



Intergenerational Guide



CONTENTS

Background to Age-friendly Belfast	3
Key themes	4
What is Intergenerational practice?	5
Why we have decided to create a toolkit for others	5
Who is our toolkit for?	7
Core principles of Intergenerational Practice	8
EU Day of Solidarity between Generations	9
A step by step approach	10
Intergenerational Age-friendly Exchange	13
Case Studies	13
Planning for a long term approach:	15
Appendices	16
Special acknowledgements	38
Useful Contacts	39
Useful links	39
Bibliography	39



FOREWORD

Background to Age-friendly Belfast

Belfast Strategic Partnership has tasked the Healthy Ageing Strategic Partnership (HASP) with delivering on Belfast becoming age-friendly City. Our vision is that:

Belfast will be a city where older people live life to the full.

Following consultations with older people and key organisations about priorities for Belfast, intergenerational relationships and work came through strongly. As a consequence of this the Age-friendly Belfast Plan 2014-2017 states that intergenerational work will be championed and a coordinated city-wide approach will be developed.

The development of this Age-friendly Belfast toolkit and guide offers organisations information and practical advice to effectively plan, implement and evaluate their own intergenerational projects. This resource is aimed at leaders of younger and older people's groups, community development officers, church groups, neighbourhood projects and teachers etc.

The Toolkit and Guide is the result of a very positive relationship between Belfast City Council Youth Forum, Greater Belfast Seniors Forum, Belfast Policing and Community Safety Partnership and Linking Generations Northern Ireland.

I would especially like to thank Belfast City Council Youth Forum and Greater Belfast Seniors Forum who gave their time, views and experiences during the development of this resource. I would also like to acknowledge the work of Anne Ross, Belfast Healthy Ageing Strategic Partnership, for leading this work and compiling the intergenerational toolkit and guide.

We are encouraging everyone of irrespective of age, in Belfast to work with us on the Age-friendly Belfast Plan and an important way of do this is by reading, using and promoting this Age-friendly intergenerational toolkit and guide.

Iain Deboys
Chair of Belfast Healthy Ageing Strategic Partnership

HASP involves the following organisations:

- Age NI
- The Alzheimer's Society
- Belfast Area Partnership Boards
- Belfast City Council
- Belfast Health and Social Care Trust
- Belfast Healthy Cities
- The Department of Regional Development
- Engage with Age
- Greater Belfast Seniors Forum
- The Health and Social Care Board/Belfast Local Commissioning Group
- Linking Generations Northern Ireland
- North Belfast Senior Citizens Forum
- Northern Ireland Housing Executive
- The Public Health Agency
- Volunteer Now

HASP works closely with Greater Belfast Seniors Forum, a representative group of older people in Belfast. This Forum and a network of numerous forums and groups, play an important role in involving older people throughout the age-friendly process.

Considerable consultative work was conducted during 2013. Our aim was to place older people from diverse backgrounds at the heart of this process. This was achieved through an age-friendly survey, consultation events and focus groups with equality groups. This consultation involved over 700 older people.

A series of briefings and workshops were held throughout 2013 and these considered the baseline assessment and developed the vision, key themes/priorities and Age-friendly plan 2014-2017.

Our vision is that **Belfast** will be a city where older people live life to the full

Key themes

- **Age-friendly Image - creating a positive view of ageing**
- **Age-friendly Lives – reducing life inequalities and isolation**
- **Age-friendly Neighbourhoods - creating friendly places to live in**

One of the key commitments in the Age-friendly Plan under the theme of 'Age-friendly Image' is to champion intergenerational work and deliver a coordinated city wide approach through a city wide project between Belfast City Council Youth Forum and Greater Belfast Seniors Forum.

This toolkit has been developed with, and endorsed by, both Forums and and Policing and Community Safety Partnership, Linking Generations Northern Ireland and the Lord Mayor of Belfast.



Belfast City Council Youth Forum”

‘I really enjoyed the intergenerational work as it was an opportunity to meet with some of the older members of the city that I might not have had the chance to otherwise. I made some good friends while taking part and really came away with a better understanding of our older citizens.

The development of an intergenerational toolkit and guide for Belfast is welcomed greatly. This will give local communities the confidence to join younger and older related issues together and build relationships as it has done for our forum.’

Conáll O Corra

Belfast City Council Youth Forum Member



Greater Belfast Seniors Forum”

‘Over the past 2 years we have been involved as a forum promoting intergenerational practice. The work of the intergenerational group has been an eye opener for everyone who has taken part. It is great to experience new thoughts and ideas of young and old alike.

The Greater Belfast Seniors Forum welcomes the development of the Age-friendly Belfast intergenerational toolkit and guide and would encourage other forums and groups to use it. It is a very clear and structured process and we are very happy that we have been a part of a great team in putting the toolkit and guide together.

I hope that organisations groups and forums find this as useful and valuable as we do.’

Mary Morrison

Chair Greater Belfast Seniors Forum

What is Intergenerational practice?

Intergenerational practice can mean different things to different people and there are a variety of projects that can be classed as intergenerational. In Belfast, Age-friendly intergenerational practice is defined as follows:



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

(Definition of Intergenerational Practice: Beth Johnson Foundation, April 2001)

Taking an intergenerational approach to community projects and programmes can be an important way of bringing younger and older generations together and promoting understanding. It is also important to realise that younger and older people live as part of multigenerational/all-age communities and how this can offer future opportunities for engaging all ages through your work.

Intergenerational work is a proven approach to addressing a range of issues and is now present in many central and local government plans, policies and strategies. Examples of this include the Age-Friendly Belfast Plan, the Northern Ireland Community Safety Strategy 'Building Safer, Shared and Confident Communities, the Active Ageing Consultation Document for NI and the Together Building a United Community Strategy. (see useful links section for further info)

Why we have decided to create a toolkit for others

Since 2011, Belfast Healthy Ageing Strategic Partnership (HASP) with support from Belfast City Council and Linking Generations Northern Ireland has incorporated intergenerational practice into our work. Projects undertaken have been very successful in creating opportunities for local communities to become involved in work in their area while promoting and building sustainable relationships. It is important to recognise that by giving people a place, structure and time to do this, it helps different generations share their past, present and future hopes.

In 2012, Belfast signed up to become 'Age-friendly', in line with World Health Organisation guidelines which committed Belfast to encourage active ageing and enhance the quality of life for older people by optimising opportunities for health, participation and security. Following consultation with older and younger people across the city, it was clear that intergenerational work and taking an all age approach when needed is an important aspect in achieving our ambition of being an age-friendly city and as a result intergenerational work has been included in Belfast Age-friendly plan 2014 - 2017 .

Over the past 3 years HASP has developed its intergenerational practice through support from Linking Generations Northern Ireland. This toolkit and guide offers organisations the support to effectively plan, implement and evaluate their own intergenerational projects taking into consideration practical tips and guidance that will make their project a success.



Who is our toolkit for?

Belfast Age-friendly intergenerational toolkit and guide has been designed to be used by frontline staff, volunteers of younger and older people services and others working in similar roles.

It enables you to establish the support you need to actively engage older and younger people in their communities promoting participation and a sense of belonging.

The benefits of intergenerational practice

The benefits of intergenerational practice can vary according to individual project aims.

These benefits can be applicable to the individuals themselves, the wider community and also the organisations that represent them.

- Increased self-confidence
- A sense of belonging in the community
- Opportunities to influence government policy and community planning
- More positive perception of people from different generations by challenging negative stereotypes, breaking down barriers and including less fear between generations.
- New skills development – Lobbying, Cooking, IT and Creative arts
- Further participation in the community and stronger feelings of citizenship
- Mutual understanding and increased sense of empathy between generations including the challenges that younger and older people face including isolation, elder abuse and stereotyping
- Increased awareness of the life cycle and everyday decisions to be made – through discussions participants were able to reflect on life choices around safety, health, education and career development.

The benefits of organisations taking an intergenerational approach in communities can include:

- Identifying and delivering on issues and concerns raised in communities
- Understanding priorities of local people in local areas which can lead to safer neighbourhoods and more sustainable communities
- Achievement of strategic aims and objectives within corporate and departmental plans making your city a better place to live
- Building working relations with various organisations through collaboration, sharing of resources, skills and learning



There is so much as citizens we have in common and there is much for us to celebrate. My pledge to make Belfast a ‘city for everyone’ is a step closer when useful resources such Age-friendly Belfast intergenerational toolkit and guide are developed. It is important that we create a city of mutual understanding and increased sense of empathy between generations including the challenges that younger and older people face. This toolkit and guide is a starting point and a positive way of addressing issues and concerns in local communities while building on existing relationships already formed.

I hope that people who work with older and younger people across Belfast use this resource and find it a useful mechanism for bringing communities closer together.

Councillor Nichola Mallon
Lord Mayor of Belfast

Core principles of Intergenerational Practice

Intergenerational practice has 8 core principles that should be taken into consideration when adopting an intergenerational approach.

1. Mutual ownership and shared benefits

Intergenerational Practice is based on the principal that all participants involved are gaining benefit and are engaged on equal status. By working together, both groups also ensure that important traditional skills are maintained for future generations

2. Equal participation of all ages

Successful Intergenerational projects are based on the aspirations of the generations participating. All of the participants involved should be fully involved in shaping the programme and have a feeling of ownership and power in shaping it and taking it forward.

3. Asset based (person centred)

Intergenerational Practice is asset based. It works with the generations to help them to discover their abilities and strengths and then builds on these assets to build success, understanding and mutual respect.

4. Well planned

Intergenerational practice is not intended to replace natural connections, but instead, reflect a conscious attempt to create positive relationships that are in addition to naturally occurring processes. It is based on structured programmes or projects, and the evidence is that the principles of good programme design are just as essential to successful intergenerational practice as any other project.

5. Culturally aware

The rich cultural diversity that exists across Belfast means that there cannot be common programmes that will work in all settings. Whilst the principles

behind the approach may be the same, the needs, context and attitudes of people may differ widely.

6. Strengthens community bonds and promotes active citizenship

Intergenerational practice promotes the engagement of people from across the generations with each other and those around them. Its emphasis on positive connection, recognising and building on peoples strengths, is a highly effective way of building stronger, better connected communities with increased social capital and citizens who are more engaged in local democracy and social concerns.

7. Challenges ageism

Younger and older people are victims of ageist attitudes to varying degrees. Intergenerational Practice provides a mechanism for the generations to meet, to work and explore together and from this rediscover the reality of who they really are and what they have to gain from being more involved with other generations.

8. Cross-disciplinary

In recent years increasing professionalisation has led to an increasing specialisation in training and development. Intergenerational practice provides a vehicle and an opportunity to broaden the experience of professionals to work in a more inclusive way and to become more involved in cross-training with other groups thus enabling them to think much more broadly about how they undertake their work

[Taken from "Guide of ideas for planning and implementing intergenerational project – Together yesterday, today and tomorrow" Mates, Teresa Almeida Pinto et al, 2009]

EU Day of Solidarity between Generations



Since 2009, the 29th April each year has been designated as the European Union Day of Solidarity between Generations. This date provides an opportunity for public representatives such as MLAs and other key players, as well as those involved in the voluntary & community sector, to acknowledge the positive contribution made by the young and the old to our communities. It also provides an opportunity to raise awareness by giving those involved a chance to have their voices heard on a range of issues through participation, debate and engagement of younger and older people.

This day can be a useful date to initiate an intergenerational project in your community or get people of different age groups together. For ideas and information on celebrations in previous years please see <http://www.centreforip.org.uk/northern-ireland/eu-day-of-solidarity> EU Day of Solidarity between Generations

Examples of intergenerational programmes and events

Intergenerational programmes are successful when properly planned and thought through. The goal of an activity is to maximize interactions between generations while they are involved in the programme. Some activities that have been used previously are:

- Digital inclusion sessions using IT, the internet and computers
- Crime prevention, street safety and drug awareness
- Gardening, regeneration, community planning
- Exploring identities and citizenship
- Performing arts
- Cooking and sharing meals
- Reminiscence and local history projects
- Mentoring projects
- Photography
- Written and spoken arts
- Community events or festivals
- Days out, trips and/or residential visits
- Physical Activity programmes
- Joint lobbying





As Chair of Belfast Policing and Community Safety Partnership I am pleased to endorse the intergenerational toolkit as part of Belfast City Councils Age Friendly Plan 2014-2017 developed in partnership with Belfast Strategic Partnership.

Belfast PCSP are committed to providing a safer and shared community for all who live and work in the City. Belfast PCSP will continue to be at the forefront in the provision of intergenerational practice and this toolkit will provide an invaluable resource.

All aspects of intergenerational work will continue to be a priority of Belfast PCSP and as such this framework will provide all organisations including Belfast PCSP the information to effectively engage, plan and evaluate all intergenerational practices ensuring that the best possible service is provided to all members of our communities.

I would encourage all those involved in the delivery of Intergenerational delivery to make use of this resource.'

Colin Keenan
Chair Belfast PCSP

A step by step approach

When planning an intergenerational project it is important to consider the following steps as a guide to help you with your project.

Establish the need for an intergenerational project

Usually the need for intergenerational work comes naturally. It is always a good idea to consult with your community if it has not already been done. Questions you may want to ask yourself when you have established the need is how this would fit into the wider needs of the community and local government initiatives which could help secure funding

Set up a planning group

The planning group is responsible for taking the project forward by drawing up project plans, pooling resources, evaluation and overall project management. This could be made up of people such as staff, volunteers and participants relevant to the project area or focus.

Identify and research your project

Your project will be based on your consultation with your community and will address an issue that all participants can connect with. It is important for the planning group to meet and discuss ideas that could be developed into a project. Remember to share these ideas with those who will be involved in your project including decision makers.

Gathering research will be helpful. Is there similar work happening in your area and can this help your project. What does this project involve?

Think about safeguarding

Safeguarding needs of children and adults start with identifying them and managing them to support the individual participating in the activity. This often starts before the project has begun and is where you look at what support may be needed from recruitment to the end of the project and afterwards. The type of project will often be determined by what those needs are and working in partnership often offers the support needed. Remembering safeguarding every step of the way in your activity planning will help to enable all ages to participate fully. Your organisation is likely to have a designated officer or team for safeguarding where specific support can be given on how you wish to shape your project and what key elements you need to have in place. Safeguarding is the practice you need to enable all ages to participate safely and is not a barrier to participation. We always need to look out for people at risk or in need of protection and sometimes you may need to recognise the signs and report when appropriate to do so to the relevant people. Your organisation's safeguarding policies and the designated staff is often the best place to start.

Where a number of organisations are working together it is best to accept the highest level of safeguarding in place adapting how you deliver your project within it. There is further information online at www.safeguardingni.org and www.volunteernow.co.uk/training-and-standards/safeguarding-vulnerable-adults-a-shared-responsibility

Recruiting your participants

As intergenerational approaches at the community level are a response to an identified need, you will usually find that you have an already established participant group of one age or the other. Recruiting additional participants can be a difficult task and it is important that you utilise your planning group who should represent linkages to those age groups you hope to work with e.g. community leaders, local youth workers, older people's representatives, community development workers. A tip can be to work closely with schools and sheltered accommodation who may be more open to the inclusion of community activities. It can also be productive to get your project promoted through taking the information out to groups e.g. when recruiting older people maybe the young people could visit the older people's groups, churches etc and talk to them about the project in advance.

Set your aims and objectives

What is your project overall aims and what measurable steps will you take to achieve your goals? Ensure your objectives are SMART - specific, measurable, achievable, realistic and time bound.

Plan your budget

Be realistic about how much your project will cost. There are many things that could cost money such as venues, materials, travel, catering, staff training, consultation costs branding and media support.

Plan your project and write up individual session plans

It is important to develop and write out a plan for your overall project as well as individual session plans in order to maximize interactions.

Also include times, dates, locations, resources, planned outputs/outcomes and how you will monitor this in line with your aims. See the appendices at the back of this guide for examples of a project plan and a session plan.

It is also worthwhile determining the roles and responsibilities of people who are involved in your project as soon as possible within the planning stages as it will help alleviate any confusion later on.

If this is not possible, send out clear instructions by email, post or phone.

Update your plan

To ensure you are making progress throughout your project use your project plan to complete any action points and mark down when key milestones have been completed.

Complete necessary risk assessments

Risk assessments are a very important aspect of intergenerational work. They take into consideration the physical environment as well as adhering to legislation, managerial/supervisory obligations, training and planning responsibilities. It is important to identify any potential hazards that could cause harm or any problems and help you to put in place necessary controls to prevent any unnecessary risks from happening. See appendix for examples.

Please note: Always remember the human risk. Is there enough staff to support your activity? Will additional equipment be needed such as mobility scooters etc.

Prepare your participants

Ensure that those who will be potentially taking part in your project have all the relevant information before it begins so that an informed decision is made. Consider peoples additional needs e.g hearing. As intergenerational projects involve bringing together people from different generations it is important to take this into account and prepare the age groups for meeting up for the first time. Single identity sessions are a good way to prepare participants of different ages in advance of their first meeting together see below:

Single identity workshops

Starting and being involved in an intergenerational project for the first time can be very exciting however it can leave participants with feeling a sense of nervousness and/or apprehension. The use of single identity workshops plays an important part in helping those involved understand what is expected of them, discuss personal perceptions such as negative and stereotypical views about each group meeting each other for the first time.

Gathering how each group views each other before and after the project is a great way of evaluating how effective your project has been.

Some tasks that could be included to draw out each group viewpoints are the following:

What words do you think of when you hear the words old people/young people?

Use paper/card to draw pictures of younger and older people and write down describing words.

What contact do you have with a younger/older person that is not a member of your family?

This is an opportunity for project leaders to understand the needs and abilities of the group and introduce the group to the plans for your project.

It may also be useful to ask participants to during this workshop to complete pen portraits to give everyone the opportunity to get to know each other.

Create checklists to help sessions and events run smoothly

Creating a checklist is a good way to ensure that any sessions/events you plan run as smoothly as possible (see appendices). It will give you an opportunity to reconsider items that you may have forgotten to add or didn't consider.

Considering interactive sessions and duration

The first joint session is so important as 'first impressions last'. It is therefore vital that this first session provides a positive experience for all involved as it can be very challenging for some people. Planning sessions to be as interactive as possible help project leaders create a positive, safe and relaxed environment that will help participants feel comfortable when giving feedback. Interactive activities can range from arts and crafts, role plays, debates and discussion workshops. Field trips are also important when helping participants receive first hand experiences.

The use of icebreakers as a way of getting to know each other is a useful tip and also keeping a record of how people think the sessions are going so that if needs be they can be amended accordingly.

This approach will be helpful in keeping participants engaged. It is important to be realistic about how long you should run each session. It is a good idea to keep your session between 1 to 2 hours on a weekly or fortnightly basis so that there is enough contact to build relationships.

Evaluation

Evaluation is a vital part of any intergenerational project and is a process that runs from the beginning to the very end. It is used to track the success of your work but also to highlight elements for improvement and a useful evidence base for funders.

At the planning stage, consider what you want your project to achieve. This is likely to include developing:

- Outcomes (or aims) – the changes you want to achieve as a direct result of your project, for example 'increased respect and understanding for different

generations'

- Outputs (or activities) – the activities you carry out to achieve your aims or outcomes;
- Targets (or indicators) which can be monitored (e.g. the number of participants involved).

A range of tools can be used to gather information for your evaluation, such as feedback forms (see Appendix for examples), focus groups, photos, video diaries, social media comments and baseline information collected at single identity sessions. Which tools you use, and when you use them, will depend on what you feel is right for your project. A template to help can be found in the Appendix.

It is important that participants are aware of the evaluation from the outset and are bought into the process, for example by choosing which evaluation tools they want to use and deciding when information is collected. Evaluations can sometimes be seen as a chore, so developing ownership and getting buy in from participants will help you get the most from it.

As you go through your project review the evaluation information you have gathered. This way you can check progress as you go along and make changes where needed.

At the end of your project it is useful to gather together your evaluation evidence into a report. The report should include:

- An introduction, with the background to your project and what you wanted to achieve
- A methodology section that details how you carried out your evaluation
- A write up of the results in terms of your project and your conclusions from this. Include information about what has changed as a result of the project – e.g. what did the participants get out of the project, how useful are the resources produced, and what has changed for the better. Also include information about the challenges you faced and how these were overcome
- What are your recommendations and next steps for further developments and sustainability of what you have achieved?

Intergenerational Age-friendly Exchange

Linking Generations NI joined forces with Age Action Ireland to deliver an intergenerational exchange project in collaboration with Belfast and Dublin City Council's. Funding support was obtained through the Department of the Taoiseach for initiatives during 2013 European Year of the Citizen. The exchange focused on something that both cities have in common which is the progression of the Age-Friendly movement and took an intergenerational approach to this. The project involved younger and older people from an intergenerational project in Jobstown, Dublin and members of the Belfast City Council Youth Forum and Greater Belfast Seniors Forum. Both groups had previously been engaged in projects in their areas which involved discussions on the creation of Age-Friendly Cities. The participants spent

a day in each City where they undertook a walkabout, engaged with the general public and generated ideas for making each City more all-age friendly. A written report on this project can be accessed via

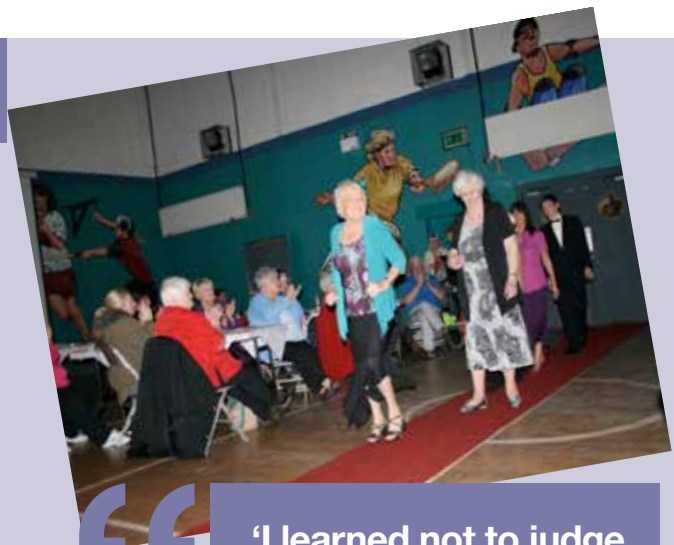
<http://www.centreforip.org.uk/res/documents/publication/Age%20Action%20EY2013%20CEI%20Final%20Report11.12.13v2.pdf>

A video resource can also be accessed via <https://www.youtube.com/watch?v=SWcgCgLRHg4&list=UUGoNFI97ItkE8uezBVT016Q>



Good Morning Colin In my shoes

The Good Morning Colin project is part of the Colin Neighbourhood Project (covering Poleglass, Twinbrook, Lagmore and Kilwee developments on the outskirts of Belfast/ Lisburn) and is designed to help reduce feelings of fear and isolation felt by the older and more vulnerable members of the Colin community. Good Morning Colin offers a telephone support service which has a positive impact on the health and well-being of local residents and provides a range of services and help with day-to-day problems for users. Colin is a neighbourhood renewal area and experiences some of the highest levels of deprivation in Northern Ireland. This intergenerational project worked with the already established members of the Good Morning Colin project and young people from the local Saints Youth Centre and aimed to address the mistrust, misconceptions and fear experienced by both generations in the wider Colin neighbourhoods. The project sought to tackle issues of identity and image which the facilitators believed were associated with some of the social problems experienced locally.



'I learned not to judge all young people as being the same'

(older participant).

Fashion was used as a theme that all ages can relate to in order to create a non-threatening environment, encourage open and frank discussion and improve mutual understanding and relationships.

The focus of the project was fashion through the last century, and was facilitated in conjunction with the Worker's Educational Association. Participants talked about how fashions and trends have changed throughout the decades and then organised and participated in a fashion show which was held in Sally Gardens Community Centre.

'Not all older people have a bad impression of younger people'

(younger participant).



Newington Day Centre The Flicks

Newington Day Centre is a charity organisation in the heart of north Belfast. The philosophy

of the centre is 'to promote the independence, well-being, dignity and self-esteem of members'. The day centre aims to enable people from many different backgrounds to remain living in the community and to provide support and respite for carers.

This project was designed to improve on the existing linkages that the centre has with the local community. The Holy Family Primary School is situated at the back of Newington Day Centre and they were also enthusiastic about developing their links with the local community. The project was developed around the subject of the cinemas and was entitled 'The Flicks'. Through workshops of art, history, reminiscence and external visits; the topics of cinema from old and new were explored. The project involved 10 young people and 10 older people who were members of Newington Day Centre. The group met weekly over 6 weeks and participated in sessions using art to investigate the history of cinema. The project concluded with a trip to the Ulster Folk Museum where the old picture house proved a popular attraction! The topic of the cinema captured the imagination of all participants, with discussions taking place about the



'I have learned about older people'

(younger participant).

experience of cinema going in the past, some of which the children were in awe of. For example, the fact that the older members shared that they could get admission to the cinema using jam jars!

Those involved in facilitating the project commented that over the period of the project they could see both groups growing in confidence. One of the older people explained that she thought the children might have been afraid of them because of their disabilities but that the children were very quick to befriend them. This project serves to highlight the potential for intergenerational work across organisations and institutions which usually only focus on one age group.



'Young people aren't all wild'

(older participant).

Planning for a long term approach:

If your organisation is dedicated to embedding intergenerational approaches within its everyday practices it is important to understand that one-off projects will not be the solution to building relationships straight away. It is a starting point. By taking a long-term approach it will enable relationships to nurture and grow. This can be sustained by taking an intergenerational or multigenerational approach to all elements of your work and learning from the success or perhaps the failures. It is also important to remember that intergenerational approaches are not a “cure all” and should not be viewed in this way.

Ensuring that staff are equipped with the right skills and knowledge to manage, deliver and evaluate projects is an important factor. In most cases staff members may only have experience with one age group and it is worthwhile

providing staff with the opportunity to learn and gain insight into various age groups depending on your intergenerational objectives. This can be achieved by linking age specific workers who can add value and learn from one another. Training and expert advice are also useful tools and can be accessed from Linking Generations NI – the only initiative solely advocating for the development of intergenerational approaches as a catalyst for social change.

Partnership working is a great opportunity for organisation’s to be proactive in helping communities. In addition to building an effective service to communities while sharing resources, expertise and skills it is useful in encouraging dialogue and joined up thinking between people who work with older and younger people to initiate and facilitate change.



Linking Generations Northern Ireland (LGNI)

“LGNI fully endorse the production of this toolkit which follows on from many years of collaborative work with Belfast City Council, Belfast Partnerships and Belfast communities. Good intergenerational practice is based on people of all ages working together to create understanding, respect and

strong vibrant communities. LGNI see this toolkit as a useful resource for those interested in using an intergenerational approach to developing Age-friendly communities within Belfast and beyond. We all live as part of multigenerational communities within which all members have a very important role to play. Intergenerational work is an opportunity to connect these roles making communities a better place for people of all ages.”

Vicki Titterington
Manager LGNI

Appendices

(This section gives examples of templates used in previous intergenerational project work)



Example of a Project Plan

Defining your intergenerational project: The importance of planning and setting aims and objectives are important for the success of any intergenerational project. This table below is an example of a project plan which should clearly mark out each task needed to achieve your overall intergenerational goals and asks key question that you will need to ask yourself during the early stages of planning. This plan is a good way of identifying if your project is on track and will enable you to complete a clear evaluation report if necessary for funders or other reporting lines.

Group Operation Plan:		Name of Project	
Strategic Aim:		What is your overall project aim	
Strategic Objective 1:		Measurable step you take to achieve your goal (there can be as many objectives as you need)	
Strategic Objective 2:			
Stakeholders for strategic objective 1: List the organisations and people involved			

Work plan	Resources	Timescale	Personnel	Location	Planned outputs/outcomes	Monitoring Evidence	Completed
Strategic objective one: Strategic objectives are measurable steps that you will take to achieve you goal. It is a process of logical thinking from start to finish. This states the activities that you will undertake.	How are you doing this? What type of resources will you need to make this happen? e.g. time, financial support, research and local information gathering etc	What date would you like to have this step completed by?	Who needs to be involved in order to achieve your step?	Where will this take place in order to achieve this step?	What do you think the outcomes will be? What do you want to achieve as a result of completing this step?	Measuring change - What evidence will you have as a result of completing this step?	Record when you have completed each step
Strategic objective two:							

Appendix 2 – Session plan

It is recognised that in order to ensure an effective delivery of each session, planning for this is also very important. Below is an example of a session plan.

Session Plan, Monday 17th June 2013, Housing and Civic Participation and Employment

Support Resources

Flip Charts
Marker pens
Blu tac

Officer responsible

GM

Catering

Tea/Coffee
Chicken Bites
Chips, Juice, Cups, Napkins

Officer responsible

AR

Time	Task	Responsible Officer
5.00pm – 5.30pm	Catering and Welcome	J. Bloggs
5.30pm–5.45pm	Individual response to 3 most important points in relation to Housing.	S. Anytime
5.45pm – 6.00pm	Individual response to 3 most important points in relation to Civic Participation and Employment.	J. Bloggs
6.00pm – 7.00pm	Group 1 - Designing a lifetime home (in Group) Housing – things that need to be taken into consideration from being born to growing old. (Helpers to spread across groups and offer support and guidance)	S. Anytime
6.00pm – 7.00pm	Group 2 Civic participation and Employment – things that need to be taken into consideration when people are applying to Work/ Volunteer. (Helpers to spread across groups and offer support and guidance)	J. Bloggs
7.00pm – 7.10pm	Feedback from groups on Designing a lifetime homes	Groups
7.10pm – 7.20pm	Feedback on Civic Participation and Employment.	Groups
7:25pm – 7:30pm	Group exchange visit, Thanks and Close	J. Bloggs

Key Dates

- 13th August - City Hall exchange visit
- 20th August - Dublin exchange visit

Appendix 3 – Risk assessment

GENERIC RISK ASSESSMENT

ACTIVITY COVERED:	Group visits e.g. bowling, cinema, intergenerational project		
Reference No:		Version:	1.0

GENERAL HAZARDS	Risk Rating			Who at Risk	
	Low	Med	High	Employee	Member of Public
Slips, trips, falls		x			x
Individual participants i.e. age, fitness, mobility		x			x
Group sizes and composition, including experience of leaders	X				x
Unknown illnesses, medication, allergies	X				x
Lack of qualified/supervised staff	X				x

PRIMARY LEGISLATION/REFERENCES:
Health and Safety at Work (NI) Order 1978
Management of Health and Safety at Work Regulations (NI) 2000 (as amended)
Disability Discrimination Act (NI) 1995

CONTROL MEASURES	Check
PLANNING:	
Suitable adult / child ratios identified and applied (for school ages at least 1:10)	ü
Child Protection Policy provided and adhered to	ü
Suitable first aid provision (at least one fully trained first aider as per DfEE guidance), if applicable.	ü
Awareness of permission issues, emergency contacts, medical requirements, allergies etc	ü
If new venue/visit beforehand & identify any risks/controls	ü
Any insurance requirements identified	ü
Suitable emergency cover available – enough staff available should 1 or 2 have to leave	ü
Ensure adequate levels of fire safety and emergency evacuation procedures	ü
PHYSICAL:	ü
Adhere strictly to ratios & supervision	ü
First aid kits available	ü
Take appropriate action to respond to issues of child protection – follow procedures	ü
Head counts, communication information to group on standards of behaviour	ü
MANAGERIAL/SUPERVISORY:	ü
Ensure all policies, codes of practice, codes of conduct, procedures, etc., are known and adhered to by all.	ü
Ensure staff and volunteer hold relevant qualifications/training, and/or are suitably supervised	ü
Ensure minimum adult/child ratios are maintained at all times	ü
Ensure correct registration, health and consent forms completed and maintained	ü
Report any accidents, incidents, near misses, communicate risks	ü
TRAINING:	ü
Child Protection Training	ü
General Safety and Fire Training, Equal Opportunities Training, First Aid training	ü
Emergency evacuation training	ü

Please note:

It is important that you always check that your risk assessments are up to date.

Appendix 4 – Site risk assessment**SITE/TASK SPECIFIC RISK ASSESSMENT**

On each site the generic risk assessment must be validated by reviewing the specific aspects/circumstances

SITE LOCATION/SPECIFIC TASK:	
Max number of people involved in activity:	
Frequency and duration of activity:	

Additional hazards identified (whether site or activity orientated):

Additional control measures required:	Who to action and by when:

Assessment of remaining risks:	Low	Medium	High

Circumstances which may require additional information:

Circulation of risk assessment:					
Operative:		Manager/supervisor:		Other:	
				Other:	

Assessment completed by:					
Name:		Date:		Signature:	

Review record:					
Next review due:		Reviewed by:		Date:	
Next review due:		Reviewed by:		Date:	
Next review due:		Reviewed by:		Date:	

Appendix 4 – Planning your intergenerational project

EXAMPLE OF A PROJECT CHECKLIST

<p>Objectives of the project (Think about the priority areas for your project) see project plan below</p>	
<p>Planning Group Who will be on your planning group? E.g. what organisations/groups could you partner with? Equal representation from both groups Dates of planning meetings? Agree roles and responsibilities Dates of project? Agree the key purpose and targets</p>	
<p>Dates Dates of project? Over a number of weeks? length of each session? Can it be sustained beyond the structured project?</p>	
<p>Budget What is the budget? Costs: Venue Catering Travel Guest speakers/trainers Activities Supplies (e.g. pens, paper, nametags) Celebration/Final night</p>	
<p>Participants How will you recruit participants? How many participants will there be?</p>	
<p>Staff/volunteers How many do you need? Ensure safeguarding needs are managed. Identify any training requirements. Are you taking a long trip? Do you need emergency contact numbers from participants?</p>	
<p>Venue Where will the project take place? – Is it registered? Location/Access/Directions? Insurance? Evacuation procedures Hearing Loop Disabled facilities</p>	
<p>Food/catering Cater to suit needs</p>	
<p>Transport Use registered bus companies/taxis</p>	

<p>Equipment Equipment, data projector, flip chart, tables chair First Aid kit</p>	
<p>Pre-project material Pre project material to be distributed Registration details Health forms Emergency contacts Photo/video permissions Delegate packs Facilitators packs Name badges</p>	
<p>Delegate packs Programme Contact details Pen</p>	
<p>Project plan the sessions Single identity and ice breaking sessions - what will these sessions include? Pre evaluation What type of activities do you think might work for the objectives/priority areas your project will aim to address? – costs?</p>	
<p>Evaluation and celebration activities – costs? Have you achieved your objectives? Participant and Staff/Volunteer Evaluations</p>	
<p>Publicity How will you tell everyone about your project!</p>	
<p>Follow ups Thank you letters Facilitators debrief session Project Evaluation and write up What barriers might you face or anticipate this project may come against?</p>	
<p>What are the main benefits/outcomes for your organisation and participants involved?</p>	
<p>Health and Safety Carry out Risk assessments for venue and activities. See appendix 4 and 5</p>	

EVALATUION PLANNING TEMPLATE

Outcome	Who can information be gathered project	How will it be gathered?	When will it be gathered?	What will information be gathered on?
<p>Example</p> <p>Increased respect and understanding for different generations</p>	<p>1. Participants</p>	<p>Baseline information</p> <p>Feedback forms</p>	<p>Start of the project (single identity sessions)</p> <p>End of project (last session)</p>	<p>Current levels of respect, understanding, perceptions, attitudes etc. of participants towards each other</p> <p>As above – questions on forms to measure any changes that have taken place</p> <p>Comments from participants on their experience of the project</p>
	<p>2. Project Leaders and Facilitators</p>	<p>Focus group</p> <p>Video</p>	<p>End of project</p> <p>Celebration event</p>	<p>Changes they have noticed amongst participants – e.g. change in perception by young people of older people</p> <p>Comments from project leaders on their experience of the project</p>

(Developed by Sarah McWilliams of Juniper Consulting)

Participant Comment Form (example)

(Developed by Sarah McWilliams of Juniper Consulting)

Project Name: _____

Thank you for taking part in this project. We have given you this form to fill in as we would like to know what you thought of the project. Your answers will also help us to learn if the project was a success.

Your answers are confidential so please fill in the form honestly. Just choose the answer that you feel is right for you.

Most of the questions can be answered by ticking one box:

ABOUT YOU

Male **Female** **(please tick)**

Your age: Under 11 11 – 17 18 – 25 26 – 30

31 – 40 41 – 50 51 – 65 66 – 74 75+

Before this project, had you ever taken part in an intergenerational project (a project involving people of different age groups)?

Yes No (please tick)

Were you looking forward to the project?

Yes No (please tick)

What did you think other people involved in the project would be like?

When you met them, were they like this?

Yes No (please tick)

WHAT DID YOU THINK OF THE PROJECT?

Please tick “Yes” or “No” for each question

	Yes	No
I enjoyed being with people from other age groups (these could be people older or younger than you)		
The project has helped me to learn new things/skills		
The project has helped me to feel more confident		
The project has helped me to feel better about myself		
I now know more about people from other age groups		
I learnt that I have things in common with people from other age groups		
I learnt more about the concerns of other people		
I now feel safer around people from other age groups		
I now have more respect for people from other age groups		
The people involved in the project now have more respect for people from other age groups		
The people involved in the project now understand each other better		
I am now more likely to say ‘hello’ or talk to people from other age groups when I see them		
I now get on better with people from other age groups I know (e.g. your parents, guardians, grandchildren, grandparents)		
The project has helped me to feel more a part of the community where I live, work or go to school/college		
Projects like this can help from all age groups to get to know each other better		

Would you like to take part in another intergenerational project?

Yes No (please tick)

If yes, what type of project would this be?

Please use the spaces below to tell us what you liked and didn't like about the project.

I liked
I didn't like
It would have been better if...

What have you learnt about people from other age groups from taking part in the project?

--

Did you notice any changes in people from other age groups during the project?

Yes No (please tick)

If yes, how would you describe these?

--

Apart from projects like this, can you think of other ways to improve relationships between people in your community?

--

THANK YOU

Participant Comment Form (example)

Older Participants

(Developed by Sarah McWilliams of Juniper Consulting)

Project Name: _____

Thank you for taking part in this project. We have given you this form to fill in as we would like to know what you thought of the project. Your answers will also help us to learn if the project was a success.

Your answers are confidential so please fill in the form honestly. Just choose the answer that you feel is right for you.

Most of the questions can be answered by ticking one box:

ABOUT YOU

Male **Female** **(please tick)**

Your age: 50–54 55–59 60–64 65–74 75+

Before this project, had you ever taken part in a project with young people?

Yes No (please tick)

Were you looking forward to the project?

Yes No (please tick)

What did you think the young people would be like?

When you met them, were they like this?

Yes No (please tick)

WHAT DID YOU THINK OF THE PROJECT?

Please tick “Yes” or “No” for each question

	Yes	No
I enjoyed being with the young people		
The project has helped me to learn new skills		
The project has helped me to feel more confident		
The project has helped me to feel better about myself		
I now know more about young people		
I learnt that I have things in common with young people		
I learnt more about young people’s concerns		
I now feel safer around young people		
I now have more respect for young people		
The young people involved in the project now understand older people better		
The young people involved in the project now have more respect for older people		
I am now more likely to say ‘hello’ or talk to young people when I see them		
I now get on better with other young people I know (e.g. your grandchildren)		
The project has helped me to feel more a part of the community where I live		
Projects like this can help younger and older people to get to know each other better		

Would you like to take part in another project with young people?

Yes No (please tick)

If yes, what type of project would this be?

Please use the spaces below to tell us what you liked and didn't like about the project.

I liked

I didn't like

It would have been better if...

What have you learnt about young people from taking part in the project?

Did you notice any changes in the young people during the project?

Yes No (please tick)

If yes, how would you describe these?

Apart from projects like this, can you think of other ways to improve relationships between younger and older people in your community?

THANK YOU

Participant Comment Form (example)

Younger Participants

(Developed by Sarah McWilliams of Juniper Consulting)

Project Name: _____

Thank you for taking part in this project. We have given you this form to fill in as we would like to know what you thought of the project. Your answers will also help us to learn if the project was a success.

Your answers will be kept secret so please fill in the form honestly. Just choose the answer that you feel is right for you.

Most of the questions can be answered by ticking one box:

ABOUT YOU

Boy Girl (please tick)

Your age: Under 11 11 – 14 15 – 18 18+ (please tick)

Before this project, had you ever taken part in a project with older people?

Yes No (please tick)

Were you looking forward to the project?

Yes No (please tick)

What did you think the older people would be like?

When you met them, were they like this?

Yes No (please tick)

WHAT DID YOU THINK OF THE PROJECT?

Please tick “Yes” or “No” for each question

	Yes	No
I enjoyed being with the older people		
The project has helped me to learn new things		
The project has helped me to feel more confident		
The project has helped me to feel better about myself		
I now know more about older people		
I learnt that I have things in common with older people		
I learnt more about older people’s concerns		
The project has helped me to understand how older people can be fearful of younger people		
I now have more respect for older people		
The older people involved in the project now understand young people better		
The older people involved in the project now have more respect for young people		
I am now more likely to say ‘hello’ or talk to older people when I see them		
I now get on better with other older people I know (e.g. your grandparents)		
The project has helped me to feel more a part of the community where I live or go to school		
Projects like this can help younger and older people to get to know each other better		

Would you like to take part in another project with older people?

Yes No (please tick)

If yes, what type of project would this be?

Please use the spaces below to tell us what you liked and didn't like about the project.

I liked
I didn't like
It would have been better if...

What have you learnt about older people from taking part in the project?

--

Did you notice any changes in the older people during the project?

Yes No (please tick)

If yes, how would you describe these?

--

Apart from projects like this, can you think of other ways to improve relationships between younger and older people in your community?

--

THANK YOU

End of Project Evaluation Form (example)

(Developed by Sarah McWilliams of Juniper Consulting)

Project Name: _____

Project Start Date: _____ Project End Date: _____

YOUR PROJECT

1a. Please state the number of young people involved Age range _____

1b. Please state the number of older people involved Age range _____

2a. Please describe the overall aims of your project?

2b. Did you achieve these aims?

Yes No (please tick)

2c. Please explain how you did / did not achieve these aims?

3. What elements of your project went particularly well?

4a. Did you encounter any practical or other difficulties during the project?

Yes No (please tick)

4b. If yes, please describe these difficulties.

5. Is there anything you would do differently if taking part in a project like this in the future?

6a. Did you involve people from other organisations in your project (e.g. other community/voluntary groups, youth worker, Council officer, local police)?

Yes No (please tick)

6b. If yes, please give details.

PARTICIPANT DEVELOPMENT

7. What benefits has the project had for the younger participants?

8. Based on your involvement with younger participants over the course of the project, please provide your opinion on the following statements.

(please tick one box against each statement)

YOUNGER PARTICIPANTS	Strongly Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Strongly Agree
They enjoyed the activities with the older participants					
They developed friendships with the older participants					
The project helped them to learn new things					
The project helped to develop their confidence					
They discovered they have things in common with older people					
Their perceptions of older people are now more positive					
They now have a better understanding of older people					
They learnt more about older people's concerns					
They now have a better understanding of how older people can be fearful of younger people					
The project has helped to increase their respect for older people					

They are now more likely to interact with older people in the community					
The project has helped them to become more a part of the community where they live or go to school					

9. Please use the space below if you wish to comment on the above statements.

10. What benefits has the project had for the older participants?

11. Based on your involvement with older participants over the course of the project, please provide your opinion on the following statements.
(please tick one box against each statement)

OLDER PARTICIPANTS	Strongly Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Strongly Agree
They enjoyed the activities with the younger participants					
They developed friendships with the younger participants					
The project helped them to develop new skills					
The project helped to develop their confidence					
The project helped to address issues of isolation and loneliness					
The project helped to improve their general health and well-being					
They feel safer around young people now					
They discovered they have things in common with young people					
Their perceptions of young people are now more positive					
They now have a better understanding of young people					
They learnt more about younger people's concerns					
The project has helped to increase their respect for young people					

They are now more likely to interact with young people in the community					
The project has helped them to become more a part of the community where they live					

12. Please use the space below if you wish to comment on the above statements.

ORGANISATIONAL DEVELOPMENT

13. What benefits has the project had for your group or organisation?

**114. Please provide your opinion about the benefits of the project to your organisation and the wider community.
(please tick one box against each statement)**

	Strongly Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Strongly Agree
We are more knowledgeable about intergenerational practice					
We are more knowledgeable about the benefits of intergenerational work					
We are better able to help and support the needs of younger and older people					
We are more knowledgeable about the issues facing younger and older people					
We have used our experiences to inform other work we do					
Our working relationships with younger and older people have strengthened					
We have developed a lasting relationship with project participants					
We have connected with the wider community as a result of this project					

18. How has this project informed or influenced your other activities/work?

19. Please use the space below if you wish to comment on the above statements.

FUTURE PLANS

20. Before this project, had you been involved in another intergenerational project?

Yes No (please tick)

21a. Do you plan to undertake another intergenerational project in the future?

Yes No (please tick)

21b. If yes, please describe the project (if known).

22. Do you anticipate requiring LGNI's support for intergenerational projects in the future?

Yes No (please tick)

22b. If yes, please describe the support that would be required (if known).

23. How do you plan to sustain your project in the future? What issues do you face in doing this?

OTHER INFORMATION

Please use the space below for any additional information you have regarding your project. (please note – any information, pictures, press cuttings etc relevant to you project will also be useful).

Signed on behalf of the project: Date :

Special acknowledgements

We would like to give acknowledgement to the following organisations and forums that dedicated their time to make our Age-friendly Belfast intergenerational toolkit and guide possible.

Belfast City Council Youth Forum

The Belfast Youth Forum is a group of forty 13-18 year olds who want to make sure young people have a say in how the Belfast is run and give young people a chance to express their opinions on issues that affect them. They take guidance from the United Nations' Convention on the Rights of the Child so that they can help to build a city where:

- **young people's rights are respected and upheld**
- **all young people can participate and are valued**
- **all young people reach their full potential.**

As part of the youth forums work, members:

- **speak up for young people's rights in Belfast**
- **examine issues facing young people in Belfast**
- **plan, organise and run events for young people across the city to hear their views on issues and represent these views on the Youth Forum**
- **plan, organise and participate in children's rights campaigns and projects to create positive change on these issues for all young people across the city**
- **meet with council decision makers and offer advice about young people's needs and how best to solve issues affecting young people in Belfast**
- **help young people learn about their rights and the UNCRC.**

Greater Belfast Seniors Forum

The Greater Belfast Senior's Forum or G6 was formed 3 years ago to represent older people in North, South, East, West Belfast, Shankill and Castlereagh,

G6 is a voluntary grouping of representatives of the 6 Older People's Forums in the Greater Belfast area. The Forum meet on a cross-Belfast, cross-community basis to:

Identify the common interests and needs of older people

Represent the interests and needs of older people to ensure that they receive the services they should in a range of areas including:

- **Health**
- **Heat**
- **Transport**
- **Health Care and Home care**
- **Housing**
- **Finance and benefits**
- **Many other aspects of older people's lives**

The Forum do this through direct contact with decision-makers, politicians and policy-makers. They encourage and challenge those in authority to make change for greater good of older people.

The Forum also work to ensure that older people can have a voice, talk, listen, and exchange ideas with each other and connect with other agencies and events.

Linking Generations Northern Ireland

Linking Generations Northern Ireland was launched in 2009 (LGNI) and is the intergenerational initiative managed by the Beth Johnson Foundation. LGNI are the only initiative solely advocating the development and promotion of intergenerational practice (IP) as a catalyst for social change in Northern Ireland.

Intergenerational practice aims to bring people together in purposeful, mutually beneficial activities. Based on our experience and research, LGNI encourage practitioners to focus on activities which promote greater understanding, closer relations and respect between age groups and provide opportunities to address shared problems.

They do this by:

- **Developing and promoting opportunities to bring generations together and build capacity within communities to sustain this approach;**
- **Supporting the statutory, private and voluntary sectors to recognise all-age approaches and embed them within their strategies, practices and policies;**
- **Encouraging, lobbying and influencing the government to provide support to all-age approaches to address ageism and age segregation in society.**

The current LGNI core focus on Social Justice encompasses work relating to Age-Friendly, Intergenerational Equity/Discrimination/Equality, Peace Building and Safer, Shared and Confident Communities. A three tier approach is taken

to this work enabling capacity building and engagement at a community level, supporting the implementation of all-age approaches and linkages at organisational level and influencing at government and policy level.

Useful Contacts

Age-friendly Belfast

Anne Ross – Project Support Officer, Healthy Ageing Strategic Partnership
Telephone: 028 9050 2073 ext 3299
Email: anne.ross@bhdu.org

Age Partnership Belfast (Greater Belfast Seniors Forum)

Olaf Hvattam – Vice Chair of the GBSF and current Chair of Age Partnership Belfast (2014).
Telephone: 028 9075 5894
Email: olaf@northbelfastseniors.org

Belfast City Council Development Department (Belfast City Council Youth Forum)

Aine Hargey – Children and Young People Coordinator
Telephone: 028 9032 0202 ext 3595
Email: youth@belfastcity.gov.uk

Linking Generations Northern Ireland

Vicki Titterington - Manager
Telephone: 028 9181 3022
Email: infolgni@bjf.org.uk

Useful links

Access all areas, A diversity Toolkit for the youth work sector' published by NYCI and Youth Net, available from <http://www.youth.ie/diversity>

Active Ageing Strategy Consultation Document for Northern Ireland, available from <http://www.ofmdfmi.gov.uk/active-ageing-strategy-2014-2020-consultation.pdf>

Age-Friendly Belfast Plan, available from <http://www.belfastcity.gov.uk/community/Seniors/age-friendly-belfast.aspx>

Creating connections, breaking down barriers, Manchester's Intergenerational Practice Toolkit, available from <http://www.centreforip.org.uk/res/documents/page/ManchesterIPToolkit1.pdf>

Evaluating community projects, A practical guide, available from <http://www.jrf.org.uk/system/files/1859354157.pdf>
Fact Sheet: A summary of the rights under the Convention on the Rights of the Child, Available from: http://www.unicef.org/crc/files/Rights_overview.pdf

Intergenerational Practice, A toolkit for community Associations, Hampshire County Council, available from <http://www.hants.gov.uk/rh/comm/intergenerational-toolkit.pdf>

Northern Ireland Community Safety Strategy 'Building Safer, Shared and Confident Communities, available from http://www.dojni.gov.uk/consultation_on_a_new_community_safety_strategy_for_ni

Project/programme monitoring and evaluation (M&E) guide, available from <http://www.ifrc.org/Global/Publications/>

[monitoring/IFRC-ME-Guide-8-2011.pdf](#)

Tried and true, a guide to successful Intergenerational Activities at Shared Site Programs, available from <http://www.intergenerational.claahs.vt.edu/pdf/jarotttriedtrue.pdf>

Together Building a United Community Strategy, available from <http://www.ofmdfmi.gov.uk/together-building-a-united-community>

Bibliography

Access all areas, A diversity Toolkit for the youth work sector' published by NYCI and Youth Net, available from <http://www.youth.ie/diversity>

A survey of Intergenerational working in the London Borough of Camden, available from https://www.camden.gov.uk/ccm/cms-service/stream/asset/?asset_id=651164

Beth Johnston Foundation – Centre for Intergenerational Practice <http://www.bjf.org.uk/>

Creating connections, breaking down barriers, Manchesters Intergenerational Practice Toolkit, available from <http://www.centreforip.org.uk/res/documents/page/ManchesterIPToolkit1.pdf>

Definition of Intergenerational Practice: Beth Johnson Foundation, April 2001

Guide of ideas for planning and implementing intergenerational project – "Together yesterday, today and tomorrow" Mates, Teresa Almeida Pinto et al, 2009

Guidelines, Bringing together Local Authorities and Intergenerational Practice in a Scottish Policy Context, available from <http://www.qmu.ac.uk/copa/forums/NFA-FuturesGroup.docs/Bringing%20Together%20Local%20Authorities%20and%20Intergenerational%20Practice-NFAFG-GWT%20%20May%202012%20Final.pdf>

Guidelines & Standards for Intergenerational Practice, available from <http://extension.psu.edu/youth/intergenerational/research/guidelines-standards-for-intergenerational-practice>

Intergenerational Practice, A toolkit for community Associations, Hampshire County Council, available from <http://www.hants.gov.uk/rh/comm/intergenerational-toolkit.pdf>

Intergenerational practice, A review of the literature: Local Government Education and Childrens Services Research Programme, available from <http://www.nfer.ac.uk/nfer/publications/lig01/lig01.pdf>

Tried and true, A guide to successful Intergenerational Activities at Shared Site Programs, available from <http://www.intergenerational.claahs.vt.edu/pdf/jarotttriedtrue.pdf>



**Belfast Strategic
Partnership**

supported by
Belfast Health Development Unit

old and young
getting along together