formidable barriers to the systematic growth and development of intergenerational programmes and policies. Barriers include: age-segregated public and private funding streams; lack of systematic collaboration among funding sources at the local, regional, and national levels; lack of integration of programmes into existing service systems; and limited mechanisms for identifying and sharing best practices. Perhaps the hardest barrier to cross is "monogenerational thinking." In the realm of community development and regeneration programmes, for example, we see that there are efforts to involve young people (e.g., Christensen and O'Brian, 2003; Ward and Fyson, 1973) and older adults (Thornton, 2000; Vegeris et al. (2007), but they occur on separate tracks. There is a tendency to treat the age groups separately, with distinct interests, abilities, and needs (Raynes, 2004).

The intergenerational practice tradition in the UK, which runs parallel to key government priorities including social inclusion and community cohesion (Commission on Integration and Cohesion, 2007; Hatton-Yeo, 2007; Pain, 2005), has the potential to help merge these disparate lines of inquiry and, in-so-doing, add another dimension to efforts to promote citizen participation and intergenerational collaboration in neighbourhood and public space regeneration and renewal programmes. As a positive sign, we see various innovative and well conceived community projects which draw upon an intergenerational perspective for involving residents in the formulation of community plans and in tackling community problems such as crime and concerns about safety (Granville, 2002; and Pain, 2005).[1] Yet, such initiatives generally represent isolated efforts with limited connection to broader plans for strengthening communities.

We would argue that there is a need for more strategic thinking about collaborative strategies at the community level. In the remainder of this publication, we describe one approach which we have been piloting. *Intergenerational Forums* aim to bring various community organisations together to develop a multi-faceted intergenerational strategy for addressing local priorities. The emphasis is on building capacity for collaboration and laying down a conceptual framework to guide the group's collective intergenerational efforts.

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[1] Pain (2005) highlights two studies that illustrate the potential of intergenerational work for helping residents to address concerns and conflicts over how public space is used: the intergenerational Citizen's Forum in Bournemouth (Hatch, 2003), and the Edinburgh Youth Social Inclusion Project (Young, 2003).

B – Introduction to the *Intergenerational Forum* Approach

Intergenerational Forums aim to do two things at the same time:

1. Train a diverse group of professionals and community stakeholders in a specific community to work in an intergenerational way.
2. Engage them in a collective planning process aimed at developing an intergenerational agenda for their community.

It is conceived as the beginning of a community organising process; it positions a community to take action in developing actual programmes and campaigns. This approach involves a process of identifying shared priorities for community change and then drawing upon common interests and concerns to frame and create opportunities for joint action.

Those who join the process, described throughout this publication as the "stakeholders" group, help to drive the programme planning and implementation efforts. This will be a diverse group, recruited from various sectors, including statutory agencies, community non-profit organisations, and the business community.

There will also be a "lead organisation" or leadership team of organisations that plays a major role in brokering partnerships and in facilitating communication and cooperation between stakeholders. The lead organisation(s) also provide coordination assistance in helping to move the collective intergenerational agenda forward after it is developed.

The *Intergenerational Forum* approach is:

- *Place based*: focus is on all age groups within a specific geographic area.
- *Life course* focused: promotes programmes and policies that address issues affecting people of all ages.
- *Strategic*: fosters collaboration across systems and identifies issues of common concern.
- *Action oriented*: seeks to translate intervention ideas and plans into actual programmes and campaigns.

The process involves 4 steps:

1. Identifying local organisations and key individuals interested in partnering to create new intergenerational programmes.
2. Conducting a workshop to explore and understand the possibilities and benefits of working with all of the generations.
3. Conducting a second workshop aimed at exploring intergenerational strategies for addressing community priorities and developing a plan to take these forward.
4. Holding follow-up meetings, as needed, to further plan and work to implement new intergenerational programmes in the community.

II – Pilot study of the *Intergenerational Forum* Approach

        A – Objectives

- To develop our understanding of the effectiveness of the *Intergenerational Forums* model as a strategy for working with community organisations to develop intergenerational programmes in a systematic and coherent way.
- To test and develop a systematic framework to enable it to be replicated more widely.
- To provide examples through the pilots of practical implementation of the approach.

        B – Methods

        1. Timeline

The four *Intergenerational Forums* projects were implemented between January to July, 2008. The first site was selected in November, 2007, and the remaining sites were selected between January to March, 2008. Workshops for all four project sites were conducted between February to June, 2008. Additional meetings were held with pilot site lead organisers and intergenerational stakeholder group members in July and August, 2008 to further document project processes and outcomes that took place.

        2. Site selection process and results

The first project site was selected with the goal of fine-tuning the *Intergenerational Forums* model; it functioned as a "pre-pilot" study site.[2] The other three pilot sites were selected in the following way: An e-mail describing the model and inviting organisations to apply to be one of three pilot sites for a small study of the model was sent out to the organisations and practitioners in the UK that are on the Beth Johnson Foundation Centre for Intergenerational Practice (CIP) mailing list; those on the list are engaged in intergenerational work and are part of the CIP support network. This e-mail, entitled "Offer of support and expertise," noted that this was a joint initiative between the Centre for Intergenerational Practice and Penn State University and described it as an opportunity to test the *Intergenerational Forum* model and see how it could both benefit their local practice and delivery and subsequently be rolled out more widely in the UK.

Representatives from 41 organisations made e-mail or telephone contact to express their interest in participating. Through correspondence with applicants over the following three weeks, the list was whittled down to seven organisations that were willing and able

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[2] The initial site was the Community Council areas of Bermondsey and Rotherhithe in the London Borough of Southwark. The South Bermondsey Partnership made the original contact with Beth Johnson Foundation with a request for assistance in training local organisations in how to develop intergenerational programmes.

to take a leadership role in reaching out across local organisations, partnerships/networks, and sectors (public, community, or voluntary) to establish intergenerational stakeholders groups and to promote intergenerational planning and coordination efforts in their community. Three of the applicants were removed from consideration because they were in communities in which community-wide structures, functioning as intergenerational networks, were already in place for generating and sustaining new intergenerational initiatives. In selecting pilot sites, emphasis was placed on ensuring diversity in terms of geographic location, type of community, and type of organisation providing leadership for the initiatives. These characteristics for the four pilot sites are noted in Table 1, below. With the exception of Dudley, which is classified as a "metropolitan borough" and has approximately 300,000 residents, the population of each site is approximately 5,000. Projects in Bermondsey/Rotherhithe and Dudley were led by one organisation, the project in Bidford was led jointly by two organisations, and the project in Colwyn Bay was led by a local partnership initiative on behalf of three organisations.

Table 1: Characteristics of the four pilot sites.

Name of Community	Region	Lead Organisation	Type of Organisation (for lead organisation(s))
Bermondsey/ Rotherhithe	An inner city area in London	South Bermondsey Partnership	*Neighbourhood Management Pathfinder* organisation.[3]
Bidford-on-Avon	A village in Warwickshire County (West Midlands)	Stratford-on-Avon District Council and the Bidford-on-Avon Parish Council	Local authority and parish council.
Colwyn Bay	A seaside town in North Wales.	Conwy Health, Social Care and Well-Being Partnership,[4] The Bay Life Initiative,[5] and Communities First, Colwyn Bay[6]	Local partnership on behalf of Local Authority, local regeneration programme, and local initiative of Welsh Assembly Government project.
Dudley	A metropolitan borough in the West Midlands (part of the "Black Country")	Centre for Equality and Diversity	An infrastructure support organisation which promotes the principles of equality and human rights (consistent with those noted by EHRC – Equality and Human Rights Commission).

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[3] This is linked to the Neighbourhood Renewal Unit which was an initiative tied to the Prime Minister's "A New Commitment to Neighbourhood Renewal: National Strategy Action Plan (Social Exclusion Unity, 2001). Pathfinder organisations were made operational in 2001.

[4] Works closely with partners made up of the Local Authority, Local Health Board, National Public Health Service, NHS (National Health Service) Trusts, Police, Fire Service, Ambulance services, the voluntary sector and community members. A number of projects support the development of joint health and social care initiatives relating to health and well- being.

[5] Encompasses a range of current key strategies and plans involving Colwyn Bay including: Coastal Defence, Waterfront, Traffic Management, Town Centre Streetscape and more recently, Communities First (see next note).

[6] This is the Welsh government's flagship programme for facilitating community participation and improvement in areas of high deprivation.

3. Research tools and procedures

Project team members used three methods of documentation to assess planning and programme development processes related to the *Intergenerational Forums* intervention: questionnaires, content analysis of planning and programme development meetings, and ongoing meetings and correspondence with lead organisers.

(a) Questionnaire

At the end of the first workshop, participants were asked to complete a questionnaire designed to ascertain their views about intergenerational interactions and programmes and about the workshop in general. In particular, participants were asked about the importance they attributed to involving young people and older adults: get to know one another better, share their feelings with one another, provide support for one another, share their points of view about the local community, and work together to improve the local community. Respondents were also asked to list the community issues or problems of greatest concern to them and for those they felt were of greatest concern to local young people and older adults. To help gauge their skills and knowledge related to intergenerational work, participants were also asked what they learned from the workshop.

(b) Content analysis of planning and programme development meetings

Minutes were kept for all workshops and major meetings and they were content analysed for thematic content. Records of conversations taking place at these sessions were synthesised into a number of key themes that fit into three dimensions:

- Themes related to engaging community residents of all ages.
- Themes related to engaging professionals and the organisations that work with community residents of all ages.
- Themes related to planning intergenerational interventions.

(c) Meetings and correspondence with lead organisers

Through ongoing correspondence with the lead organisers for each of the pilot sites, generally consisting of weekly e-mails and phone calls, we were able to keep track of the following: the actions taken by the lead organisers, progress made in creating/ expanding the intergenerational stakeholders groups, efforts to (further) develop intergenerational programme plans, the relationship dynamics between the organisations and individuals involved at the local level, and the extent to which there was significant divergence from the originally planned activity. To further explore this subject matter and to facilitate information exchange among the lead organisers, a coordinators' meeting was held in early July, 2008.

III – Planning and Conducting *Intergenerational Forums*

   A – Preparation

One essential for running *Intergenerational Forums* is to the involvement of an experienced *intergenerational practitioner* – someone who is well versed in programme planning and development – to conduct the first workshop and serve as a resource for Forum participants as they consider and plan tailored intergenerational programme strategies. One way to find such an individual is through intergenerational networks, such as the Centre for Intergenerational Practice, Wales Centre for Intergenerational Practice or Scottish Centre for Intergenerational Practice.

Also required is a lead organisation, or a partnership of organisations sharing the leadership role that is willing and able to devote staff, time, and resources to plan the forum meetings and follow up with participants afterwards. Lead organisations should meet two criteria: (1) be able to operate on a community-wide (or larger geographic area) basis, and (2) have a commitment to collaborative and inclusive working with organisations in the community, including those from different sectors (non-profit organisations, statutory agencies and the business sector).

From the pilot projects we identified that it is difficult for any one organisation to access the wide range of organisations that might want to take part in the forum workshops. Local coordinators of the pilot sites realised this early in the process, and developed the following co-leadership strategies:

- In Colwyn Bay, the primary coordinator for the forum, an employee of the Conwy County Borough Council who manages the Conwy Health, Social Care & Well-Being Partnership, quickly moved to establish a triumvirate leadership structure. She brought in the project leads of two other local initiatives tied into other partnership efforts focused on community development and cohesion issues.

- In Dudley, the lead coordinator, who is director of the Centre for Equality & Diversity, organised a steering committee consisting of a handful of local representatives of area agencies involved in work with older adults, youth, and various community development initiatives to have a discussion at a strategic level about which organisations to include in the process. A mailing list was created that consisted of over 100 key organisations in several sectors, including government agencies, non-profit groups and religious organisations.[7]

- In Bidford, the community engagement worker at the Stratford-on-Avon District Council who was identified to be the lead organiser for the *Forums* initiative moved to bring in the Clerk of the Parish Council as a co-leader for the project. This proved to be a wise decision insofar as the Clerk had good working

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[7] This group also came up with a tentative name for their overall intergenerational collaboration drive – *DIVA* (Dudley Intergenerational Visions for all Ages) – which helped in publicizing the workshops. The name was later changed to *Dudley LinkAge*.

relationships with most of the leaders of the key organisations that were being targeted for participation in the process.

These leadership-sharing tactics proved to be effective in building multi-faceted intergenerational stakeholders groups to engage and take hold of the process.

In the following section, we map out the four steps involved in planning the *Intergenerational Forums* and draw from the pilot projects to illustrate the process, including lessons learned and obstacles encountered.

B – Conducting the *Intergenerational Forum*

1. Identify local organisations for *stakeholders* group

An essential part of the *Intergenerational Forum* approach involves reaching out to a diverse group of "stakeholders," i.e., those groups and organisations that have an interest in the quality of intergenerational relations in the community. This includes organisations that aim to: support families, promote social inclusion, promote an awareness of local history, promote citizenship and volunteering, promote the arts, enhance public safety, promote active ageing, enhance appreciation of cultural diversity, teach literacy skills, and design buildings and parks. Of course it is important to include organisations that serve children and young people such as schools and youth clubs, and those that serve older adults such as older peoples' groups, pensioners' organisations and sheltered housing complexes.

One way to reach such a diverse group is to form strategic alliances with local partnerships in the areas of: local regeneration and neighbourhood renewal (such as the *Neighbourhood Management Pathfinder* scheme in England and the *Communities First* network in Wales), health and wellbeing networks and partnerships, older people's forums and advisory groups, children and youth participation and advocacy groups, community safety, lifelong learning, and volunteering.

Another outreach strategy involves publicising the Forum's meetings in the local media. For example, the lead coordinator for the Bermondsey/Rotherhithe project produced a brief advert that was featured in the lead organisation's neighbourhood magazine. They also placed an article/insert in local newspapers to advertise the workshops and the overall aspirations of the approach. This proved to be an effective strategy in extending the outreach effort beyond the groups and organisations with which his organisation already had a relationship.

Another useful way of publicising local Forum initiatives is through creating and distributing flyers to various organisations in the community. (See Appendix 3 for a copy of the flyer used to advertise the Dudley *Forum*.)

Beyond the strategies noted above, probably the most powerful outreach tool is word of mouth. Leadership team members drew upon their relationships with neighbourhood

leaders to encourage them to attend the workshops and bring along other professionals and community members.

Ideally, the outreach effort should result in the creation of a diversified group of stakeholders who: have different types of skills (e.g., in programme planning, policy development, and evaluation), contribute perspectives gathered from different disciplines, work with different types of client groups, and who have access to different funding streams.

One of the lessons learned from the pilot projects was that there are limitations as well as advantages associated with creating a very diverse working group. The recruitment strategy noted above does not differentiate between professionals with different levels of experience and expertise. For example, at one pilot project, the workgroup included: volunteers, consultants, frontline workers, supervisors and CEOs. Whereas the discussion was quite rich, the wide range of skills and interests became challenging later on, particularly in terms of accommodating individual needs and interests, and in figuring out who does what on agreed upon group tasks.

2.   Provide training on intergenerational programmes, practices, and possibilities

This first workshop typically begins with welcoming the participants (also referred to as the *stakeholders* group), and people introducing themselves and their intergenerational experiences and interests. After this, there are three components to this workshop: an introduction to working with multiple generations, a preliminary discussion about local concerns, and an initial brainstorming session on intergenerational strategies and activities for addressing these concerns.

(a) Introduction to intergenerational work

This part of the training involves providing an overview of intergenerational work, including definition, rationale, principles for effective practice, and examples of programmes. A PowerPoint presentation is used to introduce the topic and participants also do some hands-on warm-up activities that they could use with the intergenerational groups with which they work. The Centre for Intergenerational Practice can give advice on the content of this presentation.

The "5 R's" framework is used to introduce the essential elements of intergenerational programmes.[8] The 5 R's stand for the following:

- *Roles* that are meaningful for all participants.
- *Relationships* that are intentionally fostered between youth and older adults.
- *Reciprocity* between older adults and youth.
- *Recognition* that all generations should be valued and respected.
- *Responsiveness* to community needs.

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[8] This is based on a framework developed by the Center for Intergenerational Learning at Temple University (in Pennsylvania, U.S.).

The main thing is that participants gain a basic understanding of the intergenerational field, including a sense of what it means to look at human and community development issues from within an "intergenerational perspective." The goal is to broaden participants' understanding of the contexts in which intergenerational strategies can make a difference in the lives of individuals, help support and strengthen families, and contribute to a more robust community life.

The session aims to introduce a variety of strategies for developing and implementing intergenerational programmes. Insofar as a lot of work has already been done in this area, we recommend using key resource materials, such as the EAGLE Toolkit for Intergenerational Programmes (EAGLE, 2008). Other useful resources can be accessed through the websites of organisations such as the Centre for Intergenerational Practice (http://www.centreforip.org.uk), Generations United (http://www.gu.org), and Penn State University (http://intergenerational.cas.psu.edu).

(b) Discuss local concerns

The next part of this workshop session involves a facilitated whole group discussion about some of the critical issues in the community. Community concerns could be related to governance, community organisation and planning, economic development, environmental quality, education, antisocial behaviour on the part of some residents, or family problems. This is also a chance for the group to discuss demographic and social changes that might make it difficult to create the kind of caring community that stakeholders envision. For example, if there is an influx of residents who work and also take leisure activities outside the area, they might not "mix" as much in the community as residents in the past, and this might have negative consequences for social relations in the community.

This discussion should go beyond just making a list of large-scale community concerns. If, for example, a meeting participant notes that a major concern is increasing "tension between the generations," then the facilitator should ask participants to come up with specific dimensions of the problem. Issues that might come up in such a discussion might be: "adult complaints about noise or other disturbances from teenagers," "young people who feel they have no place to go," and so forth.

During such discussion, it is natural for there to be some disagreement as to the nature or severity of certain problems in the community. Insofar as the goal of this preliminary discussion is to identify and discuss concerns, the voicing of divergent perspectives should be encouraged. It is through discussion and debate that the stakeholders will gain a better understanding of each other's thoughts about what is needed to improve the community.

To facilitate discussion about community issues, it helps to bring in maps, photos, needs assessment reports, newspaper reports, and other resources that can help draw attention to local needs and resources. A technique for generating an intensive community

assessment discussion is to bring in historical and current maps of the same sites and then ask participants to compare and contrast in terms of various quality of life indicators, such as recreational opportunities, economic conditions, social relations, and environmental health. This type of approach, which can be characterised as a "participatory appraisal" method, can be expanded upon by using techniques such as "spider diagrams, wish trees, drawings, and flip charts with post-it notes" (Hanfling, Majeed, & Cox, 2007, p. 48).

<div align="center">(c) Brainstorm intergenerational strategies to address these concerns</div>

Following the discussion about concerns in the community, participants start to brainstorm ideas for intergenerational strategies that can help address these concerns.

To take an *intergenerational perspective* means that even when a problem seems to "belong" to a particular age group of individuals – e.g., frail older adults who are isolated in the community, teenagers who are uncertain about career path, and children from immigrant families who have poor English language skills – solutions are crafted that involve people of other generations, in roles such as carers, mentors, and co-learners. The issues cross agency boundaries, and therefore, so too must the intervention strategies.

It often helps to reiterate key components of an "intergenerational approach":

- Collaboration across systems that serve different age-groups.
- Activities that are mutually beneficial for both younger and older participants.
- A lifespan approach to community-building.

Keep in mind that people may have different definitions of phrases such as "intergenerational strategies" and "intergenerational agenda." We recommend working with a broad definition, one that refers to more than just programmes in the sense of specific projects with set activities, timeframes, participants, and funding streams. The group may also want to consider ideas for establishing or influencing policies, conducting publicity campaigns aimed at drawing public attention to positive examples of intergenerational interaction, creating physical environments that support intergenerational exchange, conducting special events that are tied to annual events (e.g., Grandparents Day), and hosting festivals and celebrations that emphasise local traditions and heritage. In respect of terminology, we sometimes use the term "programmes" to refer to this broader ensemble of intergenerational initiatives.

The following are questions that can be used to prompt discussion about what it means to take an intergenerational approach to local issues:

- To what extent do local young people and older adults have similar feelings and views about a particular issue or problem?
- In what ways can they find common ground and work together to address the issue?
- What unique perspectives, resources, and abilities do people of different generations have that could help address the issue?

- Older adults tend to be quite knowledgeable about the distinctive history and cultural heritage of an area.
- Young people too have knowledge and distinct perspectives of the local community.
- Both young people and older adults spend much of their time in the local area and are keenly aware of what takes place in the community.
- Older people often have the knowledge and sense of perspective to complete a given project.

- How can intergenerational cooperation and teamwork be facilitated in order to help address the issue?
- How might an intergenerational group be suited for the task of exploring how the community has changed or is changing over time?

It is also worth focusing in on desired community activities for which there is likely to be a shared interest; this includes storytelling, crafts, and community investigation activities.

Another way to generate intergenerational intervention ideas is to challenge participants to consider ways in which an intergenerational approach might enhance the work they do (or want to do). Since the stakeholders' organisations are already engaged in activities aimed at improving life for local people, this simple question might elicit more ideas for developing intergenerational projects that are relevant to local needs and conditions.

3. Explore intergenerational strategies for addressing community priorities

We recommend beginning the second workshop with a review and further discussion of the participants' community concerns and the list of intergenerational intervention ideas they generated to address them. This can naturally move into the task of selecting 3-5 of the intergenerational ideas generated by the group which draw the most interest and excitement, and so developing the "intergenerational agenda."

It is also important for the group to explore how the various project ideas fit together conceptually and to start discussion about possible ways to structure the workgroup's future efforts. All of these facets of discussion are interwoven. We learnt from the four *Intergenerational Forum* pilot sites that it was not enough to come up with intriguing intergenerational project ideas. The progress that was made in developing a conceptual framework and organisational structure for the workgroups provided essential direction (and motivation) for those working on the specific projects.

(a) Choose 3-5 project ideas for further development

This process involves taking the large number of potential project ideas (from the brainstorming process) and narrowing the list down to those of highest priority and with local champions behind them (i.e., people willing to take a leadership role for these project ideas).

There are various ways to choose which projects should take priority. The simplest is "show-of-hands" voting. A more elaborate system involves placing a list of the project possibilities in an easily accessible area of the meeting room and having participants place three small stickers next to the titles of the projects deemed most important. After further discussion, and perhaps an effort to integrate some lower priority ideas into the higher priority ideas, the process results in 3-5 intergenerational intervention ideas that the meeting participants agree to develop further, either as an entire group or in smaller groups that report back to the larger group.

Here are some key questions to help in further developing the intergenerational ideas:

- What are the goals and objectives?
- Who are the participants and how will they be recruited?
- What are the intergenerational activities/ practices that will be organised?
- What other organisations/ agencies/ schools/ institutions/ key people should be involved in the project?
- How will the project be funded?
- How will the project be monitored and evaluated to make sure that objectives are met?

Before the end of the meeting, the full group needs to decide upon which of the 3-5 programme ideas will be further developed as part of the overall *Intergenerational Forum* effort or agenda. For each of the priority initiatives, there should be a working party of stakeholders willing to work together after the meeting to further develop the programme concept and planning process. Ideally, there will be one or two people willing to "champion" each initiative; this involves taking a leadership role in pulling the group together, facilitating communication within the group, organising meetings, and generally supporting the efforts of the group.

(b) Develop a framework for guiding the group effort

Beyond simply coming up with 3-5 intergenerational ideas, there needs to be a framework for how they fit together as part of a coherent, community-wide intergenerational strategy.

One thing that has been found helpful is to use the metaphor of an *umbrella* (see Table 2, below). Each prong of the umbrella represents a programme concept that the group collectively agrees will play an integral role in its community-wide intergenerational plan. For each prong or project idea, there is a distinct group of partners committed to that initiative. Inside the umbrella is a list of major themes that cut across all of the initiatives. These are key principles for operation that all demonstration projects will abide by. Some examples include:

- *Participatory decision-making* (where possible, young and older participants will be involved in making decisions about how the programme functions, including choice of activities, when they are held, and who takes part).
- *Emphasis on social inclusion* (people will not be excluded on the basis of their age, gender, physical ability, etc.).
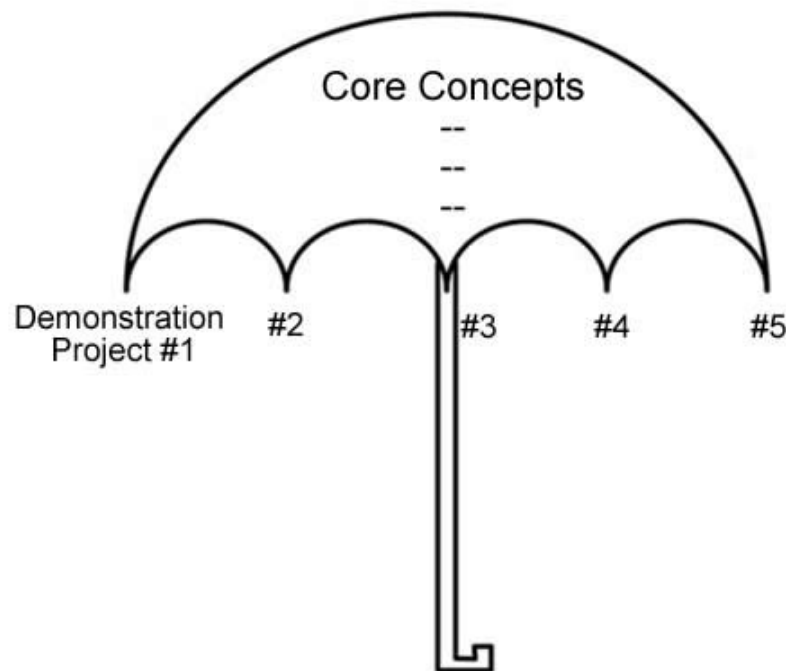
- *Emphasis on people's assets* as well as their needs.

Once the "umbrella" is in place, the group will be clear on 3-5 general project ideas to pursue as well as an overall conceptual framework for tying these ideas together. The prongs on the umbrella as well as the overarching principles will likely change as programme ideas are further considered and take form.

Table 2: Framing the community-wide intergenerational strategy.

Community Intergenerational Strategy- Main Program Areas

Core Concepts
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Demonstration Project #1   #2   #3   #4   #5

(c) Figure out the structure of the group

By the end of the second workshop meeting, it is important to confirm whether participants want the working group to continue functioning. If the answer is yes, then the group can begin to address issues related to the goals and structure of this collective group effort. It will take time, undoubtedly over at least several additional meetings, for the group to figure out and put in place an organisational structure that is a good fit with the circumstances affecting their community.

Each workgroup needs to specify the functions it will perform. Here is a list that covers the breadth of possibilities considered by the intergenerational stakeholder groups at the four pilot sites:

- Manage an *information exchange network*: Might involve creating a mailing group, networking meetings, a newsletter, and other means to exchange information related to intergenerational programmes and practices.

- Keep an *inventory* of local intergenerational projects: This might involve creating a resource directory of local organisations that provide intergenerational activities, programmes, and/or resources for the community.

- Plan and launch *pilot projects*:
  - Create opportunities to build partnerships that will result in an increase in formal intergenerational programmes in the local area.
  - Design and implement pilot (or demonstration) projects; these are good practice models that result in improving the quality of life in the community and which can be replicated in other areas.[9]

- *Run stories* in the media that challenge age-related stereotypes and contribute to intergenerational understanding.

- *Advocate* on behalf of local (and perhaps regional and national) policies that support the development of new intergenerational programmes and practices.

- *Provide support services* for member organisations: This might include:
  - programme publicity services,
  - consultation and support for resource development, and
  - technical assistance in areas such as programme planning, staff training and programme evaluation.
  - conducting training workshops

- *Signature projects*: A signature project can be a special event, celebration, or campaign that is closely associated with the network. Signature projects can be tied to annual events such as Grandparents Day.

- *Awards Programme*: Many intergenerational specialists work in organisations that do not value or even acknowledge their efforts. When a formal group or organisation singles out an intergenerational programme for recognition and an award, this adds a sense of legitimacy to that effort and often encourages administrators to be more supportive of their "award winner."

- *Web site*: A well-designed website can be an effective tool for communicating the group's message, accomplishments, and opportunities for professionals and members of the public to become involved to a diverse audience.

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[9] These could be framed as "incubation" projects. After the model has been developed and has been in operation long enough to figure out if it key objectives are met, if it is found effective, this involves passing management responsibilities on to other organisations. This enables the workgroup to avoid taking on the formidable task of establishing a resource-intensive programme management operation.

Figuring out how the workgroup will function is a process that takes time, particularly in terms of determining how the workgroup will relate to other local efforts.

For example, in Dudley, after several discussions between members of the *Dudley LinkAge* group and the Dudley *Intergenerational Themed Action Group*,[10] an arrangement was made to make the former group an informal forum that is young- and old people-friendly feeding into the Themed Action Group ideas and strategy for intergenerational activities across the borough. The Intergenerational Themed Action Group would remain a 'strategic lead' body, raising the overall profile of intergenerational activities via the Dudley Community Partnership (LSP) and other borough wide strategic plans. By merging the two bodies yet having two levels of operation gives the opportunity for members of the LinkAge group to attend meetings of the Intergenerational Themed Action Group. Local young people and older adults also benefit from having more opportunities to participate in a manner that will empower and motivate them.

The Dudley example illustrates an additional point about making decisions about organisational structure, i.e., the value of being pragmatic as well as collaborative.

> 4.   Further develop intergenerational projects and overall group structure

Two workshops are clearly not nearly enough time to accomplish all of the tasks noted above. Additional work is needed to further develop the 3-5 programme ideas that make up the overall intergenerational agenda and to plan an organisational structure for the collective effort.

The working party for each programme idea should meet in small groups to further work aimed at identifying measurable objectives, the participants to be targeted, the organisational partners, the activities, and evaluation plans. Larger meetings can be held in which representatives from each of the working parties report on progress that has been made. It often helps to bring in additional people and resources to offer technical assistance and support at these meetings.

There are also various types of meetings and events that the working party might promote to further establish its footing in the community. Here are some examples:

- Host additional training workshops to expand the workgroup and the number of individuals who are trained in intergenerational practice.
- Organise events to inform professionals and the general public about local intergenerational programmes.[11]

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[10] This is a group of statutory agencies that began meeting several years earlier to consider intergenerational actions for Dudley.

[11] For example, Age Concern Bradford organised an event called "meet, mix, and match." This event, which included presentations from the local youth parliament and "senior power" group, and workshops on reminiscence and art, was billed as an opportunity to "celebrate intergenerational work in Bradford North and explore how further work can be achieved" (Age Concern Bradford, 2008, p. 6). Special events can also be organised to help recruit volunteers for existing intergenerational programmes.

- Publish a newsletter inviting input from community residents of diverse age groups and publicizing opportunities for constructive intergenerational dialogue.

C – The *Intergenerational Forum Approach* at a Glance

Table 3: *Intergenerational Forum approach* at a glance.

Phase	Focus
Preparation	Identify organisation(s) at the local level to lead the organising effort. Find an individual to conduct a workshop on intergenerational practices and to provide consultation throughout the process.
Establish a Stakeholders Group [Before the first workshop]	This group of organisations will oversee the development of an intergenerational agenda with the community. Participants are recruited from various sectors (statutory agencies, non-profit organisations, faith organisations, and businesses) and disciplines.
Workshop #1: Introduction to the intergenerational field	Train stakeholders group in intergenerational programmes, practices, and possibilities. Begin discussion about local concerns and brainstorm intergenerational strategies to address these concerns.
Workshop #2: Explore intergenerational strategies for the community	Establish an "intergenerational agenda" for the community that consists of 3-5 programme ideas for addressing priority issues/ problems in the community. Begin to formulate a shared vision and operating framework for the workgroup.
Subsequent small and large group meetings	Continue to develop the overall working party functions and further the component programmes. Create a solid core group (leadership team), with "champions" to organise work on the individual programme ideas.

D – Details of the Four Pilot Projects

This section highlights some of the intergenerational programme ideas and programme development processes that emerged from the four *Intergenerational Forum* pilot sites in the UK. We also draw attention to some of the factors that had a bearing on the overall functioning of the stakeholder groups.

1. Programme ideas

The intergenerational stakeholder teams at the four pilot sites identified a wide range of intergenerational strategies. Some of these strategies, including the community concerns/ problems they identified are noted in Table 4, below.

Table 4: Intergenerational strategies for addressing community concerns.

General Community Concern	Dimensions of the Problem	Intergenerational Strategies*
Social Relations	• Limited opportunities for young people and adults to meet one another. • Limited activities (organised and non-structured) for young people. [Includes need for places where young people can hang out informally without conflicting with older people.]	• Town Crier Youth Corps (Bidford): The local Town Crier will teach communication skills and contribute to the character development of local youth. [Described below.] • The development of a multi-generational facility (Bidford): Involves exploring ways to transform a run-down youth centre that needed reconstruction anyway, into a centre that can serve as a hub for cross-generational activities. • Provision of "youth-space" which is recognized as such by the community as a whole (Bidford). • Conflict resolution (Bermondsey/ Rotherhithe): The development of an open conversations programme aimed at mitigating the anti-social behaviour of some youths that cause concern for older adults living in a council estate.
Community Safety	• Concerns about safety: Some adults express concerns about young people's antisocial behaviour.	• "Getting-to-Know You" workshops conducted by Neighbourhood Policing Team, (North Wales Police, Colwyn Bay). [Described below.]
Lifelong Learning	• Need for more opportunities for older adults to engage in lifelong learning pursuits. • Lack of integration between lifelong learning activities for older adults and educational activities for young people.	• Lifelong learning initiative (Colwyn Bay): An effort to transform a primary school into a "community of learning," where older adult "lifelong learners" contribute to the intellectual and emotional growth of children and young people. • Intergenerational work at the Pumphouse Museum (Bermondsey/Rotherhithe): The museum is a rich resource for intergenerational programming. It has an extensive collection of local historical artifacts and a group of dedicated volunteers who have a good working knowledge of the area and its history. Through its links with local schools, residential homes, and relations with some of the organisations met through the BRING workshops, the museum has plans to expand its leadership and programme

		offerings in the intergenerational area.
Community Cohesion & Pride Many residents have limited knowledge about, and a limited sense of pride in, their community.	• Not enough opportunities for community residents to meet one another. • Many community residents are unaware of the assets ("treasures") in the community in which they live.	• The Blue – Town Centre for All Ages": Involves organising a series of community events in the main square in the Blue town centre (South Bermondsey) as a means for reducing the social isolation of residents and reinforcing a positive sense of community identity. [Described below.] • Walking tours and multi-media introductory experience for newcomers to the community (Colwyn Bay). [Described below.]
Health & Well-Being Concerns about healthy living.	• Poor diet and the growing incidence of obesity. • Lack of knowledge and skills around good nutrition and cookery skills. • Limited access to local, affordable produce. • Lack of family activities to promote physical activity.	• Intergenerational cooking and nutrition education classes (Colwyn Bay): Using the local leisure centre as a community hub, the centre café will be used to conduct intergenerational healthy eating classes, provide health and well being advice, and promote intergenerational physical activities. Pieces of land within a local park will be allocated for allotments for growing vegetables.
Community Involvement & Participation	• Young people have limited opportunities for making their views known on community issues. Also, lack of integration between young people's forums and older adults' forums.	• Intergenerational advisory group (Dudley): A strategy for developing an age-integrated platform for community change [Described below.]

   * Each of these intergenerational ideas was proposed as a new programme or as a modification (usually an expansion) of an existing programme. To varying degrees, these initiatives are being worked on by intergenerational stakeholder group sub-committees; some are more likely to come to fruition than others.

Here is more information on some of the intergenerational strategies noted in Table 4 (above):

- Town Crier Youth Corps (Bidford): A small group of young people in Bidford will work closely with the local town crier (a pensioner) to enhance their communication skills and provide a community service to the town. After completing a 30-hour training program, the young people will become official Town Crier Youth Corps members. As such, they will help to organise and carry out various public outreach activities aimed at enhancing residents' awareness of local events, programmes, volunteer opportunities, and other civic engagement opportunities. The Town Crier, with the assistance of youth workers and educators in the district, will conduct the training and oversee the programme. He will also serve as a mentor for the students. Beyond teaching the young people Town Crier skills, he will provide support and guidance in matters related to character development, interpersonal relationships, and sense of public service. The proposed

programme also aims to test a new strategy for finding and nurturing the next generation of Town Criers.[12]

- "Getting-to-Know You" Workshops conducted by Neighbourhood Policing Team officers (Colwyn Bay): Police Community Support Officers and Community Beat Managers (Neighbourhood Policing Team, Colwyn Bay) were trained to conduct an hour-long "Getting-to-Know-You" workshop with groups of young people and older adults in their catchment areas. The workshop involves discussion and activities designed to raise participants' awareness of the feelings and life experiences of people of other generations. This is a proactive approach for dealing with the intergenerational tension and conflict that often arises in communities, e.g., when adults complain about young peoples' behaviour in public settings, when young people feel judged by local adults, and when disagreements about petty things, such as whether a young person's bicycle is touching someone's front lawn, escalate into full-scale, potentially dangerous arguments. This represents an effort to add a new dimension to the community relations role of Police Community Support Officers, beyond the typical functions of logging anti-social behaviour, assisting victims of anti-social behaviour, and finding and punishing perpetrators of anti-social behaviour.

- "The Blue: A Town Centre for All Ages" (Bermondsey/Rotherhithe): The Blue is a town centre based in South Bermondsey that is ranked amongst the 10% most socially deprived in the UK. The area has low levels of community cohesion and opportunities to increase the vibrancy and the diversity of the area are rare. With the aim of promoting the Blue as a place to spend time, visit and shop, a programme of community events has been set out with the support of the local community and a range of agencies. Events include: theatre performances, musical events, dance performances, a film screening, a Cockney festival, and a traditional games day. The aim is to attract members from different generations (children, young people, middle age and older people) so that they can participate and mix in a range of activities with other people. Members of the stakeholders group are being asked to promote these events within/outside their organisations and arrange for their users/members/residents to be actively involved.

- Walking tours and multi-media introductory experience for newcomers to the community (Colwyn Bay). A sub-committee of the stakeholder's group in Colwyn Bay is developing a series of walking tours, "treasure hunts," and other community exploration activities to welcome newcomers to the town and learn how it is seen and experienced by residents of all ages. Emphasis is placed on the positive elements of Colwyn Bay, including historically significant sites as well as the local institutions, traditions, and events that increase the quality of life in the town. For those unable to participate in the planned community walks, committee members are exploring ways to develop an interactive, web-based "virtual walk."

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[12] The idea for this programme came up in the context of a community meeting (parish annual meeting) in which there was a lot of discussion about loitering young people and ways to generate police action when they get to be a disturbance.

- Intergenerational advisory group (Dudley): This is an effort to bring members of two youth advisory committees and an older people's advisory committee together to work on developing an age-integrated platform which consists of recommendations for community change that meet the needs of young people as well as older adults. This group aims to empower local young people and older adults to play leadership roles in efforts to plan new intergenerational initiatives.

2. Programme development process

(a) Overview

The most compelling intergenerational ideas generally emerged when there was rich conversation about local issues and the need for collaborative action. The programme ideas noted above focus on real issues of local concern, including: the need for more positive social activities for young people, the need for places and programmes that enable people of different generations to get to know one another, and the need to revitalise civic pride and community engagement. There was never a need to fabricate ideas for intergenerational engagement that were not grounded in the concerns and experiences of local residents, as reported by the professionals who work with them.

Pilot sites varied in terms of their ability to convert general intervention ideas into specific programme plans, with clear objectives and parameters for programme operation. The most effective workgroups established sub-committees, each with a "champion," to guide the development of the programme ideas.

(b) Programme partnerships

Intergenerational Forum participants came up with programme ideas that included multiple partners, including organisations that focus on local history, the arts, community safety, community planning, parks and recreation, festivals and celebrations, BME (Black and Minority Ethnic) issues, and disability issues.

An example of a creative, multi-agency partnership which can be found in Bermondsey/ Rotherhithe is the involvement of a local museum as a partner in an intergenerational programme conceived as a way of conveying pro-social values to youth engaged in delinquent behaviour. The museum's involvement makes it possible to establish a hands-on learning component focused on local history.

3. Factors that affect how the *stakeholder* groups functioned

As noted earlier, it is important for the intergenerational stakeholder groups to consider how their various programme ideas could be conceptually and organisationally linked. This section reviews some of the issues and techniques to be considered when working to establish a cohesive, multi-faceted intergenerational strategy.

<center>(a) Workgroup identity</center>

One way of helping to develop a distinct identity for the stakeholder group is to name the group. At meetings in Colwyn Bay, Bermondsey/ Rotherhithe, Dudley, and Bidford, participants selected the following names for their workgroups:

- Colwyn Bay: **"BRAG"** (**B**aylife **R**eaching **A**cross **G**enerations)
- Bermondsey/Rotherhithe: **"BRING"** (**B**ermondsey/**R**otherhithe **I**ntergenerational **N**etworking **G**roup).[13]
- Dudley: "**Dudley LinkAge**"
- Bidford: **BIG (B**idford **I**ntergenerational **G**roup)

Coming up with a name for the group for which there is group consensus reflects an implicit agreement that the working group will continue to meet and function.

Of course the name the group chooses is only one of many factors that influence a workgroup's sense of identity and unity. It is also important to look at:

- The nature of the group's mission.
- The intended primary function of the group. It can be a network, coalition, working group, think tank, informal forum for programme planning, or a *broker*.[14]
- Existing relationships between organisations: Is there a tradition of collaboration?

<center>(b) Workgroup composition, dynamics, and leadership</center>

The level of attrition and the rate of new people joining the stakeholder groups are two factors that have a bearing on the stability of the workgroups, workflow and group dynamics. In the pilot sites, approximately 10-20% of the people who attended the first workshop did not attend the second one, and another 10-20% of the group dropped out of communication after the second workshop. In terms of new people joining the process after the first workshop, in two of the sites, about 25-35% of the participants became active in the Forums initiative after the first or second workshops. In the other two sites, latecomers to the groups consisted of only about 5-10% of the total group.

We learned that there are many reasons why an individual might choose to disengage from a collective organising process, including: already overburdened schedules, personal histories of dissatisfying experiences with collaborative endeavours (such as ineffective meetings and squabbles between groups), feelings of not having much in common with other members of the collective effort (e.g., in terms of their job functions and the populations with which they work), inability to get buy-in from within their own

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[13] The underlying concept is that everyone *brings* something to the group.

[14] The primary function of the Bermondsey/Rotherhithe initiative as articulated by its lead organiser is to serve as *brokers*. "We work to create links and offer opportunities to work together."

organisation, and a point of view that one could do better in finding resources for their organisations by working independently rather than cooperatively with other groups.[15]

Newcomers to the workgroups added skills, resources, and energy to the collective efforts. However, for the two sites which saw a large influx of new members, we also noted some difficulties; changes in group composition contributed to some unevenness among members in terms of their level of understanding about intergenerational programmes and the degree to which they "bought into" the underlying objectives for the Forums process. This is not an insurmountable challenge, but it is one that needs to be addressed in the meetings, e.g., through longer introductions, providing summaries of previous meetings, and allowing for additional dialogue about group goals and procedures.

One lesson learned is that the leadership team needs to be clear from the beginning that there are expectations regarding involvement in the group effort, e.g., that people will share information about what they do, listen and learn from other members of the group, and contribute at least something to the group effort. More specifically, it is important to clarify the expectation that participants attend both of the preliminary workshops, if possible.

We also learned that staff changes and changing roles can influence the way things develop. The process in Bermondsey, for example, where the lead organisation lost half of its funding halfway through the project made it difficult for the organisation to continue providing a high level of coordination assistance. However, quite fortunately for the *Intergenerational Forum* effort in that community, the subsequent realignment of staff positions changed the lead coordinator's position to an area of responsibility more closely aligned to the goals and efforts of the intergenerational stakeholders group. This also illustrates the importance of "fit." The more that intergenerational work fits into the remit of the lead organisation, the more time the staff will be able to devote to the collective effort.

There is a constructive tension between trying to provide strong leadership that is conducive to making quick, efficient decisions, and trying to involve members and prospective members in decision-making processes. The goal of trying to find a balanced governance structure for addressing both needs can be an elusive one. It is not only a matter of trying to be efficient, but to create an atmosphere that is conducive to building trust and strong relationships between the intergenerational stakeholders.

Naturally, no one organisation could or should try to meet every member's needs. Yet it is possible to accommodate members who articulate different reasons for joining and have different visions for how the group will operate. The key, in our view, is to take the core stakeholder group members through a planning process focused on developing a cohesive vision, and finding consensus on issues of structure and governance.

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[15] We encountered this last factor only once, but noticed that it did have a chilling, though temporary effect on the group dynamics for those who stayed engaged in the workgroup.

(c) Dealing with the issue of funding

At some point, the question of funding will likely come up. Funding makes it possible to hire a professional staff to support the collaborative as well as the work of the member organisations. However, it is not purely a financial issue. Some of the statutory organisations may, subject to a strong case being made, divert existing resources to support intergenerational activity.

Intergenerational Forum collaborators can articulate how what they are proposing fits into a larger, multi-faceted, multi-agency action plan for achieving a cohesive vision for intergenerational living in the community. Such a collective approach runs counter to how funding is often doled out, where the grants system contributes to competitive rather than collaborative relations between organisations, and often results in a series of fragmented, disconnected initiatives rather than a collective response to problems of mutual concern. This strategic approach can help influence fundholders and how they make their investments.

For additional discussion about issues related to funding intergenerational work, see Hatton-Yeo (2002). This 12-page document provides practical advice and guidance on planning well thought out pieces of work that will be attractive to funders.

IV – Conclusions

This publication aims to describe the procedures, range of practice, and some things to keep in mind when using the *Intergenerational Forum* approach as a planning tool for developing a community-wide, multi-faceted intergenerational strategy.

The *Intergenerational Forum* approach aims to bring together organisations that have a commitment to the community and help them create a common agenda – an intergenerational agenda – for improving conditions and quality of life in the community. Instead of focusing on single issues and coming up with a series of disconnected programmes ideas for addressing them, emphasis is placed on identifying the connections between issues and figuring out collaborative efforts to plan an interconnected series of programmes that can meet the needs of the broader community.

In considering lessons learned from the four Forums piloted in 2008 in diverse communities in the UK, we feel the model is best characterised as the *initial stages* of a strategic partnership. Even as a beginning, the *Intergenerational Forums* process is valuable. It contributes to local professionals' confidence and skills for doing intergenerational work, builds trust between organisations with intergenerational programming interests, and results in a road map of sorts for guiding future intergenerational work in the community.

Following the *Intergenerational Forums* workshops, there needs to be follow-up in terms of consolidating the partnership arrangements that are necessary to formalise the

organisational structure of the overall workgroup and build programme plans that fit within the intergenerational agenda.

To create a sustainable entity, that can evolve along with changing local needs and conditions, will take time and resources, commodities that many organisations have in short supply. Nevertheless, it is vital to work toward establishing some sort of anchor to sustain the partnerships, continue to build the knowledge base, and obtain the resources necessary to continue running the initiatives. Otherwise, local efforts to generate intergenerational innovation will be lost.

The majority of the individuals with whom we worked to pilot this model have displayed a commitment to the collaborative aspects of the Int*ergenerational Forum* model. Two months after conducting the four pilot projects, all sites have active working parties that are moving forward to put into place the plans that were generated in their workshops.

The aim is to achieve convergence between the bottom-up efforts of the *Intergenerational Forum* approach (aimed at engaging key organisations and community activists) and the efforts of statutory agencies that are looking for ways to bridge the agendas set out for young people and older adults, and develop policies that provide for a more comprehensive and responsive system to support all age groups.

It is too early to tell whether the collaborative efforts underlying the *Intergenerational Forum* pilot projects will have an influence on the organisations and conditions in the host communities over the long run. However, the learning from the pilots has produced a structure and model for collaborative cross generational and cross partner consideration of local issues that is an important addition to the tools available to us to build better connected communities.

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Appendices

Appendix 1: Names and contact information for lead organisers for the *Intergenerational Forum* pilot Sites.

Lead Agency	Lead Persons and Contact Information	Community/ Site Location
Stratford-on-Avon District Council and the Bidford-on-Avon Parish Council	**Elisabeth Uggerløse**, Clerk to the Parish Council Bidford-on-Avon Tel/Fax: 01789 778653 info@bidfordonavonpc.demon.co.uk. Also: **Steve Newman**, Policy Officer Stratford-on-Avon District Council, Elizabeth House, Church Street, Stratford Upon Avon, Warwickshire, CV37 6HX Ph: 01789 260801 Email steve.newman@stratford-dc.gov.uk Web: www.stratford.gov.uk	Bidford-on-Avon, Warwickshire County
Centre for Equality & Diversity	**Kenneth Rodney**, Chief Executive Centre for Equality & Diversity 16a Stone Street Dudley, DY1 1NS Ph: 01384 456166 Fax: 01384 861010 E-mail: kenneth.rodney@cfed.org.uk	Dudley, West Midlands
Conwy Health Social Care & Well-Being Partnership	**Libby Evans**, Acting Health and Well-Being Partnership Manager Conwy Health, Social Care & Well-Being Partnership, c/o Conwy County Borough Council, Central Office, Builder Street, Llandudno, Conwy , LL30 1DA [North Wales]. Ph: 01492 574070 E-mail: libby.evans@conwy.gov.uk	Colwyn Bay, North Wales
South Bermondsey Partnership	**Carles Ferrer Miralles**, Neighbourhood Management Coordinator South Bermondsey Partnership South Bermondsey Children and Parents Centre Tenda Road, London SE16 3PN Ph: 020 7525 0934. E-mail: Carles.FerrerMiralles@southwark.gov.uk Web: www.southwark.gov.uk/sbp	Bermondsey/ Rotherhithe (London)

Appendix 2: Workshop dates and number of participants.

Community/ Location	Workshop #1		Workshop #2	
	Date	Number of participants	Date	Number of participants
Bermondsey/ Rotherhithe (London)	Feb. 26, 2008	14	March 10, 2008	12
Bidford	June 16, 2008	12	June 23, 2008	11
Colwyn Bay	May 8, 2008	29	May 15, 2008	23
Dudley	May 2, 2008	15	May 19, 2008	19

"Dudley Intergenerational Visions for all Ages"

Intergenerational programmes and possibilities"

Part I: 2ndth May 08 ; Part II: 19th May 08, 2008*

10.00am-3pm, Savoy Centre,Northfield Road Netherton, Dudley DY2 9ES.

Are you interested in helping to create opportunities for Dudley residents of all ages- including children, young people and older adults – to get to know one another better and work together to improve the quality of life for all residents?

Then come along to the intergenerational work training workshops:

Lunch and refreshments will be provided

These workshops are organised by the Centre for Equality and Diversity in partnership with the Beth Johnson Foundation and Penn State University, USA. These workshops are aimed at groups and organisations that operate in the Dudley Borough only. Participants will be expected to be part of a leadership group promoting intergenerational programmes and practices in the Borough.
Following the 19th May, a series of shorter sessions will take place to assess the progress of the participants in developing local projects.

Appendix 4: Sample agenda for workshop #1.

Centre for Equality and Diversity in partnership with
The Beth Johnson Foundation and Penn State University

Dudley Intergenerational Forum – Workshop #1

Savoy Centre Netherton Dudley

May 2, 2008

AGENDA

- Welcome & Introductions [10:00-10:15 a.m.]

- Presentation [10:15-11:15 a.m.]

    – Overview of this session

    – Why intergenerational?

    – Introduce some intergenerational programme ideas

- Break [11:15-11:30 a.m.]

- Some hands-on activities [11:30 a.m.-12:15 p.m.]

- Lunch [12:15-1:00 p.m.]

- Review of principles for effective practice [1:00-1:30 p.m.]

- "Thinking intergenerationally" exercise [1:30-1:50 p.m.]

- Discussion: Intergenerational work in Dudley [1:50-2:45 p.m.]

    – What are some local issues of concern?

    – What are some intergenerational strategies for addressing these issues?

- Session evaluation [2:45-3:00 p.m.]

Appendix 5: Sample agenda for workshop #2.

AGENDA
Colwyn Bay Intergenerational Forum

[Conwy Health, Social Care & Well-Being Partnership, The Bay Life Initiative and Communities 1st Colwyn Bay, in partnership with The Beth Johnson Foundation and Penn State University]

Workshop #2 – Thursday, May 15, 2008 [10:30 a.m. – 3:00 p.m.]

Overall objectives:
--Continue to explore ways how an intergenerational (IG) approach can enhance the work you do and improve the quality of life in Colwyn Bay.
--Decide upon a set of IG strategies that you want to develop further as a group.
--Lay out a structure for how this group will function in its efforts to promote IG strategies in Colwyn Bay.

(1) Review from last meeting: [1 hour]

(A) Intergenerational studies field

(B) Quality of life concerns/issues in Colwyn Bay

(C) Colwyn Bay assets that can be tapped

(2) Building an intergenerational agenda for Colwyn Bay: [2 hours, 15 minutes]

(A) Possibilities for intergenerational programmes? --Brainstorming IG programme ideas.
   [Mini-presentations (optional) from meeting participants engaged in IG work.]
[LUNCH]
(B) Select priority programme areas (3-5) for further development.

(C) Break into groups to discuss and (further) develop priority programmes.

(3) **"Big picture" questions: Considerations about the future of this group**. [1 hour]

(A) Do you want to continue to meet to discuss ways to plan, implement, evaluate, and sustain local intergenerational programmes?

(B) How would you like to structure this collective effort/group?

--How formal a structure would you prefer?
--What would the group be called?
--What would the components be? [e.g., keeping an inventory of IG programmes, running demonstration projects, conducting signature projects, etc.]

(C) What would the mission statement be for this group?

(4) **Next steps?** [15 minutes]