Evaluation of the generations together programme – learning so far

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EXECUTIVE SUMMARY

Introduction

1. This report presents the findings from the evaluation of the Generations Together Demonstrator programme. This study was undertaken by York Consulting LLP on behalf of the then Department for Children, Schools and Families (DCSF); this is now the Department for Education (DfE).

2. The evaluation was due to finish in March 2011. However, due to budgetary constraints within the Department for Education the evaluation was brought to a close in September 2010. This report draws on all evaluation activity that was completed to that point.

3. The overarching aims of the evaluation were to:

   - undertake a robust assessment of the effectiveness of intergenerational practice in improving individual's attitudes and behaviours towards other generations;

   - provide a greater understanding of the key challenges and critical success factors for the effective implementation and delivery of intergenerational practice, particularly in terms of partnership working;

   - undertake a cost effectiveness assessment of each of the projects.

4. It should be noted that the early closure of the evaluation has affected the extent to which it was possible to meet these aims.

Context

5. In July 2009, the Department for Education (formerly the DCSF), the Department of Health (DoH), the Department for Communities and Local Government (DCLG), Department for Work and Pensions (DWP) and the Office of Civil Society (OCS) launched 'Generations Together' demonstrator projects of intergenerational practice across 12 local authorities in England.

6. The purpose of the Generations Together programme across the 12 local authorities was to:

   - generate wider interest in and thinking about intergenerational work;

   - increase the number of volunteers working on intergenerational activity by 20,000 by the end of the programme;

   - encourage a more strategic and sustainable approach to undertaking intergenerational work;

   - provide robust evidence of the effectiveness of intergenerational initiatives; and

   - develop evidence about which models are most effective in delivering which outcomes, for which groups of people, in which situations.

7. For local authorities that were shortlisted for Generations Together funding, but were not successful, further support was provided by the Beth Johnson Foundation[1] in encouraging these areas to develop effective intergenerational projects.

Methodology

8. The evaluation was conducted in four stages which have informed this report:

- **Management Information data collection and analysis:** output and outcome data on volunteers and recipients is collected by each LA through an online management information tool;

- **Consultations with all 12 Generations Together local authorities:** undertaken between October 2009 and January 2010 to gather views on programme design, implementation and progress;

- **Baseline and follow-up telephone surveys of volunteers and recipients:** gathering volunteers and recipients perceptions and attitudes across a number of areas including local community, anti-social behaviour and generational views; and

- **In-depth case studies:** visits to six local authority areas focusing on three projects in each, including consultations with strategic, operational and delivery stakeholders.

Record of Generations Together Delivery

9. Nationally, the programme was aiming to involve a total of 24,263 volunteers and recipients across the 12 local authorities (based on a total of actual targets provided by LAs via the online management information (MI) tool). It was anticipated that 11,335 of these would be volunteers and 12,928 would be recipients. The definition of volunteers, recipients and wider participants provided to local authorities was:

- **Volunteers:** A volunteer is an individual who undertakes any activity that will benefit others and gives their time freely. Examples might include an older person volunteering at a sports club on a project for young people, a younger person volunteering to teach dance to older people and/ or older people organising an event together, which benefits either the other party or the wider community;

- **Recipients:** A recipient is an individual who will benefit from the knowledge/skills imparted to them by a volunteer through active engagement. For example, if a young person is supporting an older person in developing their IT skills the older person would be classed as a 'recipient'. A recipient could be described in simple terms as on the 'receiving' end of a volunteer relationship;

- **Wider participants:** These are individuals who may attend an event, concert or other type of Generations Together activity, which volunteers/recipients have been responsible for organising e.g. a local arts exhibition, community event. They are not directly involved in the volunteer-recipient relationship but are a wider beneficiary of the Generations Together activities.

10. **Local authorities are progressing well with the recruitment of volunteers, with over nine-tenths (94%, n=6,672) of the cumulative programme target (to the end of September 2010) having been met**. Progress with recruiting recipients had

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[1] http://www.bjf.org.uk

been more challenging, with less than a third of the cumulative target (32%; n= 2,791) for recipients having been met.

11. To date, LAs have been successful in engaging 8,743 wider participants in Generations Together activities. These individuals are typically audiences or participants at events.

Description of Intergenerational Activity

12. **Projects were most likely to have an education and learning theme[2] (50%; n= 119).** Other common themes included health and well-being (27%; n=64) and community and democracy[3] (25%; n=60). The least common project theme was sport and leisure (applicable to 42 projects).

13. The data on the MI tool suggests that projects were most commonly reported to last between 13-18 months (33%; n=51) and nearly a quarter of projects were reported to last over a year (23%; n=54).

14. **In contrast, the intensity of volunteers and recipients involvement is generally low.** The total hours of involvement was most commonly between 4-8 hours (n=26, 29%) and for a third of projects involvement was 3.5 hours or less (n=30). This may be a result of LAs using the first 6-12 months of the programme to gain "quick wins" and it is possible that the profile will change over the next six months.

Profile of Volunteers and Recipients

15. **The majority of volunteers and recipients were involved in one project (95%; n=9,087), with 5% (n=432) involved in two projects.** There were 77 volunteers and recipients who were involved in three or more projects.

16. There are a greater number of females (61%) and younger people (56%) taking part in Generations Together activities. Additionally, for the participants for whom information was available, over four-fifths were of White ethnicity.

17. A key focus for Generations Together was to engage individuals who had not volunteered previously. According to the MI tool, the Generations Together projects have been successful at engaging at least 2,613 new volunteers into volunteering opportunities; 37% of the total number of volunteers that had been engaged in Generations Together activity to date.

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[2] This relates to the 237 projects that have been set-up on the online Management Information tool. It should be noted that there may be other projects that areas will be delivering for which details have not yet been entered on the MI tool.
[3] Projects with a community and democratic focus were generally focussed on involvement of local residents in facilitating and empowering community involvement in identifying local issues and working together for solutions.

18. The perceptions and views of older and younger people about their local area were generally positive at the start of their involvement in Generations Together:

   - both older and younger people reported high levels of satisfaction with their area as a place to live;

   - the majority of older and younger people reported feeling safe in their local area during the day (94% of younger and 99% of older people); although feelings of safety at night were lower for both generations (69% of younger and 65% of older people).

19. **Perceptions of involvement in the local community were generally positive.** Nearly three-fifths of both older and younger people reported feeling at least 'fairly' involved in their local community. Older people were more likely to report that they make a positive contribution to society and are active members of the community, compared to younger people.

20. **Engagement in informal volunteering was generally low across the survey sample.** However, a reasonable proportion of both young people (61%) and older people (51) reported that they had given advice. Also, over half (53%) of older people had kept in touch with someone who had difficulty getting out.

21. Engagement in formal volunteering was fairly low, with respondents most likely to indicate that they had raised funds for charity (57% of younger and 52% of older people).

22. **Young people were generally positive in their views of older people; with nearly three-quarters (72%) reporting that they felt older people have respect for young people, compared to nearly three-fifths (59%) of respondents to the omnibus survey.** Almost three-quarters (72%) of young people reported that the views of older people are not listened to enough.

23. **Older people were more mixed in their views of younger people, but were still generally positive.** Similarly, the views of the survey respondents appeared to be more positive than the omnibus survey respondents. Over half (53%) agreed that the behaviour of young people today is no worse than it was in the past and almost three-quarters agreed that most young people are responsible and well behaved (72%). However, nearly three-fifths (57%) did not feel that older people are admired and respected by young people, compared to just over three-fifths (61%) of survey respondents.

24. **Younger and older people have more mixed views on their own generation**. For example, young people were more negative about the behaviour of their own generation with three-fifths (60%) reporting that they did not feel older people were admired and respected by young people. Less than half (47%) of older people reported feeling that their generation had respect for younger people.

25. Younger people's expectations for the Generations Together programme were higher than older people's. Over nine-tenths (91%) of young people hoped that involvement would provide them with the opportunity to get involved in community/social activities, compared to four-fifths (79%) of older people.

26. Other benefits that respondents hoped to gain included involvement in positive activities (82% of older people and 91% of younger people); supporting others' skills (79% of older people and 85% of younger people); personal development skills (64% of older people and 86% of younger people) and practical skills (72% of older people and 87% of younger people).

Local Authority Models of Delivery

27. **The design of the Generations Together programme across the 12 LAs was varied, as a result of differing local and strategic priorities.** For example, key strategic drivers at a local level included aligning Generations Together activity to local strategic priorities (e.g. community cohesion, increasing volunteering opportunities) and/or a commitment to developing and embedding intergenerational practice locally.

28. In the majority of LAs, Generations Together has been designed as a LA-wide programme (eight), rather than targeting specific geographical areas or neighbourhoods. Although this is not to say that individual projects may not be focusing on particular localities or target groups.

29. The strategic and operational factors affecting model design, include:

- differences in strategic buy-in and perceived potential for the programme to contribute to strategies, local issues or priorities;
- a strategic commitment to developing and embedding intergenerational practice locally or innovating in intergenerational practice;
- clarity of vision, or the availability of any existing operational method/structures that could easily be used for programme delivery;
- perceived benefits of a grassroots led programme;
- keeness to build on existing activity and networks; and
- interest in establishing a particular delivery theme.

Partnership Structure and Governance

30. **Management and co-ordination of the programme was either LA led or Civil Society (CSO) led.** Management or co-ordination of the programme was led by the LA in seven of the twelve areas. In the remaining five LAs, management had been devolved to one or more CSO.

31. Governance arrangements were generally underpinned by the formation of steering groups to oversee programme delivery. These varied in terms of the stakeholders involved and their size and remit. However, they predominately included stakeholders from the LA and the CSOs, with at least representation from departments within Children's and Adult services.

32. Some steering groups had a strategic focus to drive and share learning about intergenerational practice, whereas others were operationally focused on monitoring overall programme and project progress.

33. **In a small number of areas, there has been a strong commitment and involvement from Children's and Adult services from the outset.** The extent of

involvement was generally linked to how involved services were in project delivery and who was driving the programme at a local level. For example, in one case-study LA, one of the projects was led by Adult services and therefore they were automatically involved in the steering group for the programme. Where the programme was primarily Adult or Children's services driven, there was often less involvement from the other service.

34. The recruitment of volunteers and recipients had predominately been led at a project level. Evidence of areas establishing programme-level approaches to recruitment, i.e. the lead organisation taking an overall approach to recruitment, was more limited.

35. **Local approaches to the evaluation and monitoring of Generations Together activity have been diverse**. Some areas have consistent formal monitoring processes to measure progress against targets, including regular meetings and the completion of quarterly monitoring forms. Other areas were using more informal and ad-hoc approaches.

36. The establishment of programme-level approaches to evaluation were evident in some areas, although in most others responsibility lay with individual projects. The use of pre-and post- questionnaires to measure impact were evident in a number of areas, in addition to the use of more qualitative or creative approaches to the collection of outcomes data.

Project Set-up and Design

37. The process for identification and development of individual Generations Together projects varied across areas. **Some areas had clearly defined projects on submitting their bids, whilst others had identified broad themes of activity which were then further scoped and refined in the first months of the programme.**

38. A formal commissioning process had been employed in some areas providing the opportunity for LAs to identify projects on the basis of their potential effectiveness. For LAs that had not employed a formal commissioning process, agreeing project activity generally involved LAs bringing together a range of statutory and voluntary organisations to agree and scope out the activities that would be delivered.

39. Common considerations and rationale in the design of project activity included the opportunity to build on, develop or extend existing provision; the opportunity to test innovative and new delivery approaches and allowing Generations Together activity to be aligned with existing organisational priorities.

40. **Intergenerational activity was not necessarily new to LAs and delivery partners. In many cases, intergenerational activity had historically been undertaken, but not recognised as such. T**here were, however, a large number of projects and partners that had no previous experience of intergenerational activity.

41.   Evidence of LAs and delivery partners building on known success factors and challenges associated with intergenerational activity were minimal, with projects generally provided with the autonomy to develop an intergenerational approach which they felt suited their context and delivery focus.

42.   Multiple strategies were employed by projects to recruit volunteers and recipients. Commonly used strategies included:

- using existing and new links with networks and organisations to support recruitment;

- use of schools, extended services and other public sector services as referral routes;

- drawing on existing volunteer bases;

- universal marketing and promotional approaches.

43.   The expertise of projects often lay with a particular age group (i.e. younger or older people), presenting some challenges in engaging the other generation.

44.   Projects were predominately focused on utilising existing staff. Funding constraints, and the short term nature of some projects, meant that it was not always feasible to recruit new staff to support delivery. Staff's experience of managing similar projects; existing knowledge and experience of the lead project organisation; previous experience of working with a similar client group and specific skills and expertise were all considered to be important.

45.   Preparation support and training was most commonly provided to volunteers, either directly by projects, or through linking into wider LA training opportunities. Training was generally focused on ensuring that volunteers were equipped to work with specific volunteer/recipient groups or were supported in developing skills that would support their project role.

Effective Practice and Learning: Programme Level

46.   **Model design:** The benefits reported by areas that had established a LA-led model were related to their ability to draw on existing wider knowledge and partnership links to support programme management and delivery. However, providing sufficient staff capacity at a LA level to manage Generations Together activity was a key challenge for areas. This was critical in ensuring that the programme remained high on the LA agenda and ensuring that it was being effectively driven at a LA level.

47.   The key benefits of the CSO led model were local knowledge and existing networks with other CSOs, which were perceived to enhance the scope and reach of delivery. This supported the development of grassroots provision and provided the opportunity to engage smaller CSOs, with the expertise to engage individuals and groups that may be considered harder to reach.

48.   Managing and co-ordinating activity across a large number of CSOs presented challenges in effectively managing programme activity and ensuring that the intergenerational aspect of delivery was enforced. Some smaller CSOs lacked organisational infrastructure and faced constraints around staff capacity.

49. **Building an Understanding of Intergenerational Practice:** Evidence that LAs had started to build an understanding of effective intergenerational practice was limited. The significant focus on delivery and progress had limited the capacity of areas to consider more widely the potential effectiveness of intergenerational activity in terms of successes, challenges and the implications for future intergenerational activity.

50. **Programme Management:** The development of clear governance and reporting structures were vital in supporting the overall management of the programme. The establishment of proactive steering groups and additional governance structures including project boards and working groups provided momentum to the programme. Regular meetings; the engagement of the right stakeholders and ensuring there was a clear remit and lines of accountability were found to be particularly effective.

51. **Engagement of Adults and Children's Services:** Securing the strategic commitment of both Adult and Children's Services in Generations Together has been challenging for areas, with involvement generally being piecemeal or project related. Although in some areas Generations Together has encouraged partnership working between the two services, more strategic consideration of how the two services can contribute to the vision and delivery of activity is required.

52. **Staff Capacity:** Providing dedicated and adequate resource to manage the programme supports effective operational delivery and ensures that delivery is focused on the overarching aims of the programme. Where this was not evident, it was challenging for areas to provide an appropriate level of accountability, particularly in terms of monitoring progress against targets; understanding the effectiveness of project delivery; using learning to inform ongoing practice; consideration of sustainability and developing robust evaluation and monitoring processes.

Effective Practice and Learning: Project Level

53. **Effective operational planning:** Involving projects in the design of the programme suggests that they are clear on how their individual project activity contributes to the intended LA and national aims of the programme.

54. Extending existing practice or projects has allowed organisations to use established referral mechanisms and links with organisations and services to support delivery. However, adopting this approach is challenging for some to sufficiently change or adapt activity to work within the remit of Generations Together. Projects sometimes struggled to incorporate the intergenerational aspect fully within delivery.

55. **Project Design:** Delivery was felt to be particularly effective where projects had:

    - planned activities directly to meet specific outcomes;

    - adapted the intensity of project delivery to suit participants, whilst ensuring this did not dilute the outcomes;

    - understood the importance of evaluation and had integrated this into delivery;

    - recognised and embraced the need to be flexible in delivery and adapt to ongoing learning.

56. **Experience and knowledge:** An understanding of local context has proven central to project delivery. Utilising the experience and local knowledge of partners has allowed activity to develop quickly and with increased ease.

57. **Staff capacity and skills:** Staff were generally enthusiastic and committed to developing intergenerational practice. However, some projects were affected by staff turnover, which impacted on their momentum.

58. **Volunteer recruitment:** This was found to be particularly efficient and effective where projects had used existing structures to recruit volunteers, and where projects linked into existing activity.

59. However, there has not always been sufficient consideration of how to target the types of volunteers and recipients that projects are aiming to engage, which has meant that projects are not necessarily engaging those who would most benefit from involvement in intergenerational activity.

60. **Support and Training:** Effective practice arising from case studies includes the development of training packs and more informal support that was provided by project deliverers.

Outcomes and Impacts

61. We provide examples of the types of benefits and outcomes that have been achieved by LAs, organisations and individuals. However, we are unable to reliably quantify the benefits and outcomes to date, or indicate current or likely impact at a local or national level at the time of this report. Due to the early closure of the evaluation, data sources are not yet comprehensive or robust enough for detailed analysis. Minimal survey responses, LA delivery progress and reliability issues with the outcomes data on the MI tool are all key limitations in being able to evidence outcomes and impact at this time.

Benefits and Outcomes for Local Authorities

62. The key benefits and outcomes for LAs relate primarily to strengthening external and internal relationships which has built their capacity for future partnership working.

Benefits and Outcomes for Partner Organisations

63. The key organisational benefits reported by partner organisations were:

- enabling organisational goals/plans to be furthered;

- improved understanding of service users and/or the community they serve;

- attracting more volunteers or service users into existing services/activities.

Benefits and Outcomes to Participants

64. As a result of involvement in Generations Together, participants report a range of improvements in their:

- **personal development** – including increased self esteem, ability to make a positive contribution to their community and improved personal development skills;

- **practical skills –** individuals have learnt a range of skills including mentoring, cooking, dance, presentation and work related skills;

- **attitudes/behaviour** – including improved understanding, perception and engagement with other generations, greater satisfaction with home and neighbourhood and developing healthier lifestyles. A very small number of individuals reported reductions in fear of crime and risky behaviour.

Wider Impact

65. It is clear that Generations Together had been beneficial and achieved outcomes at a number of levels. However, it is less clear how these outcomes come together to create significant impact across areas and communities.

66. For the majority of areas, it was too early to report on whether Generations Together activity would have a significant impact on wider policy outcomes. Indeed some of the barriers and issues raised in this report would suggest that in some cases the activities are not of a large enough scale, coherently linked together or focused strongly enough to have a considerable impact at a national level.

Areas for Development

67. We present below some suggested areas for development and key learning based on the evaluation findings to date. These should be considered for the remainder of the Generations Together programme and in the development of future similar initiatives.

68. At LA and project level, the following are key areas for development:

- consideration of how the outcomes of Generations Together activity will be evidenced at LA and project level, through the development of more robust evaluation methods;

- focus on capturing learning from Generations Together projects to inform the development of future intergenerational practice;

- strengthening of recruitment and targeting approaches for volunteers/recipients to engage those who would most benefit from intergenerational activity;

- ensure there remains a strong focus on the intergenerational aspect of delivery and that projects have considered how they are best delivering meaningful intergenerational activity, with a focus on maximising outcomes for participants.

69. At DfE level, the capacity of the management arrangements to lead a programme such as Generations Together should be considered in future initiatives. The late funding to LAs caused delays to the start of the initiative. In addition, providing sufficient staff capacity to manage a national programme is critical in ensuring that

delivery is on track and local authorities are held accountable for delivery. Similarly, ensuring there are effective communication strategies between national and local authorities helps support consistency in expectations for the programme across areas; increased awareness of key policy priorities and encourages buy-in and commitment to the programme.

1   INTRODUCTION

1.1   This report presents the findings from the evaluation of the Generations Together Demonstrator programme. This study was undertaken by York Consulting LLP on behalf of the then Department for Children, Schools and Families (DCSF); this is now the Department for Education (DfE).

1.2   The overarching aims of the evaluation were to:

- undertake a robust assessment of the effectiveness of intergenerational practice in improving individual's attitudes and behaviours towards other generations;

- provide a greater understanding of the key challenges and critical success factors for the effective implementation and delivery of intergenerational practice, particularly in terms of partnership working;

- undertake a cost effectiveness assessment of each of the projects.

1.3   The evaluation was due to be completed in March 2011. Due to budgetary constraints within the Department for Education, the evaluation was brought to a close in September 2010. This report draws on all evaluation activity that was completed to this point.

Context

1.4   In July 2009, the Department for Education (formerly the DCSF), the Department for Health (DH), Department for Communities and Local Government (DCLG), Department for Work and Pensions (DWP) and Office of Civil Society (OCS) launched 'Generations Together' demonstrator projects of intergenerational practice across 12 Local Authorities (LAs) in England.

1.5   The purpose of the Generations Together programme across the 12 local authorities was to:

- generate wider interest in, and thinking about, intergenerational work;
- increase the number of volunteers working on intergenerational activity by 20,000 by the end of the programme;
- encourage a more strategic and sustainable approach to undertaking intergenerational work;
- provide robust evidence of the effectiveness of intergenerational initiatives; and
- develop evidence about which models are most effective in delivering which outcomes, for which groups of people, in which situations.

1.6 For local authorities that were shortlisted for Generations Together funding, but were not successful, further support was provided by the Beth Johnson Foundation[4] in encouraging the development of effective intergenerational projects.

Methodology

1.7 The research was designed as a multi-method approach in order to capture both quantitative and qualitative data on the implementation, effectiveness and impact of the Generations Together demonstrator programmes. The full methodology is set out in **Annex A: Method and Study Issues** and comprised:

- **Management Information Data Collection and Analysis –** output and outcome data is collected by each demonstrator site through an online management information (MI) tool;

- **Consultations with all 12 local authorities –** to gather views on programme design, implementation and progress;

- **Baseline and Follow-up Telephone Surveys –** gathering volunteers' and recipients' perceptions and attitudes across a number of areas, including local community, anti-social behaviour and generational views; and

- **In-depth case-studies –** in six demonstrator LAs, involving visits to three projects in each area and consultations with strategic, operational and delivery stakeholders.

Management Information Data Collection and Analysis

1.8 An online Management Information (MI) tool was specifically designed and established as part of the evaluation, to provide a consistent way of collating programme information across the 12 LAs delivering Generations Together. As a project management tool, it was intended to streamline reporting arrangements between local projects, Local Authorities (LAs), York Consulting LLP (YCL) and the Department for Education (DfE).

1.9 Access to the MI tool was provided to the Generations Together leads in LAs, and local Generations Together projects. The MI tool collected data at the following levels:

- **Local authority level:** overarching local authority outputs and outcomes; progress reports and practice sharing site;
- **Project level:** delivery characteristics of projects and anticipated outcomes, for example description of project, key activity, number and length of project sessions, target number of volunteers and recipients; and
- **Individual level**: characteristics of volunteers and recipients involved in Generations Together projects including gender, age, ethnicity, disability, care status.

1.10 The MI tool was the key mechanism for the Department for Education in monitoring the progress of the programme across LAs and it was mandatory that all areas completed the tool.

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[4] http://www.bjf.org.uk/

Consultations with all Generations Together Local Authorities

1.11 Consultations were undertaken with all 12 LAs between October 2009 and January 2010. A range of programme-level and project-level stakeholders were consulted by telephone to explore their progress in implementing Generations Together. Key themes that were explored with each LA included:

- programme design and rationale;
- focus of activity;
- intended outcomes;
- recruitment and targeting approaches;
- evaluation and monitoring mechanisms.

Baseline and Follow-up Telephone Survey

1.12 A baseline and follow-up survey was conducted with volunteers and recipients across the 12 areas. The MI tool was used to collect the contact details of all volunteers and recipients who had provided their consent to participate in the survey. Baseline surveys were completed with individuals prior to, or on starting, their involvement in a Generations Together project. Individuals were then contacted approximately one month after they had finished their involvement to complete a follow-up survey. A copy of the surveys used can be found in **Annex D**.

1.13 The survey covered the following key areas:

- perceptions of local community e.g. perceptions of anti-social behaviour, feelings of safety, satisfaction with local neighbourhood;
- involvement in local community e.g. volunteering, sporting or creative activities;
- attitudes towards generations;
- quality of life (older people);
- expected and actual benefits to volunteers/recipients from involvement in Generations Together.

1.14 Similar questions were included in both the baseline and follow-up surveys to allow changes in attitudes and perceptions to be captured.

1.15 In total, 335 baseline surveys and 58 follow-up surveys were completed. The response rate for the baseline survey was on average 36% (39% older people and 31% younger people). The response rate for the follow-up survey on average was 31% (33% older people and 28% younger people). There were a number of methodological challenges in undertaking the survey, which are detailed in **Annex A: Method and Study Issues.**

1.16 A number of questions from both the older and younger person surveys were also included in national omnibus surveys in March 2010 to provide a benchmark of perceptions compared to the general population. It was originally planned that this process would have been repeated in November/December 2010 to explore any change in attitudes compared to Generations Together survey respondents.

In-depth Case-Studies

1.17 Detailed fieldwork was undertaken across six case study authorities. In each area three Generations Together projects were visited.

1.18 The case-study authorities were selected to reflect the variation in delivery models established nationally. The geographical spread of the six areas involved included one London Borough and one LA in the South East, the North-East, the North-West, East Midlands and the West Midlands.

1.19 The selection of the three projects in each area specifically took into account the type and focus of Generations Together activity that was been delivered and the stage of delivery reached by projects. A range of projects were selected for involvement in the case studies. These included mentoring projects, skill-sharing projects and education-focused projects.

1.20 The stakeholders consulted with in each case-study area included:

- LA and programme level stakeholders e.g. overall programme manager, steering group representatives;
- Project level stakeholders – project managers, strategic leads and other staff involved in delivery e.g. school staff;
- volunteers and recipients.

1.21 On average, five programme level stakeholders and five project level stakeholders were involved in each of the six case-study authorities. In total, 44 volunteers and seven recipients were consulted.

1.22 The analysis involved detailed assessments for each of the six case-study areas triangulating findings across programme, project and volunteer/recipient consultations.

Issues Influencing the Research

1.23 A number of issues influencing the direction and delivery of the research should be taken into consideration when interpreting the findings (see **Annex A: Method and Study Issues** for further information).

1.24 The early completion of the evaluation has limited our ability to present evidence against all the intended aims of the evaluation. In particular, this has limited the data and evidence that was available at a local level on the benefits, outcome and impact of Generations Together activity.

Progress of Demonstrator Areas and Projects

1.25 The progress of demonstrator areas and projects selected was varied. Although the case-study research was originally planned for March/April 2010, due to delivery delays in some areas, this was postponed until May/June 2010. However, it was found that many of the case-study projects selected were still at the early stages of delivery. This meant that the focus of the case-study visits was on exploring project implementation, set-up and rationale and identifying emerging areas of effective practice, success factors and challenges. The data that could be collected on benefits, outcomes and impact was more limited.

Engagement of Volunteers and Recipients in the Evaluation

1.26 The engagement of volunteers and recipients in the evaluation was challenging. Although the case-study fieldwork was delayed in some areas to align with project delivery, due to difficulties with recruitment in some projects, access to volunteers and recipients was often limited.

1.27 The research team used various strategies for engagement, in particular adopting a flexible approach to consultations. Utilising existing project activity for undertaking consultations with volunteers and recipients was found to be particularly successful.

1.28 If the evaluation had continued, it was anticipated that a much greater number of volunteers and recipients would have been available for involvement in the evaluation during the second case-study visits. These were due to be conducted in November 2010.

Completeness and of the Management Information Tool

1.29 Although, completion of the management information tool was mandatory for local authorities, the effectiveness of completing this tool varied considerably across areas. There were particular challenges in projects obtaining consent for participation in the survey through the MI tool.

1.30 The level of missing data from the MI tool presents a significant challenge in being able to generate a comprehensive profile of the volunteers and recipients who have participated in Generations Together activity across the 12 LAs.

2 RECORD OF GENERATIONS TOGETHER DELIVERY

2.1 This section provides an overview of the delivery activity across the 12 Generations Together LAs. It presents the type of intergenerational activity that has been delivered across areas and also the profile of volunteers and recipients that have been involved in delivery. LA and project delivery progress to date is also discussed.

2.2 This information is predominately taken from data that has been collected on the MI tool since its launch in November 2009. Data from the baseline telephone survey and obtained through the case-studies is also used where appropriate.

Record of Delivery – Data Constraints

2.3 The MI data used in this section is accurate to the end of Quarter 2 (July-September 2010) and therefore provides a 'snap shot' of Generations Together activity and progress as of this date. As outlined in Annex A, there have been some issues with the quality of the MI data which should be considered in the interpretation of the data presented. In particular, although LAs had been encouraged to add participants to the MI tool in *'real time'*, this did not always happen in practice. It is therefore likely that there will be participants who have taken part in Generations Together activity but whose details have not been uploaded onto the MI tool.

Progress to Date

2.4 The MI tool is used by LAs to evidence progress against overall delivery targets. The MI tool allows Generations Together projects to upload details of the number and characteristics of volunteers and recipients that are involved in activity. We provide an overview of the number of volunteers and recipients that have participated in Generations Together activities up to 30th September 2010. This data represents one year of Generations Together activity, including the initial planning and commissioning of delivery partners. The definition of volunteers, recipients and wider participants that was circulated to local authorities was:

- **Volunteers:** A volunteer is an individual who undertakes any activity that will benefit others and gives their time freely. Examples might include an older person volunteering at a sports club on a project for young people, a younger person volunteering to teach dance to older people and/ or older people organising an event together, which benefits either the other party or the wider community;
- **Recipients:** A recipient is an individual who will benefit from the knowledge/skills imparted to them by a volunteer through active engagement. For example, if a young person is supporting an older person in developing their IT skills the older person would be classed as a 'recipient'. A recipient could be described in simple terms as on the 'receiving' end of a volunteer relationship;
- **Wider participants:** These are individuals who may attend an event, concert or other type of Generations Together activity, which volunteers/recipients have been responsible for organising e.g. a local arts exhibition, community event. They are not directly involved in the volunteer-recipient relationship but are a wider beneficiary of the Generations Together activities.

2.5 **Table 2.1** provides an overview of the target numbers of volunteers and recipients for each LA. It was intended that the Generations Together programme nationally would involve a total of 24,263 participants. Of these, it was anticipated that 11,335 would be volunteers and 12,928 would be recipients.

Table 2.1: Generations Together Output Targets (Until March 2011)		
Local Authority	**Volunteers**	**Recipients**
Area A	524	3,453
Area B	778	1,932
Area C	672	370
Area D	1,000	1,105
Area E	500	1,600
Area F	600	600
Area G	1,895	0
Area H[5]	103	1,748
Area I	1,300	1,000
Area J	1,610	0
Area K	1,723	0
Area L	630	1,120
Total	**11,335**	**12,928**

2.6 The targets set for volunteers and recipients across LAs were extremely diverse. The main focus in three LAs was on the recruitment of volunteers (Areas G,K and J), with there being no specific target set in these areas for the recruitment of recipients. In other areas there was a more even split between the targets set for volunteers and recipients.

2.7 **Table 2.2** provides an overview of how LAs were progressing against their cumulative target for the end of Quarter 2 2010 (July-September 2010).

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[5] Area H's targets are minimum expected targets. Their revised realistic targets are 240 volunteers and 1,736 recipients, which is, overall, a higher number of participants than originally anticipated.

2.8 **Local authorities are progressing well with the recruitment of volunteers, with 94% of the cumulative target having been met**. At LA level there are five areas that have exceeded their cumulative volunteer target (to the end of September), by between 3% and 98%. However, volunteer recruitment has been less successful in other LAs, for example:

- two LAs had achieved between 75-99% of their cumulative volunteer target (Areas C and K);
- three LAs had achieved between 45-74% of their cumulative volunteer target (Areas B, H and L); and
- two LAs had achieved less than 30% of their cumulative volunteer target (Areas A and D).

2.9 **Progress in recruiting recipients has been more challenging for LAs, with less than a third (32%) of the cumulative national target for recipients having currently been met.** Only two areas (Areas F and C) had exceeded or were on target to achieve the required recipient numbers. The remaining seven LAs, who had recipient targets, had achieved less than 40% of their cumulative target; with four of these LAs having achieved less than 20% of their cumulative recipient target.

2.10 To date, LAs had been successful in engaging 8,743 wider participants in Generations Together activities. These individuals are typically audiences or participants at events.

	Table 2.2: Progress Against Targets										
LA	**Target for Entire Programme**		**Cumulative Target (to end of Sept 10)**		**Progress Against cumulative Target (to end of Sept 10)**					**Number of Volunteers and Recipients involved in more than one project**	**Number of Wider Participants**
	Volunteers	**Recipients**	**Volunteers**	**Recipients**	**Volunteers**		**Recipients**		**No details given (excluded from progress)**		
					%	**Nos**	**%**	**Nos**	**Nos**	**Nos**	**Nos**
Area A	524	3453	371	2,520	19%	71	16%	406	97	25	1533
Area B	778	1932	507	1,292	46%	233	23%	296	2	167	937
Area C	672	370	402	210	85%	340	194%	408	2	20	3143
Area D[6]	1000	1105	700	935	27%	192	0%	4	0	88	0
Area E	500	1600	300	960	135%	406	36%	346	6	0	107
Area F	600	600	315	530	198%	625	99%	523	1	48	359
Area G	1895	0	1,224	0	110%	1345	n/a	48	0	20	0
Area H	103	1748	64	748	55%	35	12%	87	20	2	662
Area I	1300	1000	900	600	146%	1317	37%	219	0	33	543
Area J	1610	0	715	0	103%	734	n/a	43	0	24	0
Area K	1723	0	1,080	0	97%	1043	n/a	258	1	66	708
Area L	630	1120	490	865	68%	331	18%	153	3	15	751
TOTALS	**11335**	**12928**	**7,068**	**8,660**	94%	6672	32%	2791	132	**508**	**8743**
Total excluding three areas with no recipient target							28%	2442			

[6] Area D's figures are based on numbers of participants that have signed up to participate in intergenerational activity as opposed to those actually participating. Around 150 people within the table may not actually be participating.

Type of Intergenerational Activity

2.11 **Annex B** provides project descriptions for each LA, based on the information available from the LAs to date. In addition, **Annex C** provides further details on the projects that were visited as part of the case-study visits. The MI tool can also be used to look at information about the types of projects that currently exist across the 12 Generations Together LAs. Features of the projects are described under the following headings:

- Activity themes;
- Duration of project;
- Number of project sessions;
- Length of project sessions.

Activity Themes

2.12 **Table 2.3** outlines the number of projects[7] that are focusing on a particular intergenerational theme per LA. The **most common theme is education and learning** (applicable to 119 projects) and the **least common is sport and leisure** (applicable to 42 projects).

2.13 In reality, there is more overlap in the project themes, however the LAs have been asked to identify predominant themes for the purposes of the MI tool.

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[7] This relates to projects that have been set-up on the online Management Information tool. It should be noted that there may be other projects that areas will be delivering for which details have not yet been inputted onto the tool.

Table 2.3: Number of Relevant Activity Themes							
	Number of Projects	Arts and Crafts	Community & Democracy	Education & Learning	Health & Well Being	Sport and Leisure	Supporting/ Mentoring	Other/Not given[8]
Area A	21	8	2	9	4	6	0	2
Area B	5	0	1	1	0	0	1	2
Area C	17	4	5	2	4	1	0	9
Area D	13	6	6	12	4	1	13	5
Area E	13	2	4	4	3	0	2	6
Area F	58	14	8	37	22	17	9	13
Area G	12	1	2	4	1	0	3	1
Area H	25	2	2	7	4	7	9	17
Area I	20	14	8	14	3	1	1	1
Area J	9	2	2	7	1	0	5	2
Area K	36	6	16	18	16	6	6	2
Area L	8	2	4	4	2	3	5	1
Total[9]	237	61	60	119	64	42	54	61

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[8] Other project examples cited by areas included intergenerational radio projects, reading helpers, reminiscence and social/cultural project.
[9] Projects were able to choose more than one theme

<u>Project Duration</u>

2.14 As shown in **Table 2.4** below, the most common duration of projects is 13-18 months (51 projects). Nearly a quarter of projects (23%; n=54) were reported to last over a year. Although this suggests that projects were more likely to be longer in duration, **Table 2.7** indicates that the actual duration of the involvement of participants is likely to be much shorter.

Table 2.4: Project Duration (Base=237)		
<1 month	47	20%
1-2 months	31	13%
3-5 months	18	8%
6-12 months	36	15%
13-18 months	51	22%
18+	3	1%
Not answered	51	22%
TOTAL	**237**	**100%**

Number of Project Sessions per Cohort

2.15 There was useable data on the MI for 90 of the 237 projects in relation to the number of sessions that were being delivered. For the remaining projects, this information was missing and therefore these projects have been excluded from any analysis.

2.16 It appears that the majority of projects are not involving participants for a sustained period of time and are adopting a rolling programme approach. As shown in **Table 2.5**, the majority of projects are delivering ten or fewer sessions per cohort (81%; n=73), with each participant on average attending eight sessions.

2.17 Therefore, in contrast to the duration of projects detailed in **Table 2.4,** the actual number of project sessions that participants are attending seems to be relatively low.

Table 2.5: Number of Sessions per Cohort (Base=90)		
1-10	73	81%
11-20	10	11%
21-30	2	2%
30+	5	6%
TOTAL	**90**	**100%**

Number of Hours per Project Session

2.18 The majority of project sessions last between 2-3.5 hours (see **Table 2.6**), with three-fifths of projects (60%; n=54) involving sessions of this length. The average session length is 3 hours across the 90 projects.

Table 2.6: Number of Hours per Session (Base=90)		
1 hour	16	18%
2 - 3.5 hours	54	60%
4 - 8 hours	17	19%
1 day+	3	3%
Not answered	0	0%
TOTAL	**90**	**100%**

Intensity of Involvement per Cohort

2.19 **Table 2.7** provides an illustration of the intensity of participants' involvement in Generations Together projects (number of sessions x total hours of involvement).

2.20 **The intensity of participants' involvement in projects is generally low**. As shown, participants' total hours of involvement is most commonly between 4-8 hours. For a third of projects (n=31) participants involvement was 3.5 hours or less. This may be as a result of LAs using the first 6-12 months of the programme to gain "quick wins" (two LAs reported this in YCL consultations/contact), and it is possible that the profile will change over the next six months.

Table 2.7: Intensity of Involvement per Cohort (Base=90)		
1 hour	6	7%
2 - 3.5 hours	24	27%
4 - 8 hours	26	29%
8.5 - 24 hours	18	20%
25 - 56 hours	9	10%
Over 56 hours	7	8%
TOTAL	**90**	**100%**

Profile of Volunteers and Recipients

2.21 There are details of 9,595 volunteers and recipients on the MI tool who have been involved in Generations Together.

Number of Projects Participants are involved in

2.22 The majority of participants were involved in only one project. As shown in **Table 2.8**, 95% of participants (n=9,087) are involved in one project, with just less than 5% (n=432) involved in two projects. There were 77 participants who were involved in three or more projects.

Table 2.8: Number of Projects Participants Involved in (Base=9,595)		
	No	**%**
One	9087	94.7
Two	432	4.5
Three	58	0.6
Four	15	<1
Five or more	4	<1
TOTAL	**9,595**	**100**

Gender, Age and Ethnicity

2.23 There appeared to be more females taking part in Generations Together projects. From the 8019 individuals who provided data on the MI tool, over three-fifths were female (61%; n=4,881).

2.24 There are a greater number of younger people taking part in Generations Together activities than older people. Excluding those where details are unknown, over half of participants are aged 25 and under (56%; n=5,116) and over two-fifths (42%; n=3,797) were aged 50 or over. As shown in **Table 2.9**, 2% (n=163) of the participants with details on the MI tool were outside of the Generations Together target age groups (i.e. between the ages of 26 and 49). This reflects the multigenerational nature of Generations Together activity in some projects.

2.25 The age profile of participants varies across LAs. Eight of the LAs appeared to be working with a greater number of younger people than older people, whereas the remaining four areas were working with a greater number of older people.

2.26 The average age of younger participants is 14 and the average age of the older participants is 68.

Table 2.9: Age of Participants (Base=9,076)		
Age	**No**	**%**
Younger (up to 25)	5116	56
Older (26-49)	3797	42
Middle (50 and over)	163	2
TOTAL	**9076**	**100**
(Unknown)	519	

2.27 Details on participants' ethnicity was fairly limited, with information being available for nearly two-fifths (38%; n=3,605) of participants.

2.28 As shown in **Table 2.10**, for the participants for whom information is available, over four-fifths (82%; n=2,962) were White, less than one-tenth were Black (9%; n=323) and 6% were Asian (n=200).

Table 2.10: Ethnicity of Participants (Base=3,605)		
Status	No	%
White	2962	82
Black	323	9
Asian	200	6
Mixed	98	3
Chinese	22	1
TOTAL	3,605	100
Other/no detail	5990	

2.29 For the participants for whom information was available, 12% were reported to have a disability (n=424). This varied considerably across areas, ranging from 5% (Reading), to 21% (Manchester).

Volunteered Elsewhere in Last 5 Years

2.30 A key focus for Generations Together was to engage individuals who had not volunteered previously. For the 3,755 participants for whom information was available, just less than a third (30%; n=1,142) had volunteered elsewhere in the last 5 years (see **Table 2.11**). This means that the Generations Together projects had been successful at engaging at least 2,613 new volunteers into volunteering opportunities.

2.31 The engagement of new volunteers in Generations Together activities varied across LAs, ranging from 14% (Reading) to 54% (Worcestershire).

Table 2.11: Previous Volunteering Experience (Base=3755)		
Status	No	%
Previous Experience	1142	30
No Previous Experience	2613	70
TOTAL	3755	100
Not given/ prefer not to say	5840	

Care Status

2.32 There are 109 younger participants who are classed as being 'looked after children' on the MI tool. This represents 2% of all younger people on the MI tool (5,116).

Education, Employment and Training Status

2.33 As shown in **Table 2.12**, of the participants for whom information is available, just over four-fifths of young people (81%; n=1,344) are a student or at school and nearly three-quarters of older participants (74%, n=1,098) are retired.

Table 2.12: EET Status of Participants			
Status	Younger	Older	Middle	Not given/prefer not to say

	No	%	No	%	No	%	No	%
Employed	119	7%	184	12%	67	55%	31	19%
Looking after	9	1%	25	2%	6	5%	3	2%
Permanently sick or disabled	2	0%	13	1%	3	2%	0	0%
Retired	12	1%	1098	74%		0%	48	30%
Self Employed	17	1%	26	2%	17	14%	4	2%
Student/School	1314	81%	15	1%	3	2%	56	35%
Unemployed	144	9%	119	8%	25	21%	20	12%
TOTAL (base = total of age category)	**1617**	**100%**	**1480**	**100%**	**121**	**100%**	**162**	**100%**
Not given/prefer not to say	2317		3499		42		357	

Perceptions and Attitudes of Participants (Baseline)

2.34 The baseline survey data is useful for providing an overview of the views, perceptions and attitudes of older and younger people on starting their involvement in Generations Together projects. This is particularly beneficial in providing an insight into the types of participants that were involved in Generations Together activity.

2.35 It should be recognised that there is likely to be some sampling bias within the survey. For example, it is unlikely that it was possible to engage volunteers or recipients in the survey process who may be considered harder to reach or who, due to communication or language issues, were not able to participate in the survey. This potential sampling bias should be taken into consideration in the interpretation of the baseline responses.

2.36 As outlined in the methodology, specific questions from the Generations Together survey were also included in a national omnibus survey for the 11-25 and 50 and over age group. The aim of this was to provide a benchmark with the Generations Together participants. A number of the questions included in the survey have also been included in other national surveys including the Place survey and the British Social Attitudes survey. We therefore include comparisons between the responses provided by the Generations Together participants and the general population (collected through the omnibus survey and other national surveys) where appropriate.

2.37 The data tables for the baseline survey questions can be found in **Annex E**. A copy of the surveys can be found in **Annex D.**

2.38 In order to establish how representative survey respondents were, compared to those involved in Generations Together activity more widely, we compared to the profile of the survey respondents with the profile of individuals on the MI tool. The profile of survey respondents was broadly similar to the participants recorded on the MI tool, although there was some variation across specific variables:

- the same proportion of females (61%) and males (39%) were recorded on the MI tool and completed the survey;

- 82% of participants on the MI tool were of white ethnicity, compared to 89% who were involved in the survey;

- 56% of participants on the MI tool were younger people; compared to 35% of the survey sample;

- the proportion of individuals who considered themselves to have a disability was higher in the survey sample (19%), compared to individuals on the MI tool (12%).

Satisfaction with Local Area

2.39 Both older and younger people reported high levels of satisfaction with their local area as a place to live (see **Table 2.13**). Over nine-tenths (93%) of older people reported being 'fairly' or 'very' satisfied with their area, compared to 85% of young people. Less than a tenth of young people (7%) and only 2% of older people reported any dissatisfaction with their local area.

Table 2.13: How satisfied or dissatisfied are you with your local area as a place to live?				
	Young		Older	
	No.	%	No.	%
Very Satisfied	35	29%	118	55%
Fairly Satisfied	67	56%	81	38%
Neither Satisfied nor Dissatisfied	9	8%	12	6%
Fairly Dissatisfied	6	5%	5	2%
Very Dissatisfied	2	2%	-	
Don't Know	-	-	-	
Base	**119**		**216**	

2.40 The Generations Together survey respondents generally appeared more satisfied with their local area as a place to live, when compared with the general population. For example, the Place Survey 2008 found that 80% of the population were satisfied with their local area as a place to live.

Feelings of Safety

2.41 Generally, both younger and older people reported feeling safe in their local area (see **Table 2.14**). Nearly all reported feeling safe in their local area during the day (94% of younger and 99% of older people). Feelings of safety did decrease, however, at night for both older and younger people; with nearly seven-tenths (69%) of younger people reporting that they felt 'very' or 'fairly' safe, compared to 65% of older people.

Table 2.14: How safe or unsafe do you feel when outside in your local area?								
	During the day				When it's dark			
	Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%
Very safe	71	60%	157	73%	32	27%	70	32%
Fairly safe	41	34%	56	26%	50	42%	71	33%
Neither safe nor unsafe	4	3%	2	1%	13	11%	17	8%

Fairly unsafe	3	3%	-		21	18%	38	18%
Very unsafe	-		1	0%	3	3%	8	4%
Don't know	-		-		-		12	6%
Base	**119**		**216**		**119**		**216**	

Perceptions of Anti-Social Behaviour

2.42 The existence of anti-social behaviour in local areas was felt to be reasonably low by both younger and older people (**see Table 2.15**). However, proportionately, younger people had more negative perceptions of the existence of anti-social behaviour in their local area, than older people. In particular:

- over a third (37%) of young people perceive parents not taking responsibility for the behaviour of their children to be a 'fairly' or 'very big' problem, compared to 29% of older people;

- nearly a third (32%) of young people perceive teenagers hanging around on the streets to be a 'fairly' or 'very big' problem, compared to nearly one-fifth (17%) of older people;

- nearly a third (30%) of young people perceive people being drunk or rowdy in public places to be a 'fairly' or 'very big' problem, compared to 15% of older people.

Table 2.15: Thinking about your local area, how much of a problem do you think are the following:												
	Parents not taking responsibility for the behaviour of their children				People not treating each other with respect and consideration				Noisy neighbours or loud parties			
	Young		Older		Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A very big problem	9	8%	22	10%	8	7%	14	6%	2	2%	2	1%
A fairly big problem	34	29%	41	19%	23	19%	31	14%	10	8%	11	5%
Not a very big problem	42	35%	84	39%	39	33%	68	31%	32	27%	44	20%
Not a problem at all	33	28%	62	29%	47	39%	98	45%	74	62%	158	73%
Don't know	1	1%	7	3%	2	2%	5	2%	1	1%	1	0%
Base	119		216		119		216		119		216	

Table 2.15: Thinking about your local area, how much of a problem do you think are the following:												
	Teenagers hanging around on the streets				People being drunk or rowdy in public places				Other			
	Young		Older		Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A very big problem	15	13%	10	5%	10	8%	3	1%	1	1%	3	1%
A fairly big problem	23	19%	26	12%	26	22%	30	14%	3	3%	4	2%
Not a very big problem	42	35%	64	30%	38	32%	51	24%	-		-	
Not a problem at all	38	32%	112	52%	45	38%	125	58%	115	97%	209	97%
Don't know	1	1%	4	2%	-		7	3%	-		-	
Base	119		216		119		216		119		216	

Involvement in Local Community

2.43 As shown in **Table 2.16** the same proportion of younger and older people reported feeling that they were at least 'fairly' involved in their local community (59%). However, 23% of older people reported that they felt 'very' involved, compared to less than 10% of young people.

Table 2.16: How involved do you feel in your local community?				
	Young		Older	
	No.	%	No.	%
Very involved	11	9%	50	23%
Fairly involved	60	50%	77	36%
Not very involved	36	30%	66	31%
Not at all involved	12	10%	19	9%
Don't know	-		4	2%
Base	**119**		**216**	

2.44 As shown in **Table 2.17** older people were more likely to feel that they made a positive contribution to society and were active members of their local community (85% and 68% respectively), compared to younger people (78% and 60% respectively).

Table 2.17: How much would you agree or disagree with the following statements?												
	I make a positive contribution to society				I am an active member of my local community				I have pride in my local area			
	Young		Older		Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Definitely Agree	44	37%	102	47%	27	23%	80	37%	49	41%	143	66%
Tend to Agree	49	41%	82	38%	44	37%	66	31%	54	45%	46	21%
Tend to Disagree	11	9%	24	11%	32	27%	54	25%	8	7%	16	7%
Definitely Disagree	2	2%	3	1%	9	8%	13	6%	4	3%	4	2%
Don't Know	13	11%	5	2%	7	6%	3	1%	4	3%	7	3%
Base	**119**		**216**		**119**		**216**		**119**		**216**	

2.45 Survey respondents were asked to provide details of any formal or informal volunteering opportunities they had engaged in over the last 12 months, prior to Generations Together (see **Table 2.18**).

2.46 Engagement in informal volunteering was generally low; apart from in relation to giving advice, which 72 (61%) of young people and 110 (51%) older people had provided. Also, over half (53%) of older people had kept in touch with someone who had difficulty getting out, compared to just over a quarter (27%) of young people.

Table 2.18: Engagement in informal volunteering - In the last 12 months, have you done any of the following things unpaid on a voluntary basis for someone who was not a relative?								
	Young				Older			
	Yes		No		Yes		No	
	No.	%	No.	%	No.	%	No.	%
Keeping in touch with someone who had difficulty getting out and about	32	27%	87	73%	226	53%	101	47%
Shopping, collecting pensions, paying bills	22	18%	97	82%	53	25%	163	75%
Cooking, cleaning, laundry, gardening or other routine household jobs	26	22%	93	78%	34	16%	182	84%
Decorating or any kind of home or car repair	17	14%	102	86%	15	7%	201	93%
Babysitting or caring for children	41	34%	78	66%	31	14%	185	86%
Sitting with or providing personal care	17	14%	102	86%	26	12%	190	88%
Looking after a property or pet for someone who is away	34	29%	85	71%	86	40%	130	60%
Giving advice	72	61%	47	39%	110	51%	106	49%
Writing letters or filling in forms	36	30%	83	70%	54	25%	162	75%
Base	119				216			

2.47 Engagement in formal volunteering was generally minimal (see **Table 2.19**). Although, respondents were most likely to indicate that they had raised funds for charity, which over half of young people (57%) and older people (52%) had done. Other engagement in formal volunteering opportunities included:

- hobbies (45% of both older and younger people);
- helping the local community (44% of older people and 35% of younger people);
- supporting children's education and activities (41% of younger and 26% of older people).

Table 2.19: Engagement in formal volunteering - In the last 12 months, have you done any of the following things unpaid on a voluntary basis for someone who was not a relative?							
	Young				Older		
	Yes		No		Yes		No	
	No.	%	No.	%	No.	%	No.	%
Supporting children's education and activities	49	41%	70	59%	56	26%	160	74%
Raising funds for charity	68	57%	51	43%	113	52%	103	48%
Volunteering with organisations that support people	32	27%	87	73%	57	26%	159	74%
Helping your local community	42	35%	77	65%	96	44%	120	56%
Coaching or teaching	31	26%	88	74%	27	13%	189	88%
Supporting faith groups	22	18%	97	82%	47	22%	169	78%
Hobbies	53	45%	66	55%	98	45%	118	55%
Promoting social justices	11	9%	108	91%	21	10%	195	90%
Political activities	6	5%	113	95%	17	8%	199	92%
Trade union activities	-	-	119	100%	4	2%	212	98%
Something else	4	3%	115	97%	10	5%	206	95%
Base	119				216			

Engagement with and Attitudes Towards Own and Other Generation

2.48 Young people were mainly positive in their views of older people (see **Table 2.20**), and these tended to be more positive than the views of the omnibus survey respondents. For example:

- nearly three quarters (72%) of participant young people reported that they 'definitely agree' or 'tend to agree' that older people have respect for young people, compared to nearly six-tenths (59%) of respondents to the omnibus survey;
- nearly three quarters (72%) reported that they 'definitely agree' or 'tend to agree' that the views of older people are not listened to enough;
- just over seven-tenths of young people (71%) definitely agreed or tended to agree that society does not recognise the contribution that older people are still able to make;
- all but one young person definitely agreed or tended to agree that they could learn from the experiences of older people (99%), slightly above the 93% of omnibus survey respondents who agreed with this statement.

2.49 Similarly, young people reported feeling comfortable speaking to older people (97%) and felt that there were skills that they could be taught by them (94%).

Table 2.20: Young People's Perceptions of Older People	Definitely agree		Tend to Agree		Tend to Disagree		Definitely Disagree		Don't know	
	No.	%	No.	%	No.	%	No.	%	No.	%
Older people have respect for young people	23	19%	63	53%	21	18%	5	4%	7	6%
The views of older people are not listened to enough	28	24%	69	58%	13	11%	5	4%	4	3%
Society does not recognise the contribution that older people are still able to make	27	23%	57	48%	17	14%	7	6%	11	9%
Older people are too set in their ways and ideas	10	8%	46	39%	37	31%	14	12%	12	10%
There are skills that older people could teach me	62	52%	50	42%	3	3%	1	1%	3	3%
I feel comfortable speaking to older people	64	54%	51	43%	4	3%	-	-	-	-
I have nothing in common with older people	2	2%	20	17%	47	39%	48	40%	2	2%
I believe I can learn from the experiences of older people	66	55%	52	44%	1	1%	-	-	-	-
Base = 119										

2.50 Older people were more mixed on their views of younger people, but these were still generally positive (see **Table 2.21**) and were more positive than the omnibus survey respondents and when benchmarked against other national surveys. For example:

- just over half (53%) agreed that the behaviour of young people today is no worse than it was in the past. In comparison just a quarter (25%) of older respondents[10] from the 2008 British Social Attitudes Survey either strongly agreed or agreed that this was the case;
- however over seven-tenths (72%) agreed that most young people are responsible and well behaved;
- nearly three-fifths (57%) of older people disagreed that older people are admired and respected by young people, compared to just over three-fifths (61%) of omnibus survey respondents.

2.51 Over four-fifths (82%) of survey respondents reported that they 'definitely' or 'tend to' agree that most young people are responsible and well-behaved. This compares to 63% of older respondents[11] from the 2008 British Social Attitudes Survey, who either 'strongly agreed' or 'agreed' that most young people are responsible and well-behaved.

2.52 Older people were positive about the potential for skill-sharing with young people, with nearly nine-tenths (89%) reporting that there were skills that young people could teach them. Furthermore, nine-tenths (90%) of older people believed they could learn from the experiences of young people, compared to nearly seven-tenths of the omnibus survey respondents (68%). Similarly, nearly all (96%) respondents indicated that they felt comfortable speaking to young people.

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[10] respondents who were aged between 45-97.
[11] respondents who were aged between 45-97.

Table 2.21: Older People's Perceptions of Young People	Definitely agree		Tend to Agree		Tend to Disagree		Definitely Disagree		Don't know	
	No.	%	No.	%	No.	%	No.	%	No.	%
The behaviour of young people today is no worse than it was in the past	52	24%	59	27%	60	28%	38	18%	7	3%
Older people are admired and respected by young people	14	6%	65	30%	89	41%	35	16%	13	6%
The views of young people aren't listened to enough	46	21%	97	45%	45	21%	11	5%	17	8%
Most young people are responsible and well-behaved	51	24%	125	58%	25	12%	5	2%	10	5%
There are skills that young people could teach me	111	51%	81	38%	13	6%	7	3%	4	2%
I feel comfortable speaking to young people	127	59%	79	37%	9	4%	1	0%	-	-
I have nothing in common with young people	6	3%	30	14%	81	38%	95	44%	4	2%
I believe I can learn from the experiences of young people	106	49%	88	41%	13	6%	4	2%	5	2%
Base =216										

2.53 Young people and older people had more mixed views on their own generation and these tend to be more negative than omnibus survey respondents (see **Table 2.22 and Table 2.23**). For example, young people were more negative about the behaviour of their own generation, with 59% disagreeing that their generation's behaviour was no worse than it was in the past, compared to 53% of older people. In addition, the majority of young people did not feel that older people were admired and respected by young people (62%), compared to just over two-fifths (41%) of omnibus survey respondents.

Table 2.22: Young People's Perceptions of their Own Generation										
	Definitely agree		Tend to Agree		Tend to Disagree		Definitely Disagree		Don't know	
	No.	%	No.	%	No.	%	No.	%	No.	%
The behaviour of young people today is no worse than it was in the past	12	10%	31	26%	48	40%	23	19%	5	4%
Older people are admired and respected by young people	5	4%	35	29%	50	42%	21	18%	8	7%
The views of young people aren't listened to enough	24	20%	64	54%	21	18%	6	5%	4	3%
Most young people are responsible and well behaved	15	13%	53	45%	30	25%	16	13%	5	4%
There are skills that I could teach older people	50	42%	54	45%	9	8%	1	1%	5	4%
Base= 119										

2.54 Less than half (47%) of older people reported feeling that their generation had respect for younger people (compared with 53% of omnibus survey respondents); and over three-fifths (63%) agreed that older people are too set in their ways.

Table 2.23: Older People's Perceptions of their own Generation										
	Definitely agree		Tend to Agree		Tend to Disagree		Definitely Disagree		Don't know	
	No.	%	No.	%	No.	%	No.	%	No.	%
Older people have respect for young people	19	9%	82	38%	81	38%	19	9%	15	7%
The views of older people are not listened to enough	60	28%	83	38%	54	25%	11	5%	8	4%
Society does not recognise the contribution that older people are able to make to society	71	33%	92	43%	31	14%	8	4%	14	6%
Older people are too set in their ways	30	14%	101	47%	50	23%	25	12%	10	5%
There are skills that I could teach young people	120	56%	80	37%	9	4%	3	1%	4	%
Base= 216										

Engagement in Positive Activities (Younger People only)

2.55 Young people's existing engagement in positive activities was generally good (see **Table 2.24**). Over half of survey respondents aged 11-16 (53%) and 17-25 year olds (51%) had taken part in a group activity.

2.56 Activities for 11-16 years most commonly included going to a local park or playground (81%) and attending a sports club or class (56%). In the last 4 weeks most 17-25 year olds have been to a local park or playground (59%). Few young people reported attending a youth centre or club with few or no organised activities (9% of 11-16 year-olds; 16% of 17-25 year-olds); a religious, faith or community group (19% of 11-16 year-olds; 13% of 17-25 year-olds) or a music group or lessons (13% of 11-16 year-olds; 19% of 17-25 year-olds). A number of young people reported attending a youth centre or club with organised activities (28% of 11-16 year olds; 33% of 17-25 year olds).

Table 2.24: Which of these have you been to in your free time in the last 4 weeks?				
	11-16		17-25	
	Yes	No	Yes	No

	No.	%	No.	%	No.	%	No.	%
Local park or playground	26	81%	6	19%	51	59%	35	41%
Sports club or class	18	56%	14	44%	36	42%	50	58%
A youth centre or club to take part in organised activities	9	28%	23	72%	28	33%	58	67%
A youth centre or club with few or no organised activities	3	9%	29	91%	14	16%	72	84%
Religious, faith or community group	6	19%	26	81%	11	13%	75	87%
Art, craft, dance, drama, film/video-making group	8	25%	24	75%	30	35%	56	65%
Music group or lessons	4	13%	28	88%	16	19%	70	81%
Given your time to help a charity, a local voluntary group or done some organised volunteering	10	31%	22	69%	34	40%	52	60%
Base	32				86			

Participation and Planned Progression (Younger People only)

2.57 The survey aimed to explore the future plans of the younger people still in secondary education, and also the current activity of those aged 17-25 (see **Table 2.25**).

2.58 There were 29 survey responses received from younger people of secondary school age. The majority of these (75%; 22) specified that they wanted to do a course at college or sixth form when they finish Year 11. Four young people reported that they wanted to find a job with training and one wanted to go on to do an apprenticeship. Only two of the young people surveyed reported that they had no firm plans or were unsure.

Table 2.25: What do you want to do when you finish year 11? (Those in secondary school only):		
	Young	
	No.	**%**
Do a course in school sixth form	10	34%
Do a course at college or sixth from college	12	41%
Do an Apprenticeship	1	3%
Get a job with training (full or part-time)	4	14%
Get a full-time job without training	-	-
Not sure yet	1	3%
I'm deciding between a number of different options	-	-
I have no plans	1	3%
Base	**29**	

2.59 The majority of young people surveyed (of secondary school age) thought that they would go on to University or Higher Education in the future (86%). Two young people did not think they would, with a further two currently being unsure.

2.60 Of the 90 16-25 year olds who were surveyed, the highest proportion (28%) are undertaking A levels or are at sixth form college. A tenth of the young people classified themselves as not in education, employment or training (NEET).

2.61 Overall, young people were optimistic about their future, with just over four-fifths (81%) agreeing that they expected to end up in a well-paid job. Similarly, nearly seven-tenths (69%) did not feel that it would be difficult for them to find employment, and nearly all young people felt that it was important to have a job (96%).

Table 2.26: Young People's Plans for the Future										
	Strongly agree		**Tend to agree**		**Tend to disagree**		**Strongly disagree**		**Don't know/no opinion**	
	No.	**%**	**No.**	**%**	**No.**	**%**	**No.**	**%**	**No**	**%**
'I think I will end up in a well-paid job'	37	31%	60	50%	12	10%	2	2%	8	7%
'I think I will end up staying at home with a child/children and not working'	1	1%	2	2%	37	31%	77	65%	2	2%
'I think I will always find it hard to get a job'	4	3%	29	24%	52	44%	30	25%	4	3%
'It is important for me to get a job'	94	79%	20	17%	2	2%	-	-	3	3%
Base = 119										

Quality of Life and Health (Older People only)

2.62 The baseline survey aimed to explore older peoples' views on the quality of their life and health. Over four-fifths of older people believe their health is good (83%). Of these, just over a third (34%) perceived it to be very good, and a tenth felt their health was excellent.

2.63 Generally, older people appeared positive about their quality of life, with:

- nearly nine-tenths (87%) reporting that they 'often' look forward to each day;
- four-fifths (80%) of older people reporting that they 'often' feel free to plan for the future; and
- over three-quarters (77%) reporting that they can 'often' do the things they want to do.

2.64 However, nearly three-tenths (29%) of older people surveyed felt that their age prevented them from doing things they would like to do regularly. Over two-fifths (44%) felt that their health stopped them from doing the things they want to do at least sometimes.

Anticipated Benefits of Involvement in Generations Together

2.65 Survey respondents were asked what they hoped to gain from their involvement in Generations Together activity (see **Table 2.27**).

2.66 Generally, younger peoples' expectations for the programme were higher than older people. For example, over nine-tenths (91%) of young people hoped that Generations Together activity would provide them with the opportunity to get involved in community/social activities, compared to four-fifths (79%) of older people. Similarly, over nine-tenths (91%) of young people and over four-fifths (82%) of older people reported that it would provide them with the opportunity to get involved in positive activities. Other benefits that respondents hoped to gain included:

- practical skills – 87% of older people and 72% of younger people;
- personal development skills – 86% of young people compared with 64% of older people; and
- supporting others skills – 85% of younger people and 79% of older people.

2.67 Respondents were least likely to report that they hoped to gain a healthier lifestyle through their involvement in Generations Together (less than two-thirds of younger and older people).

Table 2.27: Anticipated Benefits from Involvement in Generations Together								
	Young				Older			
	Yes		No		Yes		No	
	No.	%	No.	%	No.	%	No.	%
Involvement in community/social activities	108	91%	11	9%	170	79%	46	21%
Involvement in positive activities	108	91%	11	9%	178	82%	38	18%
Practical skills	104	87%	15	13%	155	72%	61	28%
Personal Development skills	102	86%	17	14%	138	64%	78	36%
Supporting others' skills	101	85%	18	15%	170	79%	46	21%
Healthier lifestyles	79	66%	40	34%	135	63%	81	38%
Base	119				216			

3 DESIGN, SET-UP AND DELIVERY OF PROJECT ACTIVITY

3.1 This section of the report presents an overview of the delivery models that had been established in Generations Together local authorities, focusing on the following key areas:

- Programme and project design;
- Partnership structure and governance;
- Delivery approaches.

Programme and Project Design

3.2 **The design of the Generations Together programme across the 12 LAs was varied.** The factors and drivers influencing programme design across areas were extremely diverse, reflecting local strategic and policy priorities. These included:

- **strategic commitment and buy-in to the programme,** and the perceived potential for the programme to contribute to local issues or priorities;
- **enthusiasm or perceived clear opportunity to develop a grass roots programme**, focused on voluntary and community sector involvement;
- **a keenness to develop and build on existing activity and networks**; e.g. linking into existing community networks and organisations to develop intergenerational projects;
- a **significant interest in developing innovative intergenerational projects**, providing the opportunity to trial new ways of working;
- **ideas and interest in a particular delivery theme**, for example, Portsmouth had established an overarching nautical theme for Generations Together.

Programme Design (Portsmouth)
The focus of initial programme activity in Portsmouth centred around a nautical theme, as this was viewed as being the "backbone of the city", particularly with older people.
The development of the programme locally aimed to build on the LA's experience of partnership working, to develop innovative and creative projects, which would be successful in engaging volunteers and recipients across the City.

3.3 Higher level strategic drivers had significantly influenced the design of Generations Together in other LAs. During the bidding or planning stage it was common for these areas to have aligned activity to local strategic priorities. This involved LAs having a clear understanding of the priorities for the programme and the potential for activity to contribute to wider strategic gaps or issues. For example, this may have been in terms of contributing to community cohesion or increasing volunteering opportunities and the number of volunteers locally.

3.4 **A strategic commitment to developing and embedding intergenerational practice locally was a key driver in programme design**; although LAs did vary in how developed their strategic vision was, and their previous experience of delivering intergenerational activity. A small number of areas had already demonstrated a strategic commitment to supporting intergenerational practice prior to Generations Together. Examples include the establishment of local intergenerational or Ageing strategies (Wakefield and Manchester), with programme design being tailored to contribute to these existing strategies.

3.5 Similarly, other LAs viewed a key output of Generations Together as being the **opportunity to develop learning and approaches to intergenerational practice**, which would then allow the development of an intergenerational strategy in the future.

3.6 Intergenerational activity was not necessarily new to LAs and delivery partners. In many cases intergenerational activity had historically been undertaken, but not always identified as such. However there were a large number of projects and partners involved in Generations Together across areas that had no previous involvement in undertaking intergenerational activity. In the majority of LAs, the programme was seen as the opportunity for projects to either develop entirely new projects that had a specific intergenerational focus or to enhance existing activities or services by providing an intergenerational dimension to it.

3.7 **Evidence of building on known success factors and challenges associated with intergenerational activity was minimal**. As the majority of the organisations were new to delivering anything other than ad-hoc intergenerational activity, projects were provided with the autonomy to develop an intergenerational approach which they felt suited their context and delivery focus.

Building on Existing Models of Intergenerational Activity
Ealing: Silver Surfers activity has been extended into community organisations. There was little activity of this nature before Generations Together, but there is awareness of Silver Surfers as an existing model of practice.
Developing New Models of Intergenerational Activity
Befriending Project (Gateshead): The Befriending project is a new concept of intergenerational practice which is focused on the Promoting Independence Centres (PICs) which aims to support older people in their physical rehabilitation and getting them back into their own homes. The project aims to encourage younger volunteers to befriend older volunteers both within the PICs and also potentially in the homes of the older people, to help reduce anxieties that many older people face when returning to their home, in relation to their community and their perceptions of some young people.

3.8 All LAs recognised that Generations Together had the potential to contribute to a range of outcomes for individuals and the wider community. Examples of the strategies and outcomes LAs anticipated that the programme would contribute to and to shape the future development of are illustrated in **Figure 3.1** below.

Figure 3.1: Contribution of Generations Together to Strategic Aims and Outcomes		
Ealing (Children's Services)	Community Cohesion Skills Isolation Volunteering Jobs Creation	Community Safety Health & Well Being Strategy for Older People Activities for Young People
Manchester (Older People)	Ageing Strategy Community Cohesion	
Wakefield (Family Services)	Ageing Strategy Volunteering Strategy Health & wellbeing Cohesion	Integrated Youth Support Active Lifestyles Culture Every Child Matters
Portsmouth (Health Improvement Development Service)	Health Improvement Social Inclusion Anti-Poverty	Equalities Community Cohesion
Gateshead (Culture and Community Directorate)	Community Vision 2030 (including focus on volunteering) Regeneration (Creativity and Culture)	
Somerset (Children and Young People's Partnership)	Community Cohesion Healthy Living Cultural Life Engagement and Participation	

Geographical Remit

3.9 In eight of the 12 LAs, Generations Together has been designed as a LA-wide programme, rather than targeting specific geographical areas or neighbourhoods. However, this is not to say that individual projects may not be focussing on particular localities or target groups. In the other four LAs, programme activity is solely focused on specific wards or geographical areas within the LA.

LA-Wide Programme
Worcestershire: The programme is operating across the whole county, although individual projects have a different geographical focus and are targeting different communities.
Specific Geographical Area or Neighbourhood
Ealing: The GT programme is centred on Acton, with a specific focus on the South Acton Housing Estate area. It was felt that concentrating activity on a small geographical area would provide a greater impact on the community as a whole, rather than spreading the Generations Together programme too widely.
South Acton is a vibrant estate with a rich cultural mix including large African Caribbean, Somali, Afghani and Eastern European communities. Over 21% of its residents are refugees, 28% are under 15 and 21% are over 55 years of age. South Acton is home to a wide variety of projects, activities and organisations that provide an eclectic range of services to meet the needs of this diverse community.
Northamptonshire: The Generations Together programme is focussed on three specific areas – Northampton, Wellingborough and South Northamptonshire. These areas represent a mix of rural and urban areas and encompass some of the most deprived areas of the county. Additionally, these are the three main areas where the Local Infrastructure Organisations who are leading the delivery of the programme work across.

Bidding and Commissioning Process

3.10 The approach taken to the identification and development of individual Generations Together projects varied across LAs. Whereas some areas had already clearly defined projects and engaged appropriate partners on submitting their bid to the DfE, others had identified broad themes of activity and had then undertaken a further scoping and development activity to refine project ideas once confirmation had been received from the DfE.

3.11 A formal commissioning process had been employed in some areas to determine the organisations that would be involved in delivery and to commission specific projects. The commissioning process was either undertaken for the selection of all Generations Together projects in the area, or for specific programme elements or themes. For example, the establishment of a specific grant-fund for the commissioning of small CSO projects was common.

Local Delivery Fund - Northamptonshire
Northamptonshire established a Local Delivery Fund as part of their Generations Together programme. This involved a bidding process by which local organisations could submit bids to deliver intergenerational activity within the three Generations Together areas. The Local Delivery Fund projects were selected by the Project Board with the benefit of the advice and local knowledge of the three LOIs.

3.12 A commissioning approach provided the opportunity for LAs to identify projects on the basis of their potential effectiveness. For example, in one LA the bids were scored on a range of factors, including how innovative they were, and the extent to which they could include hard-to-reach individuals. Similarly, another LA had used a scoring system to rank projects in relation to the extent to which they met the requirements of the programme.

3.13 For LAs that had not employed a formal commissioning process, the approach to agreeing project activity was varied. Generally this involved LAs bringing together a range of statutory and CSOs to agree and scope out the activities that would be delivered.

3.14 The extent to which a formal consultation and needs assessment was undertaken to identify potential projects was mixed across areas. There was also variation in whether this happened prior to or after securing Generations Together funding. Generally, in making decisions on the type of projects to be developed, there was a strong reliance on organisations' existing knowledge and understanding, particularly in terms of understanding gaps in provision.

Community Consultation Approach - Ealing
The programme was designed through Acton Community Forum with a focus on the South Acton Housing Estate area. They consulted with community groups, via an open meeting prior to the Generations Together bidding process to get a sense of demand for the type of programme that groups wanted. This was followed up with individual meetings with community groups to discuss costs and outputs and outcomes.

3.15 Although, the rationale for project design across the projects visited was varied, common considerations and rationale included the:

- **opportunity to build on, develop or extend existing provision** i.e. the lead project organisation already delivered similar project activity, which was tailored or changed to meet the aims of the Generations Together programme;
- **opportunity to test innovative and new delivery approaches** i.e. the experience of the lead project organisation was used to develop an innovative Generations Together project, this may be in relation to:
  - the engagement of a particular target group that may be historically difficult to engage or for whom intergenerational activity has not previously being undertaken;
  - focus of project delivery.
- **alignment of Generations Together activity with existing organisational priorities.**

3.16 **Table 3.1** provides examples of some of the factors influencing project design.

Table 3.1: Factors Influencing Project Design
Building on, developing, or extending existing provision
Mentoring and Achieving Project (Gateshead): This project is run by Action for Children and existed prior to Generations Together. The aims of the project are to provide vulnerable young people with a positive role model who will work with them to provide support and experiences. The project recruits, trains and supports volunteers to establish and maintain supportive relationships with the young people.   The project is an extension of the project that existed prior to Generations Together. The age range has been specifically extended to include those who are aged 50 and over, however the delivery focus has remained unchanged.
testing innovative and new delivery approaches
Supporting Independent Living (Worcestershire): This project is being delivered by Sight Concern Worcestershire and the rationale for the project is to link sighted volunteers with blind and partially sighted recipients (normally older people), or to link blind/partially sighted volunteers with people who are facing sight loss. By providing these links, the intention is that recipients (older people) will be able to live more independently and to provide them with the opportunity to get involved in activities that will improve their quality of life, reducing isolation and loneliness.   This is a new approach to supporting individuals who are suffering from sight loss and has been identified as a new type of activity that may be transferable to other locations. The project has been developed as a flexible framework which ensures that the project recipients can shape delivery.
alignment with existing organisational priorities
The Prince's Trust (Portsmouth): The project aims to facilitate two groups of 14-25 year old young people to run their own projects that will have intergenerational outcomes. The young people must fit within The Trust's target groups: the Unemployed; Educational underachievers; Offenders/ex-offenders and those in, or leaving care. The Trust also prioritises people from ethnic minority communities; Young disabled people; Refugees and asylum seekers; and Lone parents.   Projects must fit within the minimum standards of the Prince's Trust and young people will go through a comprehensive support programme from the Trust, involving meetings with staff, a development plan and agreed deadlines.   The project has been developed out of the Community Cash Awards programme and the funding received from Generations Together is seen as another opportunity to develop projects that fit within the remit of the organisation and their intended outcomes. Like with

Table 3.1: Factors Influencing Project Design
the Awards, young people hear of the initiative through word of mouth or through other Trust activity.

The project *"helps and advises young people to plan and deliver community projects"*. The support provided includes:

- A cash award per project;
- Ongoing support and guidance for up to one year;
- Access to specialist advice.

Eligible projects must:

- Be run and managed by young people;
- Deal with a local community need, with clear benefit to that community;
- Benefit the young people running the project;
- Be new or developing initiatives, including new elements of existing projects;
- Have a maximum of 12 young people applying per project;
- Have Group Award funding as critical to their success.

The key outcomes of the programmes measured by The Trust are as follows:

- Positive Outcomes for Young People: Young people move into education, training or employment, as measured by an Outcome Survey;
- Development of Young People's Soft Skills: The main skills identified are motivation, confidence, goal setting & responsibility, decision making and problem solving, as measured by an Outcome Survey;
- Community Benefit: Number of people in the community who benefit from the project, as measured by a Project Evaluation;
- Social Cohesion: Number of people in the community involved in the project, as measured by a Project Evaluation.

Partnership Structure and Governance

3.17 Across all 12 demonstrator sites the LA is involved with Generations Together at both a strategic and operational level, however the extent to which LAs are involved in day-to-day delivery varies. The lead service/directorate within the LA ranged from Neighbourhood Management, Regeneration, Community Cohesion, Family Service and Health Improvement; typically reflecting the local strategies that the programme had been aligned to.

3.18 **Management and co-ordination of the programme was either LA led or Civil Society Organisation (CSO) led.** Management or co-ordination of the programme was led by the LA in seven of the twelve areas. In the remaining five areas, the day-to-day management of the programme had been devolved to one or more Civil Society organisations. Civil Society organisations managing the programme in each of these areas were:

- Acton Community Forum (Ealing);
- Northampton Volunteers Centre, South Northamptonshire Volunteer Bureau and Nene Valley communication Action (Northamptonshire);
- Plymouth Volunteering Consortium (Plymouth);
- Age Concern Berkshire (Reading);
- Age Concern Wakefield District (Wakefield).

3.19 The rationale for establishing a CSO lead for the programme was primarily to allow the programme to build on existing networks and relationships of these organisations. For example, in Ealing, the Acton Community forum is very active in the geographical area in which the programme is focused and has greater reach into the community than the LA. Other rationales included the opportunity it presented to provide a dedicated and appropriately skilled resource for the management of the programme and ensuring that the interests of the voluntary sector can be represented.

Governance Arrangements

3.20 **The governance arrangements established by LAs were generally underpinned by the formation of steering groups to oversee programme delivery**. These were diverse in terms of the stakeholders involved and their size and remit, reflecting the diverse delivery models that had been established by LAs.

3.21 The structures employed to manage the programme provided the opportunity to bring together a range of statutory and CSO's to be involved in shaping and steering Generations Together activity, as well as those directly involved in project delivery.

3.22 Steering group membership predominately included stakeholders from the LA and the CSOs. Service representation from within the LA was varied, and dependent on how the programme was being delivered locally. However, generally there were at least representatives from departments within Children's and Adult services.

3.23 Whereas some steering groups appeared to be very strategic in their focus, others had a more operational remit. For example, some had a clear remit to drive and share learning about intergenerational practice, whereas the remit of others solely focused on monitoring overall programme and project progress.

Manchester – Wider Steering Group Remit
The steering group meets every six weeks. Representatives include the Senior Strategy Manager from the Valuing Older People's Team, the deputy Chief Executive Officer of the council, the Director of Adults Services, the Director of the Joint Health Unit and a representative from youth services.
The steering group was originally formed to drive intergenerational practice and oversee the Generations Together programme. It now has a wider remit to plan the age friendly city strategy.

3.24 There were examples of the establishment of other additional operational structures in some areas to support the overall management and delivery of the programme. Examples include the establishment of project boards, and working groups with specific remits. The rationale for establishing these additional structures included ensuring that programme progress could be monitored more closely and to provide a quicker decision making process.

Northamptonshire – Establishment of Project Board
Northamptonshire have established a Project Board consisting of representatives from Northamptonshire County Council, as the lead body.   Libraries, Health and Social Services, specifically for Wellbeing and Engagement of Older People, and Children's Services Directorate are represented on the Project Board.
The project board was established to support the operation of the Generations Together programme and to take ultimate responsibility for the project.
The project board has a remit to lead on the monitoring and evaluation of the programme and in particular to monitor project progress. The Project Board has regular scheduled meetings prior to Steering Group meetings to discuss key decisions or issues that require addressing.

Portsmouth – Establishment of Working Groups with Specific Remits
The programme steering group in Portsmouth is made up of around 15 stakeholders from departments in Portsmouth City Council and representatives from the voluntary and community sector. The group was reduced from over 40 members at the initial set-up stage.
The group is further divided into sub-groups, with five members taking responsibility for each strand of the programme. Focused on activities such as advertising and marketing, and targeting and recruitment, these sub-groups allow decisions to be made more efficiently than the regularity of the steering group meetings allow.

3.25 **Overall governance of the Generations Together programme was generally led by a local strategic board or partnership**. LAs were required to report into these strategic structures, generally on a six monthly or quarterly basis to report on progress. The location of these strategic boards or partnerships within the LA was dependent on where the programme was placed within the LA, and the priorities for the programme locally. Examples include:

- Safer and Stronger Communities and Culture Strategic Partnership (Gateshead);
- Communities Board (Northamptonshire);
- Intergenerational Strategy Group (Worcestershire).

3.26 Some changes had been made to LA governance and management arrangements, from what had been originally planned at the bidding stage. These changes included the inclusion of additional structures to support delivery and to allow quicker decision making, or the change in the lead operational organisation. For example, in Portsmouth the programme was originally due to be administered by Community Improvement Partnerships, which are education-led partnerships set-up by schools. However, these were viewed as being too education focussed and the programme instead was centralised and led by the Health Improvement and Development Service.

Bringing Partners Together

3.27 Structures have been established in local authorities to support delivery. These are generally focused on providing the opportunity for project deliverers to come together to share progress and practice and to encourage the sharing of learning across delivery partners.

3.28 In some areas, these structures have a wider scope than solely involving Generations Together partners. For example, Manchester are aiming to deliver learning events every three months to allow projects to showcase their work to other stakeholders including LA representatives, other participants and the general public. The purpose of these learning events is to allow projects to demonstrate what they have learnt and promote intergenerational practice to others.

Gateshead – Project Deliverers Meeting
Gateshead Voluntary and Organisational Council are leading on the facilitation of a project delivery group. The purpose of this group is to bring together project delivery staff to encourage them to share learning and progress across projects. The purpose of the meeting is also to encourage the sharing of good practice across projects in the use of volunteers, through providing training opportunities for project delivery staff.

Involvement of Adults and Children's Services

3.29 A requirement of the Generations Together bidding process was that all programmes had to be signed off by both Adult and Children's Services. In practice the involvement of the two services across areas differed significantly.

3.30 In a small number of areas, there has been strong commitment and involvement of both services from the outset, whereas in others, work is still ongoing to fully engage both services. The extent of involvement from Adult or Children's services was linked to how involved the services were in project delivery. For example, in one case-study LA one of the projects was led by Adults services and therefore they were automatically included in the steering group for the programme.

3.31 The extent of involvement was also directly related to who was driving the programme at a local level. For example, in Manchester the programme was primarily Adults Services driven and therefore involvement of Children Services (other than in relation to delivery) was limited. Conversely, in Portsmouth, the programme has emerged with a distinct youth focus and therefore there has been less involvement from Adult Service.

3.32 There have clearly been some issues faced by the majority of LAs in developing strategic commitment and buy-in to the Generations Together programme across both Adult and Children's services, which will be discussed in more detail in Section Four.

Delivery Approaches

3.33 **Approaches to delivery were influenced by a number of factors, including organisation type, prior experience, the context for delivery and the organisational infrastructure in place**. However, we provide below some of the common features of delivery that were identified through the case-study research.

Recruitment and Targeting – Programme and Project Wide Approaches

3.34 **The recruitment of volunteers and recipients has predominately been led at a project level**; although there are examples of areas having also established programme-wide approaches. These were generally used to complement, rather than replace project-level approaches.

3.35 The use of CSOs to support the recruitment of volunteers and recipients was widespread in some LAs. CSOs had existing experience in engaging volunteers and could draw on their existing organisational links and sometimes their existing volunteers to support recruitment.

3.36 The role of CSOs in supporting recruitment generally involved:

- increasing awareness across network organisations about Generations Together projects and encouraging them to identify potential volunteers/recipients for involvement;
- brokering new and existing volunteers in volunteering opportunities within Generations Together projects.

3.37 The use of CSOs in supporting the recruitment approach was perceived to be useful in streamlining the recruitment process across projects and LAs.

Programme Level Recruitment (Northamptonshire)
Targeting and recruitment of volunteers, recipients and staff occurs primarily through three Local Infrastructure Organisations (LIOs). As the LIOs are volunteer centres they were purposely selected to be the primary delivery partners so they could broker links between volunteers, recipients and projects.
The LIOs have the infrastructure in place to advertise projects, vacancies and link into local areas. The LIO networks have been found to be effective for linking into smaller locality groups and also for links into groups such as the 50+ network and extended school co-ordinators, to attract larger groups and organisations as both delivery staff and volunteers/recipients.

(Gateshead)
Gateshead Voluntary Organisations Council (GVOC) are leading on the recruitment of volunteers in Gateshead, however this is supplemented by the expectation that projects will also proactively recruit volunteers. A key route to the recruitment of volunteers had been through the 'Do it' website on which all available volunteering opportunities are advertised.
If a potential volunteer expresses an interest in becoming involved in a particular Generations Together project, then GVOC would meet the individual to find out more about their motivations and to ensure that they were fully informed about the nature of the project. The potential volunteer would then complete an application form which would be passed over to the relevant project. The project would then have their own processes in place for engaging the volunteer in delivery.

3.38 There was a strong willingness across areas to publicise Generations Together activity at a programme level. It was hoped that this would increase the public's interest in the programme, supporting projects' recruitment approaches. Specific promotional and marketing activity included:

- launch events;
- developing a Generations Together brand e.g. 'School of Life' (Northamptonshire), G2gether (Reading);
- use of local media e.g. radio interviews;
- general publicity e.g. newsletters, distribution of leaflets, weekly bulletins, use of LA email distribution.

3.39 **Projects were generally employing multiple strategies to the recruitment of volunteers and recipients.** This generally involved a mix of both targeted and universal recruitment approaches, although this did depend on the focus and nature of project delivery. Commonly used recruitment strategies employed by projects included:

- **utilising <u>existing</u> networks and organisational links to support recruitment**;
- developing <u>new</u> links with organisations to support recruitment;
- **use of schools, extended services and other public sector services as referral routes**;
- **drawing on existing volunteer bases** i.e. utilising existing volunteers or participants of other projects that the organisation are delivering or the use of local and national volunteer centres or services where there are existing volunteers that could be used; and
- **universal marketing and promotion approaches** e.g. leaflet drops, radio adverts etc.

3.40 Illustrative examples of projects' approaches to recruitment are provided below.

Table 3.2: Project Recruitment Approaches
Utilising existing networks and organisational links
The **Soul Soup project in Gateshead** has adopted a flexible and evolving approach to the recruitment of volunteers. The project has found that using existing structures such as community groups and committees to recruit volunteers has worked well. Utilising these routes for the recruitment of volunteers has allowed the project to engage individuals who are already active members of their community. The development of relationships with these groups has also allowed the project to ensure that they are actively involved in developing the focus for Soul Soup projects based on the needs of the community, linking into existing activity and events and are not being prescriptive in their approach to delivery.
Developing new organisational links
Befriending Project (Gateshead): The Befriending project aims to encourage young people volunteers (over the age of 18) to befriend older people who are in Promoting Independence Centres and increase the social activity within the centres. Led by Age Concern and the LA, the project has attempted to engage volunteers using a number of mechanisms. In particular, the volunteer co-ordinator was looking at links with Social Services and the NHS to explore how those coming out of care and those planning a caring career may potentially be recruited to the project.
All FM (Manchester): The project has utilised a range of recruitment approaches in attempting to engage older people and younger people in the project. Developing links with organisations and services to support this process has been central to their approach. For example, the project has developed links with local older people resource centres to generate interest in the project from

Table 3.2: Project Recruitment Approaches
older people and has developed links with local schools and Universities to engage young people.
Use of schools, extended services and other public sector services
Worcestershire (Breaking Down Barriers): The aim of this project is to bring together volunteers aged 11-25 and over 50 to share their skills and experiences, working together to produce art work with a core theme of 'My Perfect Day'. Worcester Volunteer Centre is the lead organisation and has been connecting local groups and organisations to work together not only on the Breaking Down Barriers project but on their own projects. At the time of our case study visit, YMCA had been involved working with one group of volunteers and plans were in place for further projects in partnership with a technical college, a high school and potentially a care home. It is anticipated that this approach will also support recruitment.
Drawing on existing volunteer bases
Portsmouth (Motiv8): Motiv8 is a charity that primarily works with young people aged 13-19 at risk of offending, anti-social behaviour and disengagement from learning. The project aims to encourage younger people to support older people in improving areas of their community: this might include gardening projects, rejuvenating run down areas and undertaking odd jobs. Motiv8 run existing projects including the 'Community Points programme' and the 'Community Spaces Challenge' and these have been a key source of recruitment of young people volunteers.

3.41 **The use of existing volunteer bases was common across projects**. As identified previously just less than a third of individuals for whom there were details on the MI tool (1,142) had previously volunteered.

3.42 **Projects appeared to be responsive and keen to change and develop their recruitment approaches depending on their success**. Local project meetings and ongoing contact with operational leads were used to encourage projects to share their recruitment experiences and develop potential links across projects to support the recruitment process.

3.43 The expertise of projects often lay with a particular age group (i.e. either young people or older people). As will be discussed further in Section 5 this did present some challenges for projects in being able to secure engagement of the age group which they did not have previous experience of engaging and working with.

3.44 The extent to which specific groups were targeted for involvement in delivery was dependent on the project focus. Where the projects had been developed to be open access and inclusive, there was little need for specific targeting. However, across the majority of projects there was generally an intention to engage particular types of individuals, groups or communities in delivery. There were examples of the projects involving the following target groups:

- disadvantaged or deprived communities;
- geographical areas e.g. rural communities, specific areas within local authorities;
- cultural specific groups e.g. Somalian, Africans, Caribbean, Armenian communities;
- mental health service users;
- vulnerable and isolated older people e.g. in sheltered housing, accessing day centres;
- older people with health issues, e.g. blind or partially sighted older people;
- young people with existing agency/service involvement e.g. young carers, looked after children, those receiving support from services such as CAMHs, YOS, Social Services;
- teenage/lone parents;

- young people who are, or who are at risk of becoming NEET.

3.45 The effectiveness of projects approaches to working with more specific groups and individuals will be discussed further in Section 4.

Staffing

3.46 **The management and delivery of project activity was most commonly led by existing staff within the lead or partner delivery organisation**. Although there were examples of some projects having specifically recruited staff to deliver Generations Together activity, or had specifically allocated a budget to second staff to support delivery.

3.47 The focus on utilising existing staff was influenced by the nature of funding received. For projects that had secured a small amount of funding for example, recruiting staff was not feasible in the budget allocated. Similarly, the delivery of short-term projects did not lend themselves to the need to recruit specific staff. Longer term projects that had been allocated a more substantial amount of funding were more likely to report that they had recruited dedicated staff.

3.48 **Projects were keen to draw on the existing skills and experience within their organisation or service to support delivery**. Projects had specifically selected staff that had the skills and experience which they felt would be well utilised within project delivery. For example, in relation to:

- experience of managing similar projects;
- existing knowledge and experience of the lead project organisation;
- previous experience of working with a similar client group; and
- specific skills and expertise in a particular field that is directly relevant to the project e.g. photography, arts and crafts.

3.49 Providing in-kind staff time to support Generations Together activity was common, particularly at an overall management and strategic level within projects, where the staff time to oversee delivery had not been factored in to delivery budgets. This does have some implications for the sustainability of project activity in the long term, which will be discussed further in Section 4.

Use of Existing Staff
New Ark Community Choir (Northamptonshire): The choir was established in the community prior to receiving Generations Together funding and therefore the project manager of the choir has led on Generations Together activity. She is the main point of contact and organiser for all weekly choir sessions and all main events they link into, such as stalls at local awareness raising events, workshops and community concerts. The project manager has experience in youth work and music/choral clubs, having worked in the field for a number of years.
Befriending Project (Gateshead): The project is led jointly by Age Concern and the Promoting Independence Centre team within the local authority. The overall management of the project is led by the Chief Executive of Age Concern. The delivery of the projects involves both the existing Day Centre care co-ordinator and a support worker from Age Concern. The Day Centre co-ordinator has extensive experience in running and delivering day-centre activities. She also has experience of working with older people with dementia, which was perceived to be beneficial in the Befriending project. The support worker from Age Concern has particular expertise in working on befriending projects.
Recruitment of New Staff
Capturing Experiences of the Economic Downturn (Worcestershire): Age Concern Hereford and Worcester is contracted to deliver the project. They have recruited a project manager/intergenerational co-ordinator who was previously a volunteer within the organisation and so has a clear understanding of the way the project operates.

Preparation Support and Training

3.50 **Preparation support and training appeared to be most commonly provided to volunteers, rather than recipients**. This support and training was either provided directly by projects, or through projects linking into wider training opportunities that had been made available a programme level. For example, in Gateshead, Soul Soup had a specific training budget which they used to link volunteers into appropriate training opportunities to support their role within the project.

3.51 There was evidence of both informal and formal training being offered to volunteers. However, this was not consistent across all projects, with there being little evidence in some projects that volunteers and/or recipients had been provided with specific support.

3.52 Training was generally tailored to the focus of the project. The training provided was either implicit to the project i.e. volunteers/recipients were required to take part in the training as part of their involvement or the training was needs-led i.e. the volunteers/recipients were signposted to particular training opportunities.

3.53 The training often focused on ensuring that volunteers were equipped to work with specific volunteer/recipient groups (e.g. vulnerable older people, disabled individuals) and/or on developing their skills to support their project role (e.g. dealing with disclosures, undertaking risk assessments).

Training: Working with Specific Volunteer/Recipient Groups

Mentoring and Achieving Project (Gateshead): As the focus of the project is on older volunteers mentoring disengaged and hard to reach young people the project is very focused on ensuring that volunteers and recipients are effectively prepared for the project.

The project has a standard training pack that covers safeguarding, child protection, equality and diversity, Every Child Matters, what it is to be a mentor and how to practice safely.

The project also provides preparation support to both the volunteers and recipients. The effective matching of volunteers and recipients is central to the success of the project. As such the project invests a significant amount of time in supporting the volunteers and recipients when they are first introduced. This involves a member of the project escorting the volunteer on the first two meetings with their young person.

Six-weekly supervision between the project lead and the volunteers also occurs. The purpose of this supervision is to assess how the mentoring is progressing and to explore the young person's progress. There is also the opportunity for the volunteers to become involved in peer supervision, where the volunteers meet together to share their experiences and ideas.

The Roby: Timeless Minds (Manchester): The focus of the project is on bringing together older and younger people with or without mental health issues, to encourage awareness raising and empathy about the condition.
As part of the project, those involved are provided with a two day first aid training session. The accredited training from the National Institute of Mental Health in England was viewed as a new concept by the project that enabled participants to support others who may experience acute episodes of mental distress. The training focused on equipping participants to recognise symptoms, understand how to support them and also how they may be able to signpost them to services that may be able to help them in the long term.

Training: Developing Skills to Support Project Role

Prince's Trust (Portsmouth): As a young person led project, providing training and support is embedded into delivery. Once a group of young people have decided on a project idea, then they are allocated an awards assessor who will support them throughout the project. This includes providing support and training in key areas of project delivery including:
- expectations of the Prince's Trust;
- payment process, finance reviews and record keeping;
- project evaluation;
- support available;
- publicity; and
- health and safety.

No Generation Gap (Northamptonshire): With a focus on skills exchange between younger and older people, the young people are provided with training and preparation from the Youth Offending Team to prepare them for their involvement in the project. Training is provided on disability awareness and a trial session is also undertaken with the young people to check that they can use the equipment that they will be showing the older people how to use.

Soul Soup (Gateshead): The Soul Soup project is an arts development approach to community involvement and consultation. The project brings together older and younger volunteers together to plan a Soul Soup event, a key element of this is for the volunteers to design and cook a soup that will be given out to community members at the Soul Soup event.
Providing training and support to the volunteer group in setting up the Soul Soup project was key. This involved a series of workshops with the following focus:
- Soup workshop/s – design and make a recipe: a chef works with the volunteers to design and make their chosen soup recipe, incorporating healthy eating, sourcing locally produce ingredients and advising on health and safety and hygiene procedures;
- Creative workshop/s – decorate the venue: visual artists, printers, sculptors etc work with the group of volunteers as appropriate to decide what their café event will look

Training: Developing Skills to Support Project Role
like;
• Design and marking workshop/s – promote the event to the community: the designer works with the volunteers to look at how to promote the event to the wider community e.g. invitations, poster, web design, twitter, Facebook etc.

3.54 Providing specific staff training to support the delivery of Generations Together projects was less common across the case study areas.

Staff Training
Befriending Project (Gateshead): As the Age Concern staff who are working on the Generations Together project have not previously worked in the Promoting Independence Centres (PIC) they have been provided with some induction training on the centres from PIC staff. This had included introducing staff to how the PIC operates, fire regulations, etc.

Evaluation and Monitoring

3.55 The monitoring processes that LAs had established were wide ranging in terms of the level of project accountability, their focus and occurrence. Although there were consistent formal monitoring processes at programme level to monitor progress against targets, some areas used more informal monitoring approaches, with limited ongoing contact with projects.

3.56 **Regular meetings (monthly or quarterly) were a common feature of the structures in place to steer, co-ordinate and monitor Generations Together activity**. These included both one-to-one meetings between programme staff and project staff to monitor delivery progress. In a number of areas they also included group project meetings which provide the opportunity for projects to come together and update programme stakeholders on progress, whilst sharing practice and learning. Other monitoring processes included the requirement for projects to complete quarterly monitoring forms, to demonstrate progress against expenditure and delivery and programme staff undertaking project visits and observing delivery.

3.57 **Figure 3.2** provides examples of the monitoring processes that had been established in some LAs.

Figure 3.2: Monitoring (Manchester)
Manchester: At a programme level there have been a number of monitoring processes that have been established. All projects are required to complete a monitoring form to show progress and expenditure. The operational lead has also undertaken one-to-one visits to each of the Generations Together projects. These visits are predominately to monitor progress and where necessary to provide challenge on delivery.   Topics that are discussed at the one-to-one meetings include: • project update (development of project, participant numbers, venues set, staff involved in running sessions);   • publicity (promotional materials designed, approach to advertising the project and engaging volunteers/recipients);   • concept of intergenerational practice (discussion on the intergenerational focus of the project and clarity on what impact the project is aiming to achieve);   • finance (discussion on procedure used for recording payments, budget consideration and finance procedure in place);   • monitoring (checking on consent forms, CRB check and approach to conducting perceptions questionnaire).

3.58 The evaluation processes established by LAs were particularly diverse. Differences exist across areas in relation to the division of responsibility between individual projects and programme level stakeholders. Whereas, a small number of areas had established a programme level approach to evaluation, others had given the responsibility for evaluation to individual projects. Generally, there was an expectation across LAs that projects should be undertaking at least some form of evaluation to evidence outcomes.

3.59 **LAs were employing a range of methods to evaluate Generations Together activity at a programme level, including both quantitative and qualitative approaches**. The use of the **pre- and post-questionnaires** to measure outcomes and impact were prominent in a number of areas. Similarly, **others were employing the use of more qualitative or creative approaches** to collect evidence of outcomes achieved for participants. Evaluation methods employed included:

- pre- and post-questionnaires: baselining of participants perceptions and measuring distance travelled;
- innovative and creative evaluation approaches e.g. production of DVDs, mood boards, photos;
- qualitative methods e.g. project staff interviews, observations, focus groups;
- reflective and learning events.

3.60 **Figure 3.3** provides an overview of some of the evaluation approaches that had been utilised by areas.

Figure 3.3: Evaluation Approaches
Manchester has developed a template baselining questionnaire which aims to capture volunteer and recipient perceptions at the beginning/middle and end of their time on the projects. The projects are able to tailor these questionnaires to their own focus and each project will collate and analyse the questionnaires.
Portsmouth used pre and post- questionnaires for their Tall Ships programme strand to assess distance travelled on attributes such as confidence, communication, team work, leadership, listening, empathy, self-esteem, perceptions of younger and older people. They also included qualitative questionnaires, to explore what the participants were hoping to achieve from the voyage, what they had gained and to explore elements of the programme strand that they felt worked well or not as well. A reunion voyage 6 months after the original voyage was held also to gauge long term changes to behaviour and perception.
Luton has employed a range of creative ways to capture the experiences and perceptions of Generations Together participants. These have included: • Initial interviews: when volunteers sign up to Generations Together they go through an induction process which includes an initial interview, which involves collecting some initial intergenerational perceptions; • Exit questionnaires: at the end of every project, each volunteer completes a general exit questionnaire; • Project Workers questionnaire: all project workers who have been running the projects will complete a separate questionnaire at the end of the project; • Volunteer Experience Book: at the induction stage each volunteer is given an 'experience book' where they have the opportunity to record their experience of volunteering generally. The experience book seeks to capture the personal development of the individual and encourages each volunteer to be as creative as possible; • Reflective events: held every three months for volunteers of all projects and project workers to come together to share their experiences and learn about other projects.

Figure 3.3: Evaluation Approaches
• Feedback forms: as many volunteers will be from 'try-it' volunteering events, it is seen as essential to gather their views in feedback forms, where gather views on the event, and collect contact details should they wish to be involved in longer term volunteering opportunities; • Brainstorming sessions: With some projects like film-making or theatre performance - that are mainly volunteer-led projects, it is key to investigate what the perceptions of older and younger volunteers are at the beginning of the project. These determine the nature of the project and have been key in steering the delivery of the project. Video-wall: All volunteers have been encouraged to use the video wall on the Luton Generations Together website (www.generationstogether.co.uk) to let others know about their experiences on the project; • Blogging: There is also a blogging facility on the above website for volunteers to record their experiences; • Film and Photography: Most projects have film or photographic evidence about the success of their projects which can be used to further demonstrate the intergenerational integration between the two age groups; • Evaluation workshops with project leaders: in order that project leaders can better understand the nature of the Generations Together local and national evaluation, and to enable them to become more aware of the outcomes of intergenerational practice, we have delivered an evaluation workshop led by an external evaluation consultant, and followed this up with regular meetings to ensure the successful delivery of projects, and ensure that the relevant data is being captured.

3.61 The establishment of overarching evaluation strategies was limited in some areas. Similarly, although some areas had considered how the evaluation methods they were employing were evidencing the contribution to overarching national and local aims of the Generations Together programme in other areas there was limited evidence of these links having been made explicit.

3.62 Evidence of using formal evaluation methods to consider how learning from Generations Together activity was being used to shape ongoing delivery appears less common, which is perhaps surprising considering the demonstrator nature of the programme.

Figure 3.4: Evaluation Approaches
Northamptonshire: School of Life had a number of mechanisms for sharing learning and adapting Generations Together activities based on feedback received from project staff, volunteers and recipients to increase the overall programme effectiveness. The 'Friday bulletin' is the programme's main communication tool for 'school of we' activity, where projects and stakeholders share lessons learnt and good practice and record quotes from volunteers and recipients. Evidence is shared via emails/conferences calls, through meetings, evaluation forms and suggestions.
Worcestershire: The County Council's Research and Intelligence Unit have been appointed as programme level local evaluators. They are developing a SROI approach to evaluate the success of Generations Together activities in Worcestershire, which is intended to provide the outcome and impact data for the programme.

3.63 **Project level monitoring was generally focused on completion of the MI tool which allowed projects to monitor their outputs.** Other monitoring mechanisms included volunteers/recipients providing feedback on their involvement and making suggestions for improvement after particular project sessions.

3.64 Consideration of evaluation approaches to evidence effectiveness, outcomes and impact of project delivery was diverse. At the time of the case-study visits there generally appeared to have been little consideration by some projects concerning how they would robustly evidence outcomes of involvement for volunteer and recipients. In some cases this was due to existence of a programme-wide evaluation approach, which projects had aligned themselves to, however for other projects, establishing an evaluation approach did appear to be a key priority.

Project Evaluation Approaches
Mentoring and Achieving Project (Gateshead): The project develops an action plan for each young person that is matched with a volunteer. This outlines what the key outcomes are that each young person is working towards and these are reviewed with the service co-ordinator and the volunteer at six-weekly supervisions. Additionally, the project also use visit record sheets which the volunteers and young people use to record where they are in their journey against outcomes.
The project regularly collates case studies for young people and volunteers that have worked together and the outcomes that have been achieved. The project uses questionnaires that are sent out to young people, parents and volunteers on a six-monthly basis to explore their experiences of involvement in the project and the benefits they have gained.
NeB Media (Portsmouth): Outcomes will be displayed through a series of exhibitions curated and presented by its participants, showcasing the large archive of photographs that the project is producing. These will feature photographs, maps, captions and information panels.

4 DELIVERY, EFFECTIVE PRACTICE AND ISSUES

4.1 This section identifies emerging effective practice in the management and delivery of Generations Together. These examples have been drawn from the case-study fieldwork that was undertaken in six LAs. It is important to emphasise that the case-study LAs were at varying stages of implementation at the time of fieldwork and, as such, evidence of effective practice was varied. Similarly, project delivery in some areas was in its infancy and therefore effective practice, where evident, was predominately focused on set-up, management, and early implementation.

4.2 Key issues that have been faced by both LAs and projects in managing and delivering Generations Together activity are also discussed. We recognise that some of these issues may have been addressed since the fieldwork was undertaken; however they are still useful to consider in the development and delivery of similar initiatives. We provide an overview of effective practice and delivery issues across the following key areas:

- programme design and features of delivery;
- programme management;
- project design, planning and delivery; and
- embedding and sustainability.

4.3 The 'programme level' findings relate specifically to effective practice that had been established at an overall LA/CSO level in each of the case-study authorities. Project level refers to the practice that had been established at an operational level in the individual projects that were established in case-study areas.

Programme Design and Features of Delivery

4.4 As outlined in Section Three, LAs had either established a CSO or LA-led delivery model. The evaluation offered a useful insight into some of the strengths and weaknesses of each delivery model, particularly at an overall programme management level. However, due to limited evidence of outcomes and benefits of Generations Together activity at this point, it is not possible to make any judgements on which delivery model has been most effective.

LA-Led Delivery Model

4.5 **Areas that had established a LA led model were able to draw on their existing knowledge and partner links to support programme management and delivery**. This was perceived to be beneficial in engaging strategic partners in the vision for the programme, and in providing effective support for operational delivery. For example, in Portsmouth, the Health Improvement and Development Service who were leading on Generations Together had links with a number of partners and council directorates, and therefore were able to bring stakeholders and organisations together, who would not necessarily have been easily accessed without their support.

4.6 **An existing LA commitment to embedding and developing effective intergenerational practice helped provide structure to the programme and ensure a clear purpose**. This was felt to ensure that design and delivery was appropriately focused and was underpinned by a clear strategic vision. Where there was this commitment this was also perceived to help in:

- securing political commitment for the programme and its potential benefits;
- providing clarity across partners and delivery partners concerning the focus for Generations Together activity;
- aligning activity to existing strategies; and
- ensuring that there was a more developed understanding of how activity could be sustained and embedded over the long-term.

Commitment to Intergenerational Practice (Manchester)
The commitment to intergenerational work in Manchester stems from 2006 in which Manchester built a relationship with the Beth Johnson Foundation (BJF), which preceded the Generations Together activity.
The Ageing Strategy was established in 2009, with intergenerational practice being a key element of this strategy. The Generations Together projects were therefore intended to provide examples of how intergenerational activity can work in practice. It was hoped that, through the interactions of the projects, evidence will be produced that will influence services to adapt intergenerational principles, which in turn will support the city to embed intergenerational practice into mainstream provision.

4.7 **A key challenge for LA-led areas was their ability to provide sufficient staff capacity to manage the programme effectively**. Establishing a strong LA lead, with sufficient and dedicated capacity, was integral in driving the Generations Together programme and intergenerational agenda forward in LAs. Furthermore, as a demonstrator programme it was important that the programme remained high on the strategic and political agenda, particularly in ensuring that it was a constantly evolving and developing programme.

4.8 In a number of areas that had established a LA-led model, the LA lead had existing responsibilities within their job role, meaning that their Generations Together role was often an '*add on'*. In some cases this led to difficulties in the LA lead's ability to oversee and effectively monitor operational project progress and delivery. At a project level, this lack of staff capacity was reported to limit ongoing contact with project leads, which resulted in difficulties in ensuring that there was effective communication.

Civil Society Organisation (CSO) – Led Delivery Model

4.9 Using the expertise and experience of a CSO in managing Generations Together activity was perceived to have a number of key strengths.

4.10 In areas that had established a CSO-led approach, the ability for the lead organisation to draw on local knowledge, existing links and relationships with a range of other CSOs was perceived to enhance the scope and reach of delivery. Often the CSO lead organisation had a strong knowledge of their local area and communities, which they were able to utilise to engage other smaller CSOs in Generations Together projects.

4.11 **Utilising the experience and links of CSOs in managing Generations Together supported the development of grass roots Generations Together provision**. It widened the scope of activity to a much broader range of smaller community organisations that may not be known to LAs and may not have previously received LA funding. This encouraged the development of a more inclusive programme and provided potentially the opportunity to engage individuals and groups that may be considered harder to reach. In addition, it provided much greater confidence that activities were being delivered based on the needs of the communities.

Devolving Management (Ealing)
In Ealing, devolving the management of the programme to a respected local community organisation with existing networks in place enabled them to begin delivery quickly. Their existing infrastructure allowed funding to be distributed effectively and their existing skills, communication processes and trust with local organisations has supported the delivery process.
This ability to utilise existing links with local community groups has increased the reach of projects to minority ethnic groups and individuals on low incomes, who the local authority had previously found difficult to engage through their own work.

4.12 **Establishing a CSO-led model also supported the development of sustainable links between LAs and CSOs**. This was often a two-way process, in that it allowed community organisations to develop links with mainstream services that may have previously being difficult to achieve. Likewise, at a LA level, it has increased awareness about small CSOs. Where this had worked well, this has demonstrated a real commitment to partnership working between the sectors and has resulted in the development of links that could be usable in the future.

4.13 Areas that had established a CSO led approach had predominately chosen to deliver a large number of projects. This approach was perceived to enable the maximum use of Generations Together resources, allowing a wide range of projects to be delivered by numerous CSOs. For example, in one area (Worcestershire) commissioning a large number of smaller projects delivered by CSOs helped to broaden the range of activities and the number of organisations engaged in intergenerational activity.

4.14 Involving CSOs in delivery was also evident in areas that had not established a solely CSO-led model. This was viewed as being beneficial in building the capacity of the sector. There are examples of CSO umbrella organisations or other CSO representatives being actively involved in supporting and managing and delivery of the programme. This includes activities such as:

- providing application support to organisations around bidding for Generations Together funding;
- providing training for volunteers and recipients and/or project deliverers;
- using existing networks and sources of volunteering to support recruitment into projects.

Capacity Building of the Voluntary and Community Sector (Portsmouth)

> The Voluntary and Community Sector Support Officer is LA-based, but has a specific remit to support CSOs in bidding for LA funding. For the Hand-in-Hand fund which was established as part of the Generations Together programme in Portsmouth, the Support Officer provided support to organisations bidding for funding with the application process. The Support Officer also created and managed a database of organisations that had applied for funding, with the intention that they could be contacted again if future funding opportunities arose.

4.15 All these activities and the involvement of the sector supported an inclusive and partnership approach to the delivery of Generations Together.

4.16 **There were perceived to be some challenges in establishing a CSO led delivery model. Managing and co-ordinating activity** across a large number of CSOs was a challenge for some areas. **Dispersed delivery** can significantly increase the time and resource that is required at an overall programme level to manage project activity. For example, monitoring progress and ensuring regular contact with individual projects was reported to be challenging.

4.17 Stakeholders also reported that a CSO-led delivery model can make it more difficult for the intergenerational aspect of delivery to be 'enforced' by the lead organisation. For example, there is often less ongoing contact between the management and project deliverers, providing projects with greater autonomy and flexibility in their delivery approaches. Although this autonomy can enhance delivery, it needs to be managed appropriately to ensure that that projects do not deviate greatly from the overarching purpose and anticipated outcomes of Generations Together.

4.18 Limited experience of some CSOs in delivering LA-led programmes has affected delivery in a minority of cases. A smaller organisational infrastructure and constraints around staff capacity were reported to cause difficulties in being able to meet the reporting, monitoring and evaluation requirements of the LA. Where this was evident, providing greater support to smaller CSOs to ensure there were the skills and capacity to meet reporting requirements was felt to be beneficial.

4.19 Developing a CSO-led approach that bridges the gap between LAs, (the overall accountable body for the programme) and the lead CSO, was central to alleviating some of the issues discussed above.

Building an Understanding of Intergenerational Practice

4.20 **There was limited evidence that LAs had started to build an understanding of effective intergenerational practice at a local level.** The focus for the majority of LAs was on ensuring that delivery was progressing well and that they were on target with volunteer and recipient numbers. A number of areas **were progressing slower than anticipated due to recruitment challenges and other implementation issues**, and therefore the focus was often on ensuring the momentum of the programme was maintained.

4.21 This focus on delivery limited the capacity of areas to consider more widely the potential effectiveness of intergenerational activity that was being delivered; particularly in terms of what was working well, where there were challenges and the implications that this may have for future intergenerational practice.

4.22 Although there were some examples of LAs and projects encouraging the sharing of learning and practice, this was generally at an early stage. It is imperative that over the remaining months of the programme areas are considering how the learning from the intergenerational practice within Generations Together is shared and used to shape future plans and approaches to intergenerational activity.

Recruitment and Targeting

4.23 **The recruitment and targeting of volunteers and recipients was predominantly led by projects, however the success of project level recruitment was also influenced by the processes and structures that had been put in place at a programme level to support recruitment**. In many cases, LAs or CSOs were playing a key role in supporting volunteer and recipient recruitment on the ground. Where this had worked effectively at a programme level, the following features were evident:

- a **focus on encouraging the development of links between projects** to look at how recruitment strategies could be strengthened: e.g. sharing experiences, links and suggestions through project meetings;
- **involvement of the voluntary and community sector in brokering volunteer approaches**;
- **generating interest and a profile for the Generations Together programme**: e.g. through programme launches, media interest etc;
- **challenging projects on their recruitment approaches**.

4.24 These strategies were perceived to be successful in supporting recruitment; in particular, ensuring that there was appropriate guidance and steer for projects on the types of individuals that they should be involving in delivery.

Programme Launch (Portsmouth)
The launch of the programme took place in May 2010, six months after the first project (Tall Ships) started and just prior to projects funded by an intergenerational grant began. This phased approach meant that the programme had activities and outcomes to launch (rather than just planned) and so created better generation of awareness and support for the programme through local media, such as local newspapers, and council media, such as newsletters that are distributed to community organisations regularly. It was also important that the type of project selected to initiate the programme would be interesting in itself, and thus the Tall Ships project (a week of intergenerational sailing, which included real voyages off the coast of Portsmouth) was both captivating and very relevant given Portsmouth's nautical history.
The LA say they have had contact from a number of organisations since the launch, and seemed positive at the level of interest shown in the programme, both from organisations and potential participants in the programme. Staff also mentioned that lessons learnt from the local evaluations of Tall Ships could be applied to the rest of the programme.

Programme Management

4.25 **Establishing effective programme management was central in supporting Generations Together delivery in LAs**. There are a number of key features of the programme management that had been established that were perceived by stakeholders to be of particular importance.

4.26 **The development of clear governance and reporting structures at a programme level were vital in supporting the overall management of the programme**. The establishment of steering groups to oversee delivery were common; however the majority of LAs had also been proactive in developing additional governance structures to ensure they were fit for purpose and were playing a key role in driving Generations Together activity forward in local areas.

4.27 The development of additional structures including project boards, working groups and steering group sub-groups were perceived to encourage joint ownership and stakeholder buy-in to the programme, whilst allowing programme delivery issues to be dealt with more efficiently. Areas had established proactive governance structures and reported that they helped to provide momentum to the programme.

4.28 The governance structures were reported to be particularly effective where there were:

- regular meetings;
- engagement of the *'right stakeholders'* – ensuring representation across services and involving those who can help support delivery. For example in one area (Northamptonshire) engaging the right stakeholders at a strategic level and involving them in the governance of the programme had helped resolve delivery issues. In this area there had been some difficulties in working with schools. In particular, schools requested specific CRB checks for their own school activities which caused delays and additional costs. There were also issues in getting the schools to engage with a talk to programme. The Children and Young People representative on the steering group had been able to refer the issues to the Service Director to seek alternative solutions;
- focused with a clear remit and lines of accountability; for example, the development of working groups with theme responsibilities such as targeting and recruitment;
- clear understanding of the aims of Generations Together and its anticipated outcomes.

Clear Governance and Reporting Structures (Ealing)
There is a monthly Steering Board that comprises members from Adults and Children's Services, Acton Community Forum, and Local Authority Evaluation Services. Project representatives are also invited to report back on activity on occasion.
The Steering Board is effective by being small and focused on how delivery is progressing and identifying ways to overcome challenges. They go through each project to discuss delivery progress and finance.

Engagement of Partners

4.29 A wide range of partners were involved in the management and governance of Generations Together activity at a programme level, although commitment and the level of buy-in was variable.

4.30 Engaging 'the right stakeholders' in the governance and the overall management of the programme was central to supporting delivery. Where this had worked well, it ensured they were able to play a role in supporting both the strategic vision for the programme and operational delivery. In LAs where this was found to work well key features of the approach included:

- consideration of the local context: i.e. engaging the right organisations and stakeholders with a good understanding/knowledge;
- engagement of appropriate partners at the bidding and planning stage;
- engagement of organisations/services across the public and voluntary and community sector; and
- defining clear roles and responsibilities within governance and management arrangements.

4.31 Engaging and developing effective relationships with partners were reported to have a number of key benefits, in particular:

- developing positive relationships with organisations that would be usable in the future;
- increasing the profile of Generations Together activity at a much wider level;
- increasing the interest from other services/partners;
- bridging gaps and building relationships between CSOs and LAs.

Engagement of Adult and Children's Services

4.32 **LAs have generally faced difficulties in securing the strategic commitment of both Adult and Children's Services within Generations Together and in many cases involvement was piecemeal or project related**. Although there were some examples where Generations Together had encouraged partnership working between the two services, more strategic consideration of how the two services could contribute to the vision and delivery of activity was minimal. LAs recognised that there needed to be greater buy-in of either or both services in delivery.

Engagement of Adult and Children's Services (Ealing)
Adult and Children's Services are represented on the steering group and were both involved in the bid writing. The group enables joint working between the two services over the practicalities of delivery: for example, in terms of providing advice on the types of young people that it would be appropriate to involve in a project that involved specific day care centres. As a result of the partnership working between the two services there has also been improved information sharing across the departments.

4.33 **Effective engagement of both services was generally viewed as a long-term aim by LA stakeholders**. A lack of priority placed on the programme, and a need to demonstrate learning and evidence of the benefits of intergenerational practice were identified as existing barriers to effective involvement. For example, one LA that had found it difficult to engage Children's Services in Generations Together reported that learning and evidence of the benefits of intergenerational practice was required in order for services to buy in to the approach.

> *"The service is just not ready to think outside of their direct remit of children. They need to see the wider picture, but it's just not in their culture yet. I would have preferred the commitment to come during the Generations Together Programme, so strong networks between services could have happened sooner, but it is evident that this will not happen."* (Overall Strategic Lead)

Staff Capacity

4.34 **Providing dedicated and adequate staff to manage a demonstrator programme is central to ensuring that operational delivery is effective and fully focused on the overarching aims of the programme**. There are good examples of LAs devolving responsibility to CSOs or freeing up the time of LA stakeholders to manage the programme. However, this was not consistent across areas, with some reporting challenges in being able to provide sufficient staff time to manage the programme.

4.35 There has been some negative effects on delivery where it has been more difficult to dedicate sufficient management time to overseeing activity. Providing an appropriate level of accountability to projects was found to be particularly difficult. In such instances, it was also challenging for areas to effectively:

- monitor project progress against set targets;
- understand the effectiveness of project delivery: e.g. success of recruitment and targeting strategies;
- use learning from Generations Together delivery to inform ongoing practice, particularly in terms of intergenerational practice;
- consider sustainability and links to wider policy and strategy developments; and
- develop robust evaluation and monitoring processes.

4.36 In delivering any future initiatives LAs and the DfE should thoroughly consider from the outset the adequacy of the proposed management arrangements.

Flexibility of Approach

4.37 **Establishing a flexible delivery approach provided the opportunity for Generations Together activity** to evolve and develop. In some LAs flexibility was intrinsic to the design of activity. For example, areas that had established specific grant funds that allowed CSOs to bid for money provided the opportunity for areas to commission projects on a flexible basis. This approach allowed areas to adapt and change bidding criteria in response to their experience of running other Generations Together projects.

4.38 Other LAs had recognised the need for flexibility through experience of delivering the programme. **Changing the focus of staff roles and the support provided to projects was a common example of delivery flexibility**. Altering governance arrangements, as already has been discussed, was also common. These examples demonstrate the commitment of some LAs to ensuring that the programme was reactive and was able to adapt to meet needs and the context for delivery. This flexibility was felt to support the momentum of the programme and support stakeholder engagement.

Flexible Delivery (Northamptonshire)

School of Life have recognised and embraced the need to be flexible when delivering the Generations Together programme. Overall the community partners have adapted their roles and taken on a hands-on role to delivering projects when necessary. School of Life have also adapted the type of projects they are running with certain groups: e.g. schools and care homes fit with local needs and the activities that groups want to engage in.

There is also a Community Spaces element written into the original bid, which was adapted to offer community organisations the opportunity to bid for up to £5000 to deliver a Generations Together project. This was included to encourage the delivery of more organic and autonomous projects that would be able test more innovative approaches to intergenerational activity.

Communication

4.39 **Developing clear communication mechanisms at a strategic level were central to ensuring that the programme was kept on the political agenda**. In areas where this had worked well, there was **ongoing communication between strategic partners and operational managers**. Approaches to this varied; however there were reported to be a number of benefits in terms of:

- encouraging the development of a cohesive programme;
- raising awareness about the programme across other services; and
- encouraging buy-in for the programme at a strategic and operational level.

4.40 Similarly, establishing an **effective 'top-down' communication strategy** between those managing the programme and projects was felt to help **secure buy-in** and **engagement of delivery partners, thus preventing too much 'drift' from intergenerational delivery**.

4.41 **Some projects felt that there could have been greater communication at a LA level about the potential links between projects and the sustainability of Generations Together activity**. Projects valued being kept fully informed about any developments happening at a programme level and a national level, which was perceived to provide transparency in how the programme was evolving. In areas where there was good communication, project deliverers viewed this as being beneficial in understanding how their delivery was contributing to wider LA developments. It also helped projects to feel that they were involved in a cohesive programme as opposed to a series of projects.

4.42 There are good examples of communication processes that have been put in place between LA/CSO management and projects, including:

- email newsletters;
- regular one-to-one meetings with projects;
- project meetings.

Communication Processes (Northamptonshire)

> Northamptonshire's Weekly Bulletin comprises a weekly newsletter, distributed via email. It contains progress reports, information, notices, requests, feedback and updates for core individuals connected with the School of Life Programme or agencies/individuals who are interested in the Generations Together activities.
>
> The bulletin is sent to a wide variety of interested stakeholders and partners across the public and voluntary and community sectors.
>
> The information contained in the bulletin reflects important news and updates from the past week. For example the bulletin will include information on stakeholder meetings; board meeting updates; conferences partners have attended and fed back on; project updates and requests for assistance/volunteers/recipients to support specific School of Life activity.
>
> The weekly bulletin has proved an extremely useful communication mechanism, fulfilling many functions. It provides a short and straightforward update and highlights specific information/requests to a wide range of people simply and efficiently. It can reach a variety of partners and stakeholders, who have access to additional resources which can help support the programme and can sometimes offer assistance to problems that School of Life projects may alone have struggled with.

4.43 However, the effectiveness of communication between LAs and projects was disparate across areas. Although some LAs had clearly placed a significant focus on ensuring that projects were fully informed about how the programme was developing locally, with the aim of bridging the gap between strategic and operational management, this was not consistently done. Some areas had definitely faced greater challenges in establishing effective communication processes.

Project Design, Planning and Delivery

4.44 This section provides an overview of some emerging effective practice in the design, planning and delivery of Generations Together projects.

Project Design and Planning

4.45 **Effective Operational Planning:** Where there is evidence that projects have been actively involved in the overall design of the Generations Together programme, early evidence suggests that projects are clear on how their individual project activity contributes to the intended LA and national aims of Generations Together. By involving delivery partners in the design of the programme from the beginning they are more likely to understand how their individual project achievements fit within the bigger picture.

4.46 A number of the projects being delivered are an extension of existing practice/projects/approaches which were running prior to Generations Together funding. The benefits of this approach are that generally projects already have referral mechanisms in place and projects are also able to utilise existing links with organisations and services to support delivery.

4.47 A potential challenge with developing existing projects to deliver Generations Together activity is the ability for some to sufficiently change or adapt activity to ensure they were working within the Generations Together remit. For example, where projects are an extension of existing provision, there are some issues about how the intergenerational aspect was incorporated into delivery. Projects sometimes struggled to incorporate an intergenerational aspect into delivery and also retain a clear focus on the aims of the Generations Together programme.

4.48 **Incorporating Intergenerational Theory or Previous Learning:** There was limited evidence to suggest that projects had specifically built on their experience of delivering prior intergenerational activity. However, where projects incorporate previous learning on running intergenerational practice it was felt to have a positive impacts.

Incorporating Intergenerational Learning Example (Manchester)
Manchester has learnt from a small number of demonstrator projects that were part of some work undertaken by the Beth Johnson Foundation (Looking Back, Looking Forward). This has helped to raise interest in intergenerational practice in the city, evidenced by more than 50 projects applying for the funding. The key learning points from this were: considering what is intergenerational practice; moving past the theoretical concept; and needing to have a wider approach and cohesive set of projects rather than one-off projects.

4.49 Other projects have utilised staff, the community and participants previous experience of other projects to build in learning and effective practice. Where this happened LAs have found it to be a useful stepping stone in ensuring projects have developed and grown quickly and efficiently.

Incorporating Previous Learning Example – Manchester
The Buddy Programme project had provided mentoring schemes before, but not intergenerationally. They used their mentoring experience to build in the intergenerational element. All FM had also provided similar radio training previously, and they built on the success of this to be able to manage relationships between the young and old: *"a lot of the projects have experience working with either young or older people, but All FM has experience of working with both."*

Project Delivery

4.50 **Project Intensity:** Projects had often adapted the intensity of their work with participants as a result of learning through delivery. Projects often discovered that participants were unable to commit regularly to the number of sessions they initially anticipated they would engage with, or that more intensive sessions over a shorter period of time (e.g. moving sessions from four Saturdays to two full weekends of activity) encouraged better engagement of participants.

4.51 Projects with clear ideas about the skills and experiences that it was aiming to provide, in addition to having an organised and dedicated member of staff to facilitate the project, were felt to support increased engagement from participants.

Effective Management (Northamptonshire)
The Oakway School Project – Case Study - A classroom teacher at Oakway School is the project manager and their role is to organise activities each week to ensure the children are participating fully and having fun in order that they will continue to attend the club. The Project Manager gives each adult a job to do for the hour and divides up the children, ensuring that they are experiencing a wide variety of activities and accessing adults with different skills and experiences.

4.52 **Monitoring and Evaluation**: Where projects understood the role and importance of evaluation in a demonstrator programme, this helped to make them more effective and efficient in their related processes, including the MI tool. Some LAs assisted projects in becoming more engaged in evaluation through conducting one-to-one meetings: "*we had a dialogue with each of them, and helped them to be more comfortable with the importance of evaluation.*"

4.53 **Sharing information across projects was also reported to maximise resources and reduce duplication**. For example, one project gave the example of how they had learnt to not be precious about documentation. Instead of developing new local evaluation documents, they were able to use one that another organisation (external to Generations Together) had already developed which involved asking older people about different ideas (the young people were to interview the older people about the ideas they recommended).

4.54 Some projects found the most effective and efficient way to organise evaluation was by commissioning external evaluators.

Monitoring and Evaluation (Gateshead)
The evaluator has been given a specific brief to adopt a creative and innovative approach to evaluation and to collect both quantitative and qualitative information across the project. The evaluation brief provided to the evaluator appears very thorough with a particular focus on measuring the outcomes achieved for volunteers and recipients and to also consider the sustainability and legacy of Soul Soup in terms of the impact on galvanising communities, tackling negative stereotypes/perceptions and targeting anti-social behaviour and the potential for strategic change, community cohesion and capacity building.

4.55 **Flexibility and Adaptability:** Projects have generally recognised and embraced the need to be flexible in delivery. There are good examples of deliverers adapting the types of projects they are running with certain groups (e.g. schools and care homes) to ensure they fit with what activities those groups want to engage in.

Project Example: Flexibility and Adaptability – Northamptonshire
In the original bid for the Generations Together programme, a Menu of Options was included, for local groups to bid for funding for individual community projects. During the course of delivery, this fund was refined into the Local Delivery Fund. The LA are *"delighted"* with the range of project activities selected for the first and second round of funding and believe that they will contribute to the overall suite of activities and provide opportunities for partnership working and to engage new volunteers and recipients.

Project Example: Flexibility and Adaptability – Manchester
This extract was taken from 'Sense of Place' final report. *"In previous projects we became aware that the older people involved were not keen on the technical aspects of radio training or doing any background work (e.g. researching, coming up with content ideas) but were happy to be interviewed by young people. However, this project surprised us as it was the older people who were more focused and enthusiastic about producing their own radio programme than past older participants. We think this is due to the fact that in previous projects we have worked with people at Older People's Resource Centres where as with this project we widened the opportunities for involvement by publicising the project throughout the city."*

4.56 In some projects, although younger and older participants have not generally been involved in shaping the design of the project they are involved in, there are examples where they have shaped their own experience within the project.

Shaping Project Delivery
Mentoring and Achieving Project (Gateshead): At the point of referral information is provided by the referral agency on the needs of the young person they are referring. The project then identifies specific outcomes that they think the young person should be working towards based on these needs. The young person is consulted with by the project to ensure that the projects interpretation of the outcomes links to what the young person themselves wants to achieve.
Timeless Minds The Roby (Manchester): One of the intended objectives of the project

Shaping Project Delivery
was to encourage older and young people that have been paired together to meet outside of the workshop sessions to support each other and build relationships. However, the participants told the project that they did not want to meet in individual pairs. The project have therefore adapted delivery to providing weekly group sessions, which will involve activities chosen by the participants e.g. a relaxations session, trip to the cinema.
Cookery and Outings (Ealing): Participants have influence over the content of the cookery lessons and outings. The evaluation forms capture feedback about preferences for future delivery. This feedback has directly influenced the recipes and location for the next outing.

4.57   The evidence suggests that projects found it harder to progress where there is a lack of flexibility in project delivery. For example, some projects were very inflexible in the commitment that was expected or the timing of delivery. Feedback suggests that providing too much prescription on timing or expecting too much commitment in relation to obvious benefits may be off-putting for potential participants.

Experience and Knowledge

4.58   **An understanding of the local context is critical in project delivery**. Across LAs the design of activity is focused on the experience of particular organisations and the local knowledge of partners. In many cases, delivery partners involved in Generations Together projects have been working with existing contacts and networks. These have been beneficial in enabling activity to develop quickly and with increased ease. By linking into existing local organisations, programmes have also aimed to ensure, as far as possible, that project activity and intergenerational practice is sustainable and embedded across LA activity.

Understanding of the Local Context (Gateshead)
Links with other organisations: Linked to the importance of an understanding of local context was an intrinsic connection to organisations within LA areas which has helped projects to develop quickly and with increased ease. By connecting with organisations, projects have been able to take advantage of *'in kind'* support (e.g. having local venues to run projects from) and from using local organisations to identify and recruit families and individuals to be project participants. With a number of projects there is also the hope that the lessons learnt and best practice as a minimum can be sustained beyond the end of the funding.

Links to other Organisations (Manchester)
Other services that are committed to the Generations Together programme and the concept of intergenerational practice stem from the delivery partners (projects that are not CSOs). For example: • the recipe book project comes from the Regeneration team; • the Buddy Programme comes from the Adult Education Service; • the volunteering in schools project stems from the school team in Children's Services; • Food Futures is run by the Overall Operational Lead, within the Joint Health Unit; • Generation Games linked closely with Sure Start Children's Centres.

4.59 **Experience on the ground:** Involving the community and developing projects that are delivered by local partners and stakeholders has been crucial for all LAs. Individual community members have often been very involved due to their representation on steering groups; project boards or through their direct engagement roles with projects. As very few of the LAs had undertaken intergenerational activity on a LA-wide scale, stakeholders identified that working with groups and individuals who could build on their experience on the ground was vital to effective and efficient delivery. Often consultees highlighted that they would have had to ask for input from the community otherwise they felt support for projects would have been minimal or difficult to secure.

4.60 **Staff capacity and skills:** The vast majority of case study projects were identified as having staff that were enthusiastic and committed to developing intergenerational practice. Often there has been little formal training for staff, but this does not appear to be a hindrance. Where formal training has taken place this has often related to disability awareness, health and safety and working with vulnerable children and adults, for example. Staff often viewed being part of a number of intergenerational projects positively.

Staff Capacity and Skills (Gateshead)
Although each of Gateshead's three projects within the case study activity have allocated staff that are specifically responsible for the Generations Together project, delivery appears to be more effective when there is a full-time individual who is dedicated to the project. For example, Soul Soup has a dedicated full-time project officer who leads on the day-to-day management of the project. Although there were staff allocated to Generations Together activity in the remaining two projects, the time allocation was much less. For example, in the MAP project the service co-ordinator was only allocated 3 hours a week to Generations Together.
Although this project did have a volunteer co-ordinator for the MAP, this person had recently left unexpectedly and had not yet been replaced. Likewise although the Befriending project also had dedicated staff that were involved in delivery, the time and days provided to staff for involvement in the Generations Together project was limited and restricted to certain days.

4.61 Staff turnover appears to be detrimental to the effectiveness of project delivery. Where projects have suffered with staff changes this has caused difficulties for the projects in being able to identify other staff that could back fill the role. Other issues in relation to staff turnover were often loss of momentum as key members left and new people took time to come on board.

Volunteers and Recipients

4.62 Projects generally adopted flexible and evolving approaches to the recruitment of volunteers. Recruitment was found to be particularly effective where projects used existing structures such as community groups and committees to recruit volunteers. By utilising these routes, they enabled projects to involve individuals who are already active members of their community, and through the development of the relationships with these groups projects have been able to focus their developed on the needs of the communities they work with.

4.63 This approach has also facilitated projects links into existing activity and events and often projects that were not overly prescriptive in their approach to delivery were able to use these avenues to recruit further participants.

Targeting and Recruitment (Gateshead)
The project have clearly taken a flexible and responsive approach to the recruitment of volunteers, based on experience and through delivering the Soul Soup pilot events and wider experience gained in community development. The development of the Soul Soup crew has evolved through the need for greater volunteer support at the events. The volunteer co-ordinator has many links with various networks and organisations that she has been using to recruit volunteers.

4.64 The range of approaches projects used to engage volunteers and recipients included contacting existing volunteers, contacting local societies and groups and working through schools and universities. The success of different approaches was often mixed, which has limited the extent to which it has been possible for some projects to target particular volunteer groups, such as hard to reach or participants with specific demographics. Some projects identified that dispersed delivery may have created inefficiencies in engaging volunteers in activities, with individual projects recruiting independently. Some of the projects have been operating in very specific locations, or with focused communities; others are working across the whole county, where there may have been some efficiencies in recruitment.

4.65 Recruitment of volunteers has been carried out through contacts with a range of organisations and through the distribution of posters and other materials. Contact was often made with the V-involved and V-Base volunteering projects running across the country, as well as through using a variety of innovative approaches.

Targeting and Recruitment (Worcestershire)
The first group of volunteers includes two people who were already volunteering at Worcester Volunteer Centre, others who were already volunteering elsewhere and others who were new to volunteering. The approach to recruiting volunteers has been successful in filling the first project cohort. However, there has been little targeting of specific groups in engaging volunteers, which is reflected in the fact that most of the first group of volunteers were already involved in other volunteering activities.
Targeting and Recruitment (Portsmouth)
A project have been using innovative approaches including social media (e.g. Facebook, Twitter) and a Pop Up Shop display to drum up interest and recruit participants.

4.66 The overarching focus in some areas on meeting target numbers is potentially detrimental to effective recruitment. Although providing projects with net target numbers is clearly important in ensuring accountability, on occasions this has translated to there being too much focus on achieving target numbers, rather than understanding the outcomes that have been achieved for participants.

4.67 Similarly, in areas where there has been more limited programme-wide oversight or co-ordination of projects' recruitment processes, there has been issues where:

- projects are not necessarily engaging those who would most benefit from involvement in intergenerational activity;
- there is the risk of duplication and multiple contacts to organisations.

4.68 Observations from a number of visits suggest there has not been enough consideration about the types of volunteers and recipients that projects are aiming to engage. For example, a number of volunteers and recipients that were involved in the evaluation did not have existing negative perceptions of older or young people. This was supported through the survey data which showed that generally in comparison to the general population (captured through an omnibus survey) those involved in Generations Together activity on average did not hold particularly negative views about the others' generation.

4.69 **Support and training:** Projects were often very focused on ensuring that volunteers and recipients were effectively prepared to participate in Generations Together projects. Effective practice arising from the case studies included the development of training packs and more informal support that was offered by project deliverers. Likewise, a number of projects also had processes in place (or established them relatively quickly) for undertaking CRB checks and medicals. These have ensured that projects have been able to focus their efforts on recruitment.

4.70 The effective matching of volunteers and recipients was essential to some projects' successes. As such, some projects ensured that they invested a significant amount of time in supporting volunteers and recipients when they are first introduced. For example this included a member of the project escorting volunteers on visits. Also projects often ensured that they were in close contact with volunteers and recipients where possible to ensure that they are happy with how their engagement in the project has gone. Where this was felt to be particularly effective practice projects kept this engagement up on an ongoing basis.

Support and Training (Gateshead)
The volunteer co-ordinator from Age Concern plays an active role in preparing volunteers for involvement in the project. Once a volunteer expresses an interest in becoming involved in the project then the volunteer co-ordinator arranges a face-to-face meeting with the potential volunteers to ensure that they are fully informed about the nature of the project. At this point, the co-ordinator would also start the CRB procedures.
Induction training would also be provided by Age Concern. This is standard practice for all individuals that volunteer with Age Concern and includes informing the volunteer about Age Concern policies and procedures, such as confidentiality, dealing with disclosures and abuse signs.
The volunteer co-ordinator also mentioned that she was aware of a Toolkit that had recently been developed by Age Concern about befriending clients with dementia and felt that this might be a beneficial toolkit to use with potential volunteers. In addition to training provided by Age Concern, it was also reported that the PIC would provide training to potential volunteers once placed in the centres.

Embedding and Sustainability

4.71 Embedding and sustaining Generations Together activity presents a significant challenge for both LAs and delivery organisations. At the time of case study visits there was no significant focus on how Generations Together activity or intergenerational activity more widely would be sustainable within LAs.

4.72 Budgetary constraints within LAs are a significant factor influencing the ability for areas to sustain activity in the long term. Although there is clear commitment to embedding intergenerational practice within service delivery in some areas, LAs are focused on the need for spending cuts and intergenerational practice generally is not considered high priority.

4.73 Embedding intergenerational practice within existing service delivery was seen by the majority of areas to be the most feasible mechanism for ensuring the longevity of such activity. This approach would ensure that services and organisations were able to use the principles of intergenerational practice to enhance existing delivery. The majority of LAs did not believe that it would be possible to sustain Generations Together projects in their current form over the long term due to a lack of available funding.

4.74 There are good examples of LA approaches to raising the profile of Generations Together and ensuring that a focus is on using learning from the programme to shape and inform future policy and practice. Examples include:

- feeding in programme progress and learning into intergenerational strategy groups or similar;
- raising awareness at a strategic level through e-bulletins, feedback at strategy groups etc; and
- aligning Generations Together activity to prominent strategic priorities such as community cohesion, healthy towns etc.

Embedding and Sustainability (Manchester)
The learning from the projects will enable the Valuing Older People team to develop a final definition, principles and guidelines for intergenerational practice. This will form an online resource, and is expected to guide users through:
• what intergenerational practice is and how this relates to work in Manchester;

Embedding and Sustainability (Manchester)
• the mindsets, skills and approaches you need for intergenerational working;
• intergenerational programme management and intergenerational project management skills;
• managing intergenerational practice on a very small budget;
• key community engagement skills;
• the 13 Generations Together projects;
• the techniques they used and what they did;
• what the results were and what the impacts were;
• where intergenerational practice could be developed.

4.75 Concerns about sustaining activity due to funding issues were reflected at a project level. However, there are some examples of projects considering how they could sustain all or some elements of delivery in the long term. Some projects are looking forward to embedding their learning in resources that enable other projects and activities to learn and develop from their experiences. For example, the Recipe and Allotment Project in Manchester was given £1000 from a local school to pay for a greenhouse on the school site, for the project to use. This project is now hoping to sell their recipe books at the North Manchester Food and Drink Festival to recoup some money also and in doing so contribute towards embedding the project for the future and become self-sustaining.

4.76 Other projects appeared confident that they may be able to sustain some elements of delivery. For example, through the ongoing use of, or through further developing, a project concept to allow it to be used in other contexts.

Embedding and Sustainability (Gateshead)
Soul Soup: The project is very keen that the Soul Soup model is a concept that can be taken on by organisations and services at a wider level as a way of facilitating community consultation. For example: the project staff highlighted the current discussions they were having with the PCT about how Soul Soup could be involved in World Aids day. Although this is not directly linked to intergenerational practice, it does emphasise the transferability of the approach to other contexts.

4.77 Limited monitoring and evaluation at a programme level was felt to be a potential barrier to sustainability. Although there were some good examples of projects monitoring and evidencing outcomes of delivery, evidence that this was being used at a programme level to inform sustainability and to demonstrate achievement against key outcomes was minimal. In a number of LAs there is still a real need for approaches to monitoring and evaluation to be consolidated to ensure that all projects are clear how they should be monitoring and reporting on outcomes. In the long-term this would be beneficial in ensuring that learning from the programme and key outcomes achieved are being used to support the sustainability of current activity or the development of any future approaches to intergenerational practice in LAs.

5   OUTCOMES AND IMPACTS

5.1   In this section we provide examples of the types of benefits and outcomes that have been achieved by local authorities, organisations and individuals. Overall there are many examples that show how intergenerational work has impacted positively on the stakeholders involved, and we would expect the volume and strength of outcomes to increase as the programme continues into March 2011.

5.2   We draw on a number of evidence sources to exemplify the types of benefits and outcomes arising from the activity to date. These include:

- an analysis of participants who completed the follow up and baseline survey;
- analysis of case-study research with LAs, local organisations, volunteers and recipients;
- analysis of outcomes data on the MI tool; and
- analysis of progress reports and other documentation uploaded by case-study and non-case study LAs (primarily from two local authorities).

5.3   **Unfortunately we are unable to reliably quantify the benefits and outcomes to date, or indicate current or likely impact at a local or national level at the time of this report**. Due to the early closing of the evaluation, these sources of evidence are not yet comprehensive or robust enough for detailed analysis. The limitations include:

- only 58 participants completed the baseline and follow up survey before the survey was closed – this is too few from which to draw conclusions, analyse by characteristic or use for extrapolation;
- the core qualitative research method – the case-studies- were visited in late Spring 2010, primarily to explore local experience of set up and implementation. Many activities were at a relatively early stage of delivery and thus evidence of benefits and outcomes was not evident at that time. The evaluation was closed prior to the planned follow up case studies in November 2010;
- for non-case-study areas, LA and partner consultations were last undertaken in winter 2009 (when projects were at an early stage of delivery). Therefore these consultations did not capture significant evidence of outcomes or impact. 5 out of 6 non-case study LA areas have uploaded progress reports or other documentation on the MI tool, but in most cases the evidence is piecemeal at this stage and relates to individual projects, as opposed to the overall local programme;
- the use of the MI tool for recording outcomes is only indicative of the number and type of benefits and outcomes, and is an incomplete data set only 8 out of 12 LAs appear to have used the tool to record outcomes. It should be noted that the high number of reported outcomes by one LA account for 82% of all outcomes, and we are unsure of the accuracy of this figure. Given the reliability issues of this data we have not been able to undertake sub-analysis into relationships between outcomes per target group or activity.

Benefits and Outcomes for Local Authorities

5.4 The key benefits and outcomes for local authorities relate primarily to the strengthening of internal and external relationships, which has built their capacity for future partnership working.

- The majority of LAs report that the Generations Together programme has supported progress towards internal strategies or delivery plans:

  "Strong links with schools are contributing to educational goals by improving the capacity of young people to contribute, make decisions and take action" (Interim Evaluation, Reading LA)

  "We have been looking at ways to getting a greater range of activities into day centres – this has really helped" (Adult Services, Ealing LA)

- A minority of LAs report that Adult and Children's services have formed a much closer working relationship;

  "We didn't work together really at all before Generations Together, but now we have a good working relationship and although we are not working together on anything else at the moment, we would both like to extend intergenerational working to other areas" (LA Children's Services)

- A minority of LAs reported improved capacity and confidence in future partnerships with small community groups, as a result of successful engagement of these groups in Generations Together;

  "We haven't previously worked with many of the smaller community groups that are involved [in Generations Together], but they have proved they can deliver. This is good news for us, as it provides greater reach for projects in the future" (Case- Study LA Adult Services)

- A minority of LAs have already been able to raise awareness of intergenerational ways of working within the LA and outside the LA, with others planning to do so;

  "The X project is pushing Intergenerational working into areas where I have not seen it carried out in. This in turn has helped us strategically with demonstrating the benefits of intergenerational practice…..including addressing hard issues such as resilience, poverty and community cohesion." (Strategic Lead, Manchester LA)

Benefits and Outcomes for Partner Organisations

5.5 The partner and delivery organisations involved in case-studies primarily consider the benefits and outcomes in direct relation to participant benefits and outcomes. However, some partners report organisational outcomes including:

- enabling organisational goals/plans to be furthered;

  "This builds on our overall drive for social and community cohesion in this area" (Participating Organisation, Gateshead)

"It has helped us to open the community fitness centre on more days, which is an objective of our business plan" (Participating Organisation, Ealing)

- improved understanding of their users;

"Groups are learning what works for participants and what additional support is needed" (Interim Evaluation, Reading LA)

"[This project demonstrates] a way of interacting with the community which we haven't tried in the past. We have loved this week; it is rare we get to spend so much time with the kids." (Community Police, Gateshead Evaluation of Soul Soup)

- attracting more volunteers or service users into existing services;

"We have seen people coming for the cookery classes and then they are attending other activities we provide at the centre." (Participating organisation, Ealing)

"Our school finds it difficult to engage adults from the community. If these relations are sustained this is a great success" (Oakway's Project, Northampton)

Benefits and Outcomes to Participants

5.6 Generations Together has had success in delivering a range of benefits and outcomes for participants. We explore the Key participant outcomes in more detail below these include:

- personal development e.g. communication and organisational skills; working with others; confidence/self-esteem;
- skills development e.g. use of IT, gardening, photography, fashion, cooking;
- improvements in attitudes/behaviour e.g. views/perceptions of younger and older people; greater interaction between generations;
- increased participation e.g. engagement in volunteering opportunities, engagement in positive activities, local community.

Personal Development

5.7 In triangulating the available evidence, it is clear that personal development is a key outcome of Generations Together activity.

5.8 The MI tool shows that, to date:

- 2,147 individuals have improved their ability to make a positive contribution to their community (the vast majority of whom fall into 5 LAs, with one LA accounting for 1,539 of these);
- 1,839 individuals report improved self esteem (with one LA accounting for 1,539);
- 2,083 have improved their personal development skills: for example 5 people recorded on the MI tool attended a careers-related session at Jobcentre Plus (the majority of these outcomes are from 4 LAs, with one LA accounting for over half of outcomes).

Examples of Individual Experiences of Personal Development Recorded on the MI Tool from Manchester Allotment Project
"Y has been the key person on the community allotment and has motivated the children and families involved to continue to make it a success. X uses the screen in the primary schools reception to show updates on how the allotment is going" (Manchester)

5.9 The case-study research provides a greater understanding of the personal development outcomes achieved by other projects. We provide two examples below.

The No Generation Gap (NGG) Project (Northampton)
The Youth Offending Team is running a project called 'No Generation Gap', running in East Northants. The project is focussed on activity relating to reparation orders. The idea is that young offenders pass on their 'technological know-how' of new technology such as mobile phones, digital cameras, energy monitors and virtually anything else, to older people at informal drop in sessions. Older people could bring along any technology that they needed help with. The case study research indicated the range outcomes for those involved, by enabling young people to do something positive for their community, on reducing risky behaviour and improving confidence and self esteem of younger volunteers and the recipient older people.
Young Volunteer 1:*"I wanted to give something back after what I did like. I realised I was being stupid and working with [the YOT Project Manager] I can see that older people are actually a lot more interested in stuff like mobiles and the internet than I thought they would be."*
Young volunteer 2: *"In a way I guess, yeah, it has helped me to decide what I wanna do when I'm older – I think it would be good to work as a Support Worker – maybe even at the YOT – I could tell them it's [crime] not the thing to do!"*
Older Recipient: *"You've really helped me with my new laptop and I now realise I have been sold the wrong part! I could never have done this on my own. Now I have the confidence to go back to the computer shop and get the part I need, thank you."*
Project worker: *"[the young offender] asked how long the session would take when I went to pick him up – I mean they were really disinterested in the entire project. However, by the end of it, this young offender turned around to me and asked when they could come to another session again – they'd really got something positive out of it."*

Skills Development

5.10 The development of skills as part of intergenerational projects has been an important outcome of Generations Together. Specific skills learnt by individuals include:

- ICT skills;
- gardening;
- cooking;
- mentoring and other ways of supporting others;
- presentation;
- dancing;
- arts and crafts;
- drama and singing;
- radio, film and photography;
- work experience and related skills.

5.11 The MI tool indicates that 2,115 individuals have increased their practical skills and 1,761 individuals have learnt skills to support others.

> *"X participated in one to one business coaching where the client gets coaching on business development planning and strategy"* (Hammersmith & Fulham)

> *"X took the Level 2 in Food Hygiene"* (Hammersmith & Fulham)

> *"X has learnt how to use computers for storytelling"* (Gateshead)

> *"I helped others out with the preparation, cooking and handling of food"* (Plymouth)

> *"learning to do various dances – foxtrot, waltz, cha cha cha"* (Reading)

5.12 Survey respondents reported significantly higher levels of skills development than this (ranging between 69-89%, n=58)[12]. However neither of these data sets are complete or robust, so it is not clear which is the more accurate.

5.13 The case-study research identified a wide range of projects in which skills were being developed. The skills were developed in different ways, and ranged from formal qualifications to skills learnt through informal environments.

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[12] 14 out of 19 young people and 27 out of 39 older people agreed or strongly agreed to the statement: *"I have developed practical skills";* 17 out of 19 young people and 30 out of 39 older people agreed or agreed strongly with the statement *"I have developed skills in supporting others"*

Skills Development: South Acton Community Fitness Centre
A community fitness centre (for people who don't normally exercise) has been running since 1998 on the South Acton Housing estate. The centre was converted from a fast food shop, with equipment donated from Ealing Borough Council. The Generations Together funding has enabled them to open for more sessions, and is offering work experience and training to young people who want to become Fitness Training Instructors. The young people support older people to improve their health and fitness by organising a fitness plan, ensuring they use the equipment correctly and by undertaking regular assessments. Most of the current users live in and around the South Acton Estate with regular referrals from the local GPs and Health Trainer.
The fitness centre has supported 5 young people (under 25) to obtain work experience -one was already a qualified Gym Instructor and 4 are well on the way to completing their training to become qualified Gym Instructors. This is supported through in house training (Level 1) and external training and assessment towards the YMCA Fit NVQ Level 2 (Gym Instructor). One young person (under 25) has moved on to Higher Education at Brunel University studying BSc in Sports Science as a result of the training and work experience offered. One of the service users has lost 1 stone in about 6 weeks, with the combination of the fitness training and a good diet. However, the main benefits for most of the regular users are that they feel fitter, healthier and greater confidence and self esteem.
Volunteer *"I really enjoy supporting the older people"*
"One volunteer has been really good at helping an older person to ensure he is using the equipment properly" (Project Lead)
"I can think of one person in particular who has benefitted from learning to use the fitness centre. He is quite frail but he is fitter, has better muscle strength and more confidence" (Project Lead)

Gateshead Soul Soup
Soul Soup is community-based work enabling local groups to set up a one-off 'Soul Soup Café' event. Combining arts and food, the projects provide a meeting place for people of all ages to come together to discuss what is important to them in their community. Soul Soup works on the premise that the most productive way to create conversation and dialogue is through food, and that making and eating food together is a 'safe way' of drawing generations and groups together, encouraging people to confront stereotypes and misconceptions they may have about each other. Some extracts from the local evaluation indicate the improvement in skills and knowledge of cooking and the local area:
"This is the first time I've been involved in something like this. Obviously we're getting older so it's nice to be involved and pass (skills) onto the kids because for a lot of them it's (about) fast food. Some of them don't even know what a courgette is. It's really good to teach the kids."
"They asked questions last week (in the first workshop), talking about old times (when I was younger) and the Dilley Line and coalmines. The line is still there."
"I enjoyed working with the bairns – they have learned about the bread making, which they don't seem to have done before. We were poor when we were younger so my mother made bread and stottie cakes and all sorts. These bairns would not have seen that but we were bought up to make our own bread and its tastes much nicer."

Skills Development – An Example from Tall Ships Project, Portsmouth			
Question	Pre	Post	Distance Travelled

Skills Development – An Example from Tall Ships Project, Portsmouth			
Question	**Pre**	**Post**	**Distance Travelled**
On a scale of one to ten, please rate your level of confidence with regards to the sailing element of this voyage?	5	6	1
On a scale of one to ten, please rate your overall level of confidence on this voyage?	4	6	2
On a scale of one to ten, please rate your skills and abilities with regards to the following:			
Communication	8	8	0
Teamwork	7	10	3
Leadership	7	8	1
Listening	9	10	1
Empathy	8	10	2
Self esteem	6	8	2
Perceptions of younger people	4	9	5
Perceptions of older people	4	9	5
What have you gained from this voyage	The opportunity to work as part of a team with both younger and older people and those of my own age group and to socialise with both. The opportunity to do something entirely new to me.		

Attitudes/Behaviour

5.14 Achieving attitudinal and behaviour change is at the heart of the Generations Together demonstrator programme. Although it is early days for many projects, there are several examples whereby intergenerational projects are achieving attitudinal and behaviour change in terms of:

- improved understanding of generations;
- improved perceptions of younger/older people;
- increased engagement with young/older people;
- greater satisfaction with home and neighbourhood;
- reduction in fear of crime;
- changes in behaviour towards a healthier lifestyle.

5.15 Data from the MI tool and the follow up survey indicates the volume and type of outcomes achieved. In general terms, the data indicates that a greater number of outcomes have been achieved in relation to changing perceptions and 'well being' than for outcomes relating to fear of crime and risky behaviours. However, these datasets are not reliable for quantifying current or future levels or trends of outcomes.

5.16 Comments recorded on the MI tool include a number from a project in Plymouth that supported the Kurdish Community in their Newros celebrations (Kurdish New Year):

> *"I engaged with a vast amount of people from older generations and reduced the sense of isolation I felt towards their generation. We shared a lot of stories and found a common ground for sharing past events and personal values."*

"I was surprised by the amount of people who wanted to come and celebrate the Kurdish New Year with us – I felt proud that people wanted to learn more about our culture and this made me feel more at home in this city of Plymouth."

5.17 The YCL case-study research has provided greater insight into the type and range of outcomes achieved.

Understanding of Generations and Changing Perceptions: Northampton

YCL undertook research with 3 projects in Northampton – an Intergenerational Choir, a Gardening Project and a technological knowledge sharing project. Individual reported some interesting changes in their perspectives:

"*I didn't think older people were interested in learning about mobiles, laptops and games like the Wii. I guess they are – one guy even asked me to show him how he could play games on his mobile*" (Young person)

"*They [the older people] also told us more about our cultural background, from Africa, which was really interesting. And we got to sing in different African Languages too*" (Young person)

"*I know some of the young people here are from the Youth Offending Team, I don't know which ones though. But it does make me feel like I shouldn't badge people you know? The other [young] volunteers here are all really nice and are helping the older people with technology. I guess you can never judge just by what people look like and may have done in the past hey*"? (Young person)

"*I felt so stupid coming here today because all the youngsters can do this sort of stuff so easily, but no-one has made me feel stupid. There's a great atmosphere here today.*" (Older person)

Northampton: Improved Sense of Health & Wellbeing

The Oakway project is focused on ensuring both the younger recipients and the older volunteers improve both their physical health and their diet through engaging in the physical gardening activities and eating the food that they grow in their gardens.

"Each week the children take some of the food they have grown and make something to share to eat. So far they have made egg and cress sandwiches – and all the children ate them, and then a salad. Out of all the classes involved, only 3 children refused to eat the salad! Taking into account the deprivation of the local area this was really good progress." (Oakway Project Manager)

"See, they're eating the homemade chips here – they certainly won't do that when I try and make healthy food at home." (Oakway Older Volunteer, talking about their daughter who was a Young Recipient at the project)

CAIA: Ealing

The Centre for Armenian Information and Advice seeks to enhance the quality of life for disadvantaged members of the Armenian community. As a scattered population, many Armenians have lost touch with family and friends who settled in different countries and, in the UK, Armenians have arrived from a range of countries with different cultures and languages. As a result there can be a huge gap between and amongst different generations. Through Generations Together, CAIA has delivered Armenian cookery sessions, Silver Surfers sessions with students from the nearby school, festive celebrations and a series of outings. Case-study research found that individuals reported a number of outcomes:

- *"Using their IT skills, they can now read newspapers from around the world, email friends overseas and use the internet to do everyday tasks like order food shopping. This has reduced the sense of isolation among the group"* (CEO);

- The outings have provided an opportunity to do something new – 8 out of the 9 respondents to feedback forms following a visit to a London Show would not have gone alone: *"it is difficult with two children, as a busy mum I appreciate the opportunity and specially reduced price tickets for such events"*; *"Not sure – my daughter is not yet 2 years old. Yes I would if she was older but it was more encouraging to go with the group"*;

- *"Just having the celebrations was important – I think it reduced the sense of isolation, to be able to celebrate together. Young people gave older people lifts, served food and were dancing with people of all ages. I think some of the older people were very uplifted by it"* (CEO).

Participation

5.18 Increased involvement in positive activities and engagement in volunteering and education are key outcomes for Generations Together. Indeed, triangulation of the data sources suggests that this is the greatest outcome (in volume) for the Generations Together programme and that individuals have overwhelmingly felt positive about the types of projects delivered.

5.19 Outcome data from the MI tool indicates that:

- 2,542 individuals were involved in positive activities;
- 1,801 individuals had a stronger engagement in education.

5.20   Positive activities recorded on the MI tool include:

- participating in a introduction to mentoring workshop (Hammersmith & Fulham);
- being placed with British Heart Foundation while job-seeking (Hammersmith & Fulham);
- advice, support and guidance to users of the community allotment (Manchester);
- involved in intergenerational session to decide on recipes for the book (Manchester);
- entered front cover design competition of cookery book (Manchester).

5.21   Respondents from the YCL survey also indicated the high level of involvement in positive activities, and their likelihood of volunteering again:

- 17 out of 19 young people (89%), and 28 out of 39 older people (72%), agreed or strongly agreed that they were more involved in positive activities;
- 18 of the 19 young people, and 32 out of the 39 older people, agreed that they would be more likely to volunteer in the future, as a result of involvement in Generations Together.

5.22   Strong outcomes relating to both current and future participation were indicated from the case-study research. Across all case-studies, the perception from stakeholders was that there was genuine engagement in positive activities, and that Generations Together had attracted new participants (both as volunteers and recipients) into a range of projects. Indeed, some of the shorter, events-based activities were being used as engagement tools, with the expectation that people would then get involved in more intensive and/or longer term activity. This appears to have been the case in some instances:

- in the YCL focus groups with families on Generation Games (Manchester), families mentioned being involved in more activities for themselves/with their children since being part of the project. One participant had attended self awareness training, and another family now uses the children's centre facilities;

    "We have had people who came for the cookery and who are now volunteering elsewhere. We are going to hold the next sessions at the weekend so that the dads can come" (Ealing)

    "One of the girls came to the Easter celebration and then she decided to celebrate her birthday at the Centre, bringing more friends in" (Ealing)

    "We have spent the first year doing some activities that have proved good engagement activities – they have brought people in, and now we are giving them opportunities to get more involved" (Reading)

"An older volunteer has decided he would like to set up an over 50s job search/peer support group where people can come and do job searches with the support of younger people. This is something that will be run from the GOPA using the facilities here and will be promoted to all local over 50s out of work" (Gateshead)

- All 13 respondents attending an outing run by CAIA in Ealing reported on feedback forms that they would attend another one;

"I really thought this is one of the best ideas for children. They should try and get more children interested in cooking.....and they are all so interested. I'm really pleased. I've got four grandchildren and two great-grandchildren so I am looking forward to showing them. One little girl [has been helping her parents cook] since last week's [workshop]" (Gateshead Soul Soup, Evaluation Report)

Wider Impact

5.23 It is clear that Generations Together has been beneficial and achieved many outcomes for individuals, organisations and LAs. However what is less clear is how these outcomes come together to create significant impact across areas and communities to:

- improve community cohesion;
- create safer neighbourhoods;
- improve health, well being and independence;
- improve partnership working.

5.24 The majority of strategic stakeholders consulted in LAs felt that, at the time of consultation, it was too early to see whether the Generations Together programme in their area would have a significant impact on these wider policy outcomes. A common sense view would be that Generations Together activities link to these policy outcomes and will therefore make a contribution towards these goals. However it is not possible to quantify the likely impact based on the evidence to date. Indeed, some of the barriers and issues raised in this report would suggest that, whilst intergenerational practice can lead to significant outcomes, in some cases the activities are not of a large enough scale, coherently linked together or focused strongly enough towards these goals to have considerable impact at a national level.

6   CONCLUSIONS AND AREAS FOR DEVELOPMENT

6.1   The Generations Together programme has been operational in 12 local authorities since November 2009. The approach to implementing Generations Together across LAs has varied considerably. The scope, focus and drivers for the programme have been diverse, which was reflected in the differing progress of projects and local partnerships at the time of the case-study visits.

6.2   Although the evaluation has been beneficial in providing an insight into LA approaches to delivery at a strategic and operational level and some areas of emerging practice, the information available on the outcomes and impact achieved by activity was minimal, due largely to the early closure of the evaluation.

6.3   Based on the evidence available so far, we provide below a commentary on how overall the programme is performing compared to its overarching aims. This is based on the evidence collected through the national evaluation until September 2010 and is therefore an indicative view of success based on the available evidence to date.

Aim 1: to generate wider interest in and thinking about intergenerational work

6.4   Generations Together has generally been successful in raising the profile of intergenerational work in local authorities. The programme has provided the opportunity for partners across both the public and voluntary and community sector both with and without prior intergenerational experience to work together. This has encouraged a partnership approach to delivery which was perceived to strengthen the commitment of partners to the programme.

6.5   The involvement of the voluntary and community sector and the use of smaller CSOs in some LAs was perceived to have widened the scope of Generations Together delivery. This provided new opportunities for these organisations to deliver intergenerational activity, whilst being able to use their skills and experience to engage individuals in projects which may have not been possible through LA-led projects.

6.6   Publicity, branding and programme launches have provided a platform for raising the profile of intergenerational activity in a number of LAs. This was perceived to generate an interest at a community and organisational level, which helped support the recruitment of volunteers and recipients to Generations Together projects.

6.7   Over the remaining months of the programme, areas need to ensure that the focus for the programme remains on the intergenerational aspect of delivery. There is some evidence to suggest that projects may not necessarily be engaging those from both generations who would most benefit from meaningful, intergenerational interaction. For example, the baseline survey data suggests that the perceptions held by older and younger people with regards each others' generations was on the whole positive. LAs need to ensure that projects are focusing on the outcomes that they are hoping to achieve from project delivery: structuring activity and interactions between generations to best achieve these outcomes.

Aim 2: to increase the number of volunteers working on intergenerational activity by 20,000 by the end of the programme

6.8 The programme originally planned to engage 20,000 new volunteers in intergenerational activity. However, it became clear early in delivery that this target was over ambitious and unrealistic, leading with cross departmental agreement to the target being changed to achieving 20,000 new volunteers and recipients.

6.9 LAs have generally made good progress in recruiting volunteers and recipients to the programme, with over 6,500 volunteers and 2,791 recipients having currently been recruited. However, the progress of areas in achieving their target number of volunteers and recipients is disparate, with five LAs having achieved less than 75% of the target number of volunteers with two of these LAs having achieved less than 30% of their cumulative target.

6.10 Volunteers were generally provided with adequate preparation support, and training for their role in Generations Together activity. LAs however need to consider how they are utilising volunteers in the long-term. The short-term, low intensity nature of some projects potentially leads to the minimal involvement of volunteers, limiting the potential impact and benefit of their roles. There should be much wider consideration across LAs about the use of volunteers and how their involvement in volunteering opportunities could be best maximised in the long-term: for example, through using volunteers across multiple projects, or through signposting volunteers onto other volunteering opportunities.

Aim 3: to encourage a more strategic and sustainable approach to undertaking intergenerational work

6.11 In areas where there was a strong strategic vision and commitment for the programme there appeared to be a strong willingness to embed intergenerational practice. For example, the development of ageing strategies and intergenerational strategies in a number of LAs provided a key mechanism for this to happen.

6.12 There is generally realism across LAs about the ability for Generations Together activity to be sustained over the longer term. This is seen as a major challenge, due to an uncertain financial climate, where LA funding cuts are viewed as inevitable. Incorporating intergenerational activity into existing service provision was considered the most feasible approach to sustaining activity by the majority of areas. As such, the ability to use learning from Generations Together projects to inform the development of future intergenerational activity was seen to be key. However, areas were not as effective in drawing out learning from their projects as they could have been.

6.13 Areas need to ensure that they are bridging the gap between operational delivery and generating a strategic commitment and drive for intergenerational practice more widely. There are examples of good delivery approaches to intergenerational activity on the ground; however areas need to ensure that these approaches and the understanding of what has made them successful is used to inform the ongoing development and establishment of intergenerational activity in LAs.

Aim 4: to provide robust evidence of the effectiveness of intergenerational initiatives

Aim 5: to develop evidence about which models are most effective in delivering which outcomes, for which groups of people, in which situations

6.14 Establishing robust evaluation processes are critical in providing an evidence base that will demonstrate the effectiveness, outcomes and impact of intergenerational activity. At a programme and project level there are some good examples of areas establishing evaluation processes to evidence the outcomes and impact of delivery. However, this was not consistent and the lack of priority placed on evaluation in some LAs is potentially detrimental to understanding the effectiveness of intergenerational activities.

6.15 Producing a robust evidence base for the Generations Together programme is central to supporting the development of any future intergenerational practice. LAs need to focus on ensuring they understand both the outcomes that effective intergenerational practice can achieve, but also ensure that they have explored how outcomes are influenced by project design, delivery focus, target group and context. Although there are examples of some areas encouraging the sharing of learning across delivery partners to collect this type of information, this was generally piecemeal.

6.16 Emerging practice at an operational level suggests that some projects have been effective in achieving positive outcomes for both older and younger people. The challenge for areas is in ensuring that they are evidencing this success and that this is then used to inform future practice.

6.17 A potential challenge in maximising the outcomes achieved through intergenerational work is the short-term nature of some of the Generations Together projects. The information on the MI tool suggests that just over a third (34%; n=31) of projects with usable information on the tool are involving participants for 3.5 hours or less; with over six-tenths (63%; n=56) involving participants for 8 hours or less. The intensity of involvement of projects needs to be considered if some of the longer term anticipated outcomes and impact of Generations Together are to be achieved.

6.18 The closure of the national evaluation has limited the scope and robustness of the national evaluation to consider the relative success of different approaches. These issues were due to be explored in forthcoming case studies, and at this time there is not enough evidence to produce a robust national evaluation of effectiveness of different models.

Areas for Development/Key Learning Points

6.19 We present below some suggested areas for development and key learning based on the evaluation findings to date. These should be considered for the remainder of the Generations Together programme and in the development of future similar initiatives.

6.20 At a LA and project level, the following are key areas for development:

- consideration of how the outcomes of Generations Together activity will be evidenced at a LA and project level, through the development of more robust evaluation methods;
- focus on capturing learning from Generations Together projects to inform the development of future intergenerational practice;
- strengthening of recruitment and targeting approaches for volunteers/recipients to engage those who would most benefit from intergenerational activity;
- ensure there remains a strong focus on the intergenerational aspect of delivery and that projects have considered how they are best delivering meaningful intergenerational activity, with a focus on maximising outcomes for participants.

6.21 At a DfE level, the capacity of the management arrangements to lead a programme such as Generations Together should be considered in future initiatives. The late funding to LAs caused delays to the start of the initiative. In addition, providing sufficient staff capacity to manage a national programme is critical in ensuring that delivery is on track and local authorities are held accountable for delivery. Similarly, ensuring there are effective communication strategies between national stakeholders and local authorities helps support consistency in expectations for the programme across areas, increases awareness of key policy priorities and encourages buy-in and commitment to the programme.

ANNEX A: METHOD AND STUDY ISSUES

1: Management Information Data Collection

<u>Aim of the MI Tool</u>

1.   The online Management Information (MI) tool was designed to provide a consistent way of capturing and collating programme information across the 12 Local Authorities (LAs), delivering Generations Together. As a project management tool it aimed to streamline reporting arrangements between local projects, Local Authorities York Consulting LLP (YCL) and the Department for Education (DfE).

<u>What Information was Collected and by Whom</u>

2.   **Local Projects** used the tool as a database for all participant details and to monitor and report quarterly progress against outputs and outcomes internally and to LAs. In line with DfE procedures, projects were able to update the general progress of their project and upload any additional materials that YCL as evaluators or the DfE found of interest.

3.   **Local Authorities** used it to monitor progress on local projects and to report quarterly progress against LA level outputs and outcomes/impact. Both projects and LAs were able to upload any documents they liked to share with other Generations Together areas, and discuss relevant issues via an online forum.

4.   **York Consulting** used it for analysing the characteristics of participants and Generations Together activities; telephone survey sampling; progress reporting to the DfE; and evidence collection as part of the national evaluation.

5.   **Central Government** used it for monitoring and reporting evidence of progress of Generations Together.

<u>Issues with the Quality of Data on the MI Tool</u>

6.   All local authorities regularly inputted information onto the MI Tool; however there have been a number of issues with the quality of information inputted:

- **Consent processes**. All LAs were asked to confirm that informed consent processes were in place so that participants could decide whether their personal details and/or generic monitoring information could be inputted onto the MI Tool. The consent to monitoring information was much lower than anticipated and suggested that the appropriate consent processes may not have been in place at a project level. This missing information affected the quality of the data for analysis.

- **Duplicate participants**. Some LAs inputted individuals as both volunteers and recipients on the MI tool within the same project, leading to inaccuracies in progress numbers. Although the MI tool could identify duplication across projects it was not possible for it to identify duplicates within projects. It was reiterated to all projects that individuals should not be inputted twice within a project as this could skew the analysis.

- **Project level information**. The quality of the project level information on the MI tool was an issue that impacted on our ability to undertake robust analysis on the intensity of volunteer/recipient involvement. Information on the number of sessions, number of cohorts and length of project sessions was found to be incomplete or had been inputted incorrectly by a large number of projects.

- **Outcomes**. The outcomes function on the MI tool has been used inconsistently and sporadically by LAs which has had implications on the usefulness of this function.

7. After the launch of the MI Tool, all LA leads were trained on using the tool either over the phone or face-to-face and written guidance was distributed to all users. However, there were still a significant amount of queries from users about using the tool. Also, changes in management in some LAs had led to the need to re-train users and provide further support.

8. LAs were enthusiastic about having a mechanism to share good practice/research tools with each other. To accommodate this, a practice sharing site was made available on the MI Tool. This included an online forum and space to upload and share documents. The use of this practice sharing site to date however as been minimal, with little communication between users on the site.

2: Baseline and Follow-up Telephone Survey

9. The aim of this strand of the study was to undertake a telephone survey of volunteers and recipients from both age groups at the start of their involvement in a Generations Together project. It was then intended that a follow-up survey would be conducted a month after the respondent had completed their involvement in the project.

10. The key themes explored through the survey were:

- views on local community;
- involvement in local community;
- attitudes towards own and other generations;
- quality of life;
- progression and employment.

11. A number of existing national and local surveys were used to inform the development of the questions including the Tell Us survey, the Place survey and the Citizenship survey. This was to ensure that questions were being used that had been tried and tested and also to ensure that any results were comparable to other sources of research around the key anticipated outcomes, thereby providing benchmarking evidence for the national evaluation.

12. There were a number of key questions across the themes above that were included in both the baseline and telephone survey. The purpose of this was to provide quantitative data on the outcomes and impacts that had been achieved for volunteers and recipients through their involvement in the programme and to be able to measure 'distance travelled' for those involved.

13. The telephone survey was designed in conjunction with the then Department for Children, Schools and Families (DCSF) and was piloted with a number of older and younger people across local authorities. The piloting provided an opportunity to refine the questions asked and highlight any amendments required.

14. Consent was sought for involvement in the telephone survey by individual Generations Together projects. Project deliverers were actively involved in explaining the purpose of the survey to volunteers and recipients and obtaining their informed consent to participate in the survey. The contact details of all participants who had consented to take part in the survey were uploaded onto the Management Information tool. The survey was only conducted with those aged 11 and over. For particularly vulnerable individuals, areas were advised that they should use their own judgement as to whether it would be appropriate to seek consent.

15. There were a number of methodological challenges with the delivery of the telephone survey which had an impact on the response rate:

- not all projects were proactively seeking consent from volunteers and recipients, limiting the number of contact details that were available;
- it was not considered appropriate to involve some volunteers and recipients in the survey process due to issues around vulnerability, communication and language;
- local authority concerns about the appropriateness of a telephone survey for the client group;

- projects were concerned about the content of some questions.

16. In order to counteract these challenges, the following strategies were employed:

- ongoing contact with LAs to discuss the telephone survey process including the rationale, the process for obtaining consent and the benefits of the survey;
- development of clear information sheets and guidance for project staff seeking consent and for volunteers/recipients to explain the survey process in detail;
- removal of specific questions in the young people survey relating to engagement in risky behaviours;
- discussion at stakeholder events.

17. **Table A.1** provides an overview of the number and percentage of baseline respondents by LA. It shows that in total 335 responses were received (216 older people and 119 younger people).

Table A.1: Number of Baseline Survey Responses				
	Older People		Younger People	
	No. of respondents	% of responses	No. of respondents	% of responses
Ealing	7	3%	13	11%
Gateshead	23	11%	17	14%
Hammersmith & Fulham	18	8%	10	8%
Luton	0	0%	1	1%
Manchester	7	3%	7	6%
Northamptonshire	47	22%	19	16%
Plymouth	10	5%	14	12%
Portsmouth	14	6%	8	7%
Reading	7	3%	1	1%
Somerset	25	12%	11	9%
Wakefield	40	19%	9	8%
Worcestershire	18	8%	9	8%
Total	216	100%	119	100%

18.　**Table A.2** provides an overview of the number and percentage of follow-up survey respondents by LA. In total, 58 follow-up surveys were completed.

Table A.2: Number of Follow-up Survey Responses				
	Older People		Younger People	
	No. of respondents	% of responses	No. of respondents	% of responses
Ealing	1	3%	3	16%
Gateshead	3	8%	2	11%
Hammersmith & Fulham	3	8%	0	0%
Luton	0	0%	0	0%
Manchester	2	5%	0	0%
Northamptonshire	7	18%	2	11%
Plymouth	4	10%	5	26%
Portsmouth	6	15%	5	26%
Reading	0	0%	0	0%
Somerset	3	8%	1	5%
Wakefield	7	18%	0	0%
Worcestershire	3	8%	1	5%
Total	39	100%	19	100%

19.　In order to establish how representative survey respondents were of those involved in Generations Together more widely we compared the profile of the survey respondents with those of the participants recorded on the MI tool more widely. The profile of the survey respondents was broadly similar to those on the MI tool more widely, for example:

- the same proportion of females (61%) and males (39%) were recorded on the MI tool and completed the survey;

- 82% of participants on the MI tool were of White ethnicity, compared to 89% who were involved in the survey;

- 56% of participants on the MI tool were younger people; compared to 35% of the survey sample being younger people;

- The proportion of individuals who considered themselves to have a disability was higher in the survey sample (19%), compared to the MI tool more widely.

Omnibus Survey

20.　In order to explore how the perceptions of Generations Together participants towards their own and the other generation compared with the general population, specific questions from the survey were included within the BMRB national omnibus survey. Specific questions were incorporated into the BMRB face-to-face omnibus and telephone survey as appropriate, with the questions aimed at the 11-25 age group and the 50 and over age group.

21.　The questions were specifically focused on capturing attitudes and perceptions of the other generation. The specific questions asked in the older person survey were:

- How much do you agree or disagree with this statement? Older people are admired and respected by young people;

- How much do you agree or disagree with this statement? I believe I can learn from the experiences of young people;

- How much do you agree or disagree with this statement? Older people have respect for young people;

- Overall how negative or positive do you feel towards young people?

22. The specific questions asked in the younger persons survey were:

- How much do you agree or disagree with this statement? Older people have respect for young people;

- How much do you agree or disagree with this statement? Older people are admired and respected by young people;

- How much do you agree or disagree with this statement? I believe I can learn from the experiences of older people;

- Overall how negative or positive do you feel towards older people?

23. It was intended that the omnibus survey process would be repeated in November/December 2010 to coincide with when the majority of follow-up survey would be completed. This would then have allowed a comparison to be made in any change in generational attitudes in the omnibus survey sample, compared to the Generations Together survey sample. As this was not possible due to the evaluation finishing earlier than expected, a comparison between the omnibus survey responses and the Generations Together survey responses has been provided.

Case-Study Research

24. The aim of this strand was to explore in detail how the Generations Together programme was being delivered in LAs. Six LAs were selected for involvement in this strand of the research.

25. The case-study authorities were selected to include LAs that had established a mix of delivery models for implementing the programme. As the progress of authorities varied considerably nationally, authorities were also selected on the basis of delivery progressing well. In each area three projects were visited.

26. The case-study research involved consultations at both a programme and project level. The purpose of this was to ensure that a comprehensive understanding of how the programme was being implemented and delivered was captured at both a strategic and operational level. Across the six case-study authorities consultations were undertaken with:

- 12 strategic/managerial stakeholders;

- 15 operational level stakeholders;

- 8 delivery level stakeholders;

- 24 younger volunteers;

- 20 older volunteers;

- 3 younger recipients;

- 4 older recipients.

27. The following issues influencing the direction and delivery of the case-study strand of the research should be taken into consideration when interpreting the findings.

28. Delivery progress, the engagement of volunteers and recipients and the ability for the evaluation to evidence outcomes and impact were the key issues faced.

Delivery Progress

29. The progress of Generations Together activity in case-study authorities varied considerably. Particularly at a project level the extent to which delivery had begun was diverse. Although projects had specifically been selected for involvement as they were perceived to have begun delivery, it was found in practice that many of the projects selected were either in the early stages of delivery or had not yet begun delivery. This caused issues for the case-study research in being able to fully explore the effectiveness of delivery.

30. In order to overcome this, the case-study fieldwork was delayed in some areas to align visits with when project delivery had started. Similarly, in other areas alternative projects were selected for involvement in the evaluation that were further ahead with delivery.

31. However, across all case-study authorities; delays in project delivery significantly influenced the information that was available on effectiveness, successes and outcomes and benefits that had been achieved through project delivery. The focus instead of the case-study visits at a project level was predominantly on understanding the set-up and design of project delivery.

Engagement of Volunteers and Recipients

32. Delays with project delivery made it difficult to engage volunteers and recipients in the evaluation. In many cases projects were working with small numbers of volunteers and recipients and therefore the numbers available for involvement in the evaluation were often limited. Involving recipients in the evaluation was particularly challenging, as either the focus or stage of delivery meant that often projects had not yet engaged recipients or their involvement had been very limited.

33. The research team used various strategies for engagement, in particular adopting a very flexible approach to fieldwork to ensure that any visits coincided with project activity taking place. This allowed the researchers to undertake consultations with volunteers and recipients as part of project delivery.

Evidencing Outcomes and Impact

34. As mentioned, many authorities and projects visited were still implementing Generations Together activity at the time of the fieldwork. The information available on outcomes and impact was therefore minimal. For example, many of the volunteers and recipients that were consulted as part of the evaluation had only recently started their involvement in Generations Together activity and therefore, although they were able to provide their view on what they hoped to gain through their involvement in the programme, it was more difficult for them to provide any evidence of outcomes and impact.

ANNEX B: LA PROJECT DESCRIPTIONS

LA: EALING		
Project	**Theme**	**Description**
Acton Asian Association	• Education & Learning • Sport & Leisure	Cooking project. Day trips as well as silver surfers.
APPLE	• Arts & Crafts • Education & Learning • Health & Wellbeing	APPLE has had a series of events, i.e. Youth Presentation, Cook Off, Allotment Soup Kitchen, Half Term Open Access, Tree Dressing, Volunteer DIY, Winter Gathering, Volunteer Garden.
CAIA - Cookery	• Health & Wellbeing	The launch of Generations Together to teach Armenian cookery courses.
CAIA - Outing to (Lion King)	• Arts & Crafts	An integration of all ages going on an outing, to go see 'The LION KING' at Lyceum Theatre.
CAIA- Intergenerational Celebration- Project Launch Event	• Other	An event to launch Generations Together Silver Surfers at an Armenian Centre.
CAIA Intergenerational Christmas Event	• Community & Democracy	Generations celebrating together.
Groundwork Food Growing	• Education & Learning	Gardening and food growing workshops. Events based.
Latin Rumba Therapy	• Sport & Leisure	Dance
Learning Disability Day Opportunities	• Arts & Crafts Education • Learning Health & Wellbeing • Sport & Leisure	Michael Flanders Centre - Younger and older people with learning disabilities are encouraged to socialise through exercise classes, cookery, arts & crafts, bingo, quizzes, woodwork and current affairs discussions.
Oaktree Club Trip	• Sport & Leisure	Day outing.
Oaktree Cookery	• Education & Learning	Younger people are taught how to cook by older people once a month, on the first Friday of every month.
Oke-Osisi Afrika	• Education & Learning • Sport & Leisure	West African group- doing events i.e. days out, cooking and dance.
Sewing Fashion Design	• Arts & Crafts	Intergenerational sewing classes leading up to a fashion show
Silver Surfers	• Education & Learning	Young people from a local high school have been trained to deliver IT training to older people.
South Acton Community Fitness Centre	• Sport & Leisure	Young people training the older people (fitness). The young people are working towards a qualification. It is managed by Ealing Community Voluntary Service.
SPARC- Project LEO (Learning Exchange Opportunities)	• Arts & Crafts • Education & Learning	Involves learning skills e.g. film making, photography and web design.
Spotlight Event	• Arts & Crafts	172 intergenerational volunteers planning and working behind the scenes on an intergenerational celebration of dance. Performance at local high school before an audience of 450.
Tallo information centre WLSS	• Community & Democracy • Health & Wellbeing	Youth Volunteering with older people taking part in events including baking, group meetings, and healthy eating group.
Theatre Studio West: Every Picture Tells a Story	• Arts & Crafts • Education & Learning	Sessions/Events. Participants learn digital photography whilst creating a picture story board.
Young Offenders Volunteering	• Arts & Crafts	Young offenders volunteering at older people's group with allotments, cooking and at the older people's day centre.

LA: GATESHEAD		
Project	**Theme**	**Description**
Press Team	• Community & Democracy • Education & Learning	The aim of the press team is to provide audio, visual and written coverage of the Generations Together project. Working across the technology exchange, soul soup, mentor and young befriender projects, the press team will inform all the projects involved, the participants and volunteers and the local community about Generations Together. They will also provide an extra evaluation tool for Generations Together.
Technology Exchange	• Other	Over 50's being taught how to use technology by under 25 year olds. The technology includes: mobile phones, the internet, computers, The Nintendo Wii, digital cameras and pedometers.
The Mentoring and Achieving Project	• Other	MAP - Mentoring and Achieving Project is an Action for Children project. We provide support for individual children and young people aged 8-17yrs living in the Central, Inner West and East areas of Gateshead. MAP recruits, trains and supports volunteers to establish and maintain supportive, nurturing relationships with individual children and young people, ensuring clear outcomes are met for individuals.
Young Befrienders	• Supporting • Mentoring	Age Concern Gateshead will co-ordinate the Young Befrienders Project, supporting Young Befrienders to visit older people in Council Promoting Independence Centres (PICs) and provide social companionship. PICs are for older people recovering from a stay in hospital or adjusting to a new lifestyle as a result of an illness and are not yet ready to go home.

LA: HAMMERSMITH AND FULHAM		
Project	**Theme**	**Description**
Bridge Builders	• Health & Wellbeing	Older/younger people at risk of substance misuse are involved at all stages of making/performing/consuming drama program leading to a number of performances.
Community Bicycle Project	• Community & Democracy • Education & Learning • Health & Wellbeing • Sport & Leisure	An inter generational bicycle recycling project whereby younger and older participants attend a project to repair recycled bikes and then attend safety training after the bikes have been repaired. The participants can keep the bikes at the end. The project promotes social cohesion, prevents ASB, supports the green agenda, health and well being, and promotes an affordable mode of transport.
Dance Together	• Arts & Crafts	Dance Together aims to bring together younger and older people from the borough of Hammersmith and Fulham through a series of dance and movement workshops. Led by six younger members of Amici the dance and movement workshops aim to show that age need not be a barrier to dance and movement. These workshops will give both generations an opportunity to help themselves in bettering their lives and increasing their health and wellbeing, encouraging and revealing their potential through dance and movement. The Dance Together workshops aim to provide a positive and exciting opportunity for younger and older generations to come together and share their skills and abilities, increasing their understanding and respect for each other and their wider community.
FreqOUT! Interactivity Project for Hammersmith Fulham	• Arts & Crafts • Community & Democracy • Education & Learning	Interactivity is an intergenerational project that will enable 80 participants to produce digital media scapes of their local area.
'Generations Together' Steering Group	• Community & Democracy	The steering group for the Generations Together programme is being run as an intergenerational project in its own right.
Heat Your Art Out	• Arts & Crafts • Community & Democracy • Health & Wellbeing	The Heat Your Out Project is an innovative intergenerational project that has been created to build relationships and understanding between the over 50s and under 25s in Hammersmith & Fulham. The project will engage with both target groups through activities and events that will build a more cohesive and trusting community. The aim of this Family Fun Day event is to target grandparents (over 50) and young families (under 25) to deliver parenting sessions and discuss issues around parenting; contributing to a programme of objectives but specifically supporting 'Building Stronger Safer Neighbourhoods' and 'Increasing involvement in Education, Employment, Training and Positive Activity.
Herbal Haven –Thyme to Get Together	• Health & Wellbeing	HCGA working with volunteers and pupils from 1 secondary school, 2 primary schools and 2 nurseries will explore through a programme of gardening and crafts the properties of herbs. The project will include trips to 4 historic herb gardens and 5 open days/ workshops.
HF EngAGE	• Arts & Crafts	The Lyric Hammersmith's "H&F EngAGE" project will bring together a diverse range of local people aged over 50 and under 25 years to engage in a programme of creative workshops and culminating with a high-profile series of performances at the Lyric Theatre in Hammersmith in July 2010.
LBVTV Promotion and Volunteer Recruitment	• Community & Democracy	5 Generations Together funded organisations engaged older and younger volunteers in the advert filming on Friday 29th Jan. Activities ranged from gardening, young vols singing/dancing in with older people in a residential home, cooking and young theatre volunteers. Included filming, editing and the production of a short commercial in partnership with LBVTV, followed by a 6 day roadshow in the Westfield shopping centre which took place between 8-13th Feb. 32 volunteers signed up.
Social Pioneers Programme	• Other	We aim to establish 3 new sustainable social enterprises which will employ 15 new members of staff. We will aim to engage with 140 local residents, from the older and younger population, we will provide them with business coaching and workshops to help them develop & deliver their business idea.

LA: HAMMERSMITH AND FULHAM		
Project	**Theme**	**Description**
Volunteer Champions	• Other	The project promotes volunteering and provides opportunities for Young People (YP) aged 16-25 and Older People (OP) aged 50+ living in H&F. The project promotes inclusiveness and helps break down barriers between YP and OP by engaging them with each other in a number of different activities; enables different age groups from communities to become meaningfully involved, tackles social exclusion, whilst gaining skills and experience.
		VCGT will engage residents of: White City, College Park & Old Oak, Shepherds Bush Green, North End and Sands End targeting individuals from BAMER backgrounds, White Working Class and newly arrived Eastern Europeans, people with disabilities, residents approaching or having just entered retirement as well as unemployed adults and ex-offenders.
		VCGT will offer opportunities for both YP and OP to work together on a number of activities. Participants from both groups will be able to learn from each other and at the same time teach new skills and share knowledge. They will gain a sense of purpose, overcome fear of the others, share experience and contribute to the community they live in.
		Intergenerational activities will include: - Volunteer Training - Pre-employment Training - Volunteer Placements - Mentoring & Trustees Training - Indoor & Outdoor Activities - Community Challenges - Medium & Large Events - Set up of a Steering Group
		HFVC will work with partner organisations such as Nubian Life, HAFAD, TAHA, H&F Mind and Notting Hill Housing who will be providing venues for training and events, catering service, volunteer opportunities and organise joint events.

LA: LUTON		
Project	**Theme**	**Description**
Business Mentoring	• Arts & Crafts • Education & Learning • Supporting/Mentoring	This project is for creative artists and creative business start-ups. Older volunteers with experience of running a business will mentor younger people in starting a business, assisting in issues like planning, fundraising, marketing etc.
Community Festivals - 'Celebrating Our Unity'	• Arts & Crafts • Community & Democracy • Education & Learning • Sport & Leisure • Supporting/Mentoring	Three areas in Luton will be identified according to the potential to create and develop intergenerational work, and the ability to mobilise statutory and voluntary sector organisations to work in partnership in order to promote the diversity of Luton communities by organising three community festivals during the summer of 2010.
Community Films	• Arts & Crafts • Community & Democracy • Education & Learning • Supporting/Mentoring	Three short films will be produced by older and younger volunteers. They will be based upon: 'My War Your War' 'The Soap' (based upon health) 'I Dress Like You' Volunteers will be guided in scripting and acting in these films, as well as the production of the films. These films will then be shown across schools in Luton.
Give it a Try Events	• Arts & Crafts • Community & Democracy • Health & Wellbeing • Education & Learning • Supporting/Mentoring	Large scale events will take place in Luton giving the public opportunities to participate in volunteering, and making them more aware of the different types of opportunities that are available.
IT Skills Training	• Education & Learning • Supporting/Mentoring • Other	Younger volunteers will assist older recipients in using any form of technology – PCs, laptops, digital cameras, ipods etc. There will be IT sessions for older people to attend in various libraries throughout Luton, including the mobile library.
Plot to Plate Gardening Project	• Community & Democracy • Education & Learning • Health & Wellbeing • Supporting/Mentoring • Other	Health themed gardens project based on the 'Dig for Victory Garden.' Residents of the Farley Ward in Luton will be involved in planting and growing their own vegetables at Stockwood Discovery Centre gardens over the summer of 2010 and this project will end with a session where they will also learn about healthy eating and cook the produce they have grown. Also, to engage younger and older volunteers in transforming the garden at Stopsley Library into an outdoor reading space where library users can meet, read, learn and listen to stories. Luton libraries will work with Museums and partner organisations such as 'Groundworks' to provide opportunities for volunteers to participate in the design, construction, use and maintenance of the garden.
Poetry and Writing	• Arts & Crafts • Supporting/Mentoring	Both older and younger volunteers will work with a poet or author to write and perform poetry, and/or recite book aloud.
Reading Buddies in Schools	• Education & Learning • Supporting/Mentoring	This is one of three different reading projects: Reading buddies in schools where older volunteers will go into local primary schools in order to assist the children in their reading.
Reading with Sight Concern	• Education & Learning • Supporting/Mentoring	In this project, younger volunteers will be trained to use reading aids/equipment to assist members of Sight Concern who are visually impaired.
Sharing Lives Reminiscence Project	• Community & Democracy • Education & Learning • Health & Wellbeing • Supporting/Mentoring • Other	An intergenerational group will explore the objects in Museums Luton's collection and the personal possessions of older and younger people to share what is important about their lives and issues of identity. Younger people will also be trained to deliver memory boxes and run reminiscence sessions in sheltered housing/care homes.
Stopsley Reading	• Community & Democracy	The aim is to engage younger and older volunteers in transforming the garden at Stopsley Library into an

LA: LUTON		
Project	**Theme**	**Description**
Garden	• Education & Learning • Health & Wellbeing • Supporting/Mentoring • Other	outdoor reading space where library users can meet, read, learn and listen to stories. Luton libraries will work with Museums and partner organisations such as 'Groundworks' to provide opportunities for volunteers to participate in the design, construction, use and maintenance of the garden.
Summer Reading Challenge	• Education & Learning • Supporting/Mentoring	This will be a part of the national Summer Reading Challenge programme, where volunteers will provide assistance to younger readers and discuss the books they have read.
Theatre Project	• Arts & Crafts • Education & Learning • Supporting/Mentoring	Older and younger volunteers will be devising and performing a parody of 'West Side Story' where two gangs - one younger and one older - confront each other for a stake in their neighbourhood.

LA: MANCHESTER		
Project	**Theme**	**Description**
All FM Intergenerational Project	• Other	Intergenerational radio project, bringing older and younger people together to create radio content and live shows around issues facing both generations.
Common Ground Project	• Community & Democracy	This project will bring young people and adults together to explore their common ground. They will spend one day together in the May half term holiday and one day in the October half term holiday. The days will start with a 'café conversation' on a theme that they will choose that will help them find the things they have in common. In the afternoon they will work together on a task that they will choose that will help them to share knowledge and skills across the ages. After these two sessions they will have committed themselves to working together on a further project or activity to continue building their relationships. Common Ground will end with a celebration where awards will be given to those people who made a special contribution to the success of the project. A feature of Common Ground is that participants will have the opportunity to express their thoughts and feelings during both sessions in a 'Big Brother' style diary room. The video diaries will be filmed by a group of pupils from Parrs Wood High School who will be trained to do this and at the sessions they will work with adults from the project who have the right technical skills. The project will run in Burnage, Chorlton Park, Didsbury, Old Moat and Withington. Local youth and adult organisations will recruit participants and organise and run one session with support from the Common Ground Steering Group.
Food Futures Project	• Education & Learning • Health & Wellbeing	Food Futures is the strategy and partnership working to improve food in the city. The Food Futures Generations Cooking Together is a programme of six community/voluntary sector projects using cooking and food to develop intergenerational activity.
Generation Games	• Arts & Crafts • Education & Learning	Generation Games will involve extended families in games and fun interactive activities to facilitate better communication between family members. It will help them to develop mechanisms that will boost families' capacity to support their children whilst supporting the adults to become further engaged in volunteering, learning or employment.
Intergenerational Buddy Programme	• Supporting/Mentoring	The programme is designed to develop a Buddy Programme between primary schools and local community groups where children can 'adopt a grandparent'. The programme is also delivering within sheltered housing for young teenage mums who live in a Teenage Pregnancy Residential Unit. These young girls have been excluded from their families due to their situation and the programme will enable older people to go into the unit and speak to the young girls. Having an older person to speak to is beneficial to these young women who are isolated from their families.

Intergenerational DIY Skills Exchange	• Education & Learning	Manchester Care & Repair has the primary purpose of helping older and vulnerable people to keep their home in good repair and has experience of bringing generations together to understand home maintenance. The proposed skills exchange will take place in two ways:
		• Taster days: One-off events bringing generations together in the community with an opportunity to try out DIY tasks
		• A shared community building make-over:
		   – A group of 12-15 people working together over 12 days once a week. The first days are skill and team-building and the remaining days the skills are put into practice in a community building in poor repair – making a local transformation and having a visible community benefit from the shared exercise. The team is supported by two facilitator trainers.
		   – The skills transferred include: Safe use of tools; Basic numeracy e.g. measuring, calculating areas; Familiarity with use of Computer, mouse, printer etc; Basic life skills for home maintenance

LA: MANCHESTER		
Project	**Theme**	**Description**
		e.g. consumer units, burst pipes etc and DIY skills – decorating, tiling, skim plastering, joinery, pointing etc as well as informal exchange of life experience.
Intergenerational Recipe Book and Community Allotment Project	• Health & Wellbeing • Other	An intergenerational recipe book will be designed and produced by young and older people within the community. Young people will be responsible for researching recipes by interviewing older people and people from different backgrounds, which will be included in the book. The recipe book will also include information on the history about the area. Cooking and IT skills will be transferred across the generations by young people being encouraged to cook meals from the recipes and the young people helping older people to develop or improve their IT skills in producing the recipe book. Ingredients for some of the recipes may be grown on a community allotment, with young people helping older people with the physical work and older people sharing their expertise on growing produce. The community allotment (French Barn Lane Allotments, Blackley) would encourage social interaction between generations and encourage young people and families to 'grow their own'. The recipe book will be launched at the annual allotment site event, where recipes could be used for a picnic/buffet made by the community and specific groups involved. The event may be video and linked with the local radio station. The recipe book will also be available as part of North Manchester's programme of events for the Manchester Food and Drink Festival in October 2010.
Sharing the City	• Arts & Crafts • Community & Democracy • Education & Learning • Other	Manchester School of Architecture Projects group is collaborating with Manchester City Council Joint Health Unit to investigate how urban design impacts on generational relationships. This collaborative relationship has been built over the last two years.
The Roby's Intergenerational Project	• Health & Wellbeing • Supporting/Mentoring	Timeless Minds: (TM) Roby Dost: (RD) Roby Thrivers: (RT)
your Allotment Generation Together - bridging the gap	• Community & Democracy • Other	Principles of our project Older and younger people involved in our project will engage with each other and work together based on the principles of Intergenerational Practice (as circulated through Manchester's Generations Together programme). Older and younger people will develop new skills together, and improve self-confidence, physical activity, raise awareness of British horticulture and farming, develop team-work skills. They will explore perceptions of each other and their wider networks as a way of discussing age within society. We will facilitate meaningful interaction between participants and their families and where possible participants and their wider community under the principles of Intergenerational working. An example of this is the farm visits. Before the visits the participants will work together in Intergenerational workshops where perceptions of farming over generations are explored, comparing past with present. We understand that BME communities have been fearful of going to the countryside in the past because of racism. Younger and older people will explore this and also discuss if this is the case now. We will use gardens and a community allotment either in Levenshulme or Longsight to grow food and bring younger and older people together. Young people and older people will all go through Health & Safety training together before they begin any horticultural activities. The grounds will be prepared to sow seeds from April 2010. During the horticultural activities young people and older peoples will be able to access horticulture training

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Project	**Theme**	**Description**
		which will begin from March onwards. Through the training young people and older people will learn to grow their own food. The planting, sowing and harvesting will also help develop basic skills. We also plan to give products to local people.
		At the same time, the participants will also work together on a range of college based activities. They will use new social media techniques such as blogging software, social networking sites and digital technology to report on their own progress and experiences. It is hoped that they develop their own ideas for the direction of the project.
		Young people working with older people to maintain each other's gardens from March 2010 and will continue to maintain them until the end of the year. Each pair will carry out maintenance at least 3 times.
		We will connect participants in this project with the two other food based projects under Manchester's Generations Together and the community radio project run by ALL FM. This will be to utilise partnership opportunities, but also for the group to develop media skills as a generational group.

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Project	**Theme**	**Description**
ALL School of Life Project Launch	• Community & Democracy Education & Learning • Health & Wellbeing • Supporting/Mentoring	The School of Life project Launch held in the Northampton Libraries
Chess Point In Libraries	• Sport & Leisure	Older Volunteers share their Chess playing knowledge with Younger and Older participants who are players themselves or keen to learn.
Libraries Poetry Workshops	• Arts & Crafts • Education & Learning	Over 2 consecutive Saturdays Professional Poets Steve Smallman and David Harmen gave poetry performances of their own work and then led a workshop encouraging the young people to write poems about being old, and the elders to write about being young.
No Generation Gap	• Education & Learning • Other	Libraries working with the Youth Offending Team have organised a series of drop-in sessions for the older generation who have technological problems they need sorting. Volunteers from the Youth Offending Team and local young people share their knowledge.
NVC Breaking Down Stereotypes	• Education & Learning • Supporting/Mentoring • Other	This successful workshop involved a mixture of older people and younger people. It involved in working in small groups of both generations and groups discussed stereotyping of older people and younger people; when did stereotyping happen; examples/discussions around role models of older people/younger people. The group shared their own perceptions and learnt from each other.
NVC Careers Fair	• Community & Democracy • Other	NVC had a stand at the University of Northampton Careers Fair. This event was attended by various schools in Northamptonshire and was an opportunity for young people to look at volunteering.
NVC CharityShop DJ	• Education & Learning Supporting/Mentoring • Other	This project brings younger and older generations together through music and the celebration of music. The project is made up of 6 younger people and 10 older people. Two sessions were held with younger people in teaching them basic DJ skills. Two sessions were held with older people in talking about their records and the memories of them. A joint session in bringing together both the generations to talk about music. Both generations worked in small groups to play and listen to each other's choices and prepare for the party event. Both older people and younger people interviewed each other to talk about music and share stories; both groups worked together in making records sleeves etc.
NVC CharityShopDJ Celebration Event	• Education & Learning Supporting/Mentoring • Other	A celebration event was held in bringing the music to the heart of the party. Both groups played their choice of music and reasons why they choose it. The students helped with 'mixing' the records.
NVC Christmas Arts and Craft	• Arts & Crafts	This workshop involved older people teaching younger people how to make cards using traditional craft materials and younger people taught older people how to design cards using the computers.
NVC Games workshop	• Sport & Leisure	This workshop involved older people and younger people teaching and learning games such as boules, connect 4, jenga etc. Some of the participants came from St Andrews Healthcare, working with vulnerable adults with mental difficulties.
NVC Guilsborough IT	• Education & Learning	Young people sharing their skills and IT knowledge with older people - basic and intermediate IT.
NVC Healthy Eating	• Health & Wellbeing • Sport & Leisure	This project was in two parts. The first part involved group discussions about what student life today, sporting habits and what students eat today. This was shared with the rest of the groups.
NVC Healthy Eating and Exercise	• Health & Wellbeing • Sport & Leisure	This session was based on working in groups with both of the generations. The older generation shared what was school life like for them, their eating habits and types of sports they played. The group discussed the differences. This was followed by everyone taking part in exercises - badminton, table tennis and circus skills.
NVC Mobile and computer stand at 50 Network Forum event	• Education & Learning	Students from Weston Favell Primary School assisted older people with queries/problems with their mobile phones and computers.
NVC Nintendo Wii	• Health & Wellbeing Sport	A Nintendo Wii workshop with older people and students via Centre of Community Volunteering based at the

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Project	**Theme**	**Description**
workshop	& Leisure Other	University of Northampton, Park Campus. 3 Wii consoles were set up and everyone had the opportunity to try bell-ringing, bowling, skiing and other sports games.
NVC Northampton College e2e	• Education & Learning • Sport & Leisure	This project is with the NEET students. (Not in Employment, Education or Training). Each student paired up with an older person and showed them how to use the Nintendo Wii, Nintendo DS (brain train etc) and showed them how to search for things and shop online etc using the internet. They also used some of the programmes such as excel etc.
NVC Northants 50 Network	• Education & Learning	Older and Younger Volunteers working together to create a website for the Northants 50+ Network.
NVC St Andrews Primary School	• Arts & Crafts • Education & Learning • Health & Wellbeing • Other	This is a gardening project where the older generation will teach the younger generation how to grow fruit, vegetables and herbs. This produce will then be used in the cooking class. The children will learn about growing vegetables and healthy eating.
NVC St. Giles Church	• Supporting/Mentoring	Video recordings of interviews between young and older people - recording reminiscence interviews together (to produce audio or video resource), promoting computer/internet familiarisation skills of participants. Also skills sharing art and craft activities and computer and mobile phone skill sharing.
NVC Stand at 50 Network Forum	• Arts & Crafts • Community & Democracy • Education & Learning • Health & Wellbeing • Sport & Leisure • Supporting/Mentoring • Other	NVC promoted their School of Life project which was held at Lings Forum. Contacts details were gathered for volunteers to take part in current NVC School of Life projects. Information was also given for volunteers to get involved in the project.
NVC Stand at U3A meeting	• Other	NVC had a stand at the U3A meeting which was held at the Saints ground. Information was given to attendees about the various projects planned in the next few months.
NVC Steering Group		Ongoing steering group for the intergenerational project. The steering group will format/plan the activities taking place throughout the project.
NVC Study Centre Creating Animation	• Education & Learning • Other	This workshop involved the children from Rectory Farm Primary School showing the older generation how to create animation. This was done first by making storyboards and using laptops to create a short video.
NVC Western Favell Primary School	• Other	A gardening project teaching children about growing various vegetables and herbs. The school is planning to sell the produce to parents as part of their healthy eating.
NVCA ABC WACA Knitting and Mobile Project	• Arts & Crafts • Education & Learning	The project involves working in partnership with the WACA Elderly Day Care Centre, Rock Wellingborough. The adults will teach the young people Knitting skills: - how to hold the knitting needles - how to cast on stitches - the different types of stitches
NVCA Careers fair	• Education & Learning	A careers fair was held in Kettering Leisure Village offering a wide range of opportunities for young people in the North Northants area. This was an ideal opportunity to capture details of young people willing to volunteer.
NVCA Christopher Hatton Careers fair	• Community & Democracy Education & Learning	A careers fair was held for students that were considering their futures at school, college, university or in employment. Volunteering for the School of Life is another alternative for consideration.
NVCA Hope Centre Art Group	• Arts & Crafts • Education & Learning	A local based art group made up of older and younger people from the Hemmingwell community who meet together with the support of a tutor to develop their skills.
NVCA Hope Centre Choir	• Arts & Crafts • Education & Learning	We are supporting a 6 week programme to enable older and younger people at the Hope Centre on the Hemmingwell Estate to develop a choir. The choir will work towards performing at Hope Week during August.
NVCA Northampton	• Education & Learning	Working in partnership with the Youth Offending team we have arranged for a group of young people who are

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Project	**Theme**	**Description**
Skills Exchange	• Health & Wellbeing • Sport & Leisure	working towards their ASDAN (wider key skills). This group of people are supported by the youth offending team who will also attend sessions. An initial session with the young people will take place to familiarise them with some of the disabilities of the group they will be attending. They will be offering skills such as texting, ipod, internet etc to a group of older people. The older people will be sharing their physical activity skills. This will include boccia and new age kurling.
NVCA Oakway School Community Allotment	• Education & Learning • Health & Wellbeing • Supporting/Mentoring	This is a community based gardening project sited at Oakway Junior School Wellingborough on the Hemmingwell Estate which is an area of social deprivation and regeneration. The project was launched at the school Christmas Fair where children were asked to take part in a competition to design part of an allotment. This is being judged by a group of older people the end of January 2010. This project will allow us to expand upon the schools gardening club by inviting up to 20 older volunteers to share, support and guide the younger children. The project aims to encourage families to grow and eat healthier foods.
NVCA Oundle Skills Exchange	• Education & Learning • Health & Wellbeing • Sport & Leisure	Working in partnership with the Youth Offending team we have arranged for a group of young people who are working towards their ASDAN (wider key skills). This group of people are supported by the youth offending team who will also attend sessions. An initial session with the young people will take place to familiarise them with some of the disabilities of the group they will be attending. They will be offering skills such as texting, ipod, internet etc to a group of older people. The older people will be sharing their physical activity skills. This will include boccia and new age kurling.
NVCA Raunds Skills Exchange	• Education & Learning • Health & Wellbeing • Sport & Leisure • Supporting/Mentoring/	Working in partnership with the Youth Offending team we have arranged for a group of young people who are working towards their ASDAN (wider key skills). This group of people are supported by the youth offending team who will also attend sessions. An initial session with the young people will take place to familiarise them with some of the disabilities of the group they will be attending. They will be offering skills such as texting, ipod, internet etc to a group of older people. The older people will be sharing their physical activity skills. This will include boccia and new age kurling.
NVCA Sir Christopher Hatton School Awareness Event	• Education & Learning • Health & Wellbeing • Sport & Leisure	Sir Christopher Hatton School holds an annual event for Year 9 students for them to experience a range of activities. We have been asked to bring along a group of older people to demonstrate and engage with the young students a range of sporting activities.
NVCA Stanwick Skills Exchange	• Education & Learning • Health & Wellbeing • Sport & Leisure	Working in partnership with the Youth Offending team we have arranged for a group of young people who are working towards their ASDAN (wider key skills). This group of people are supported by the youth offending team who will also attend sessions. An initial session with the young people will take place to familiarise them with some of the disabilities of the group they will be attending. They will be offering skills such as texting, ipod, internet etc to a group of older people. The older people will be sharing their physical activity skills. This will include boccia and new age kurling.
NVCA Victoria School Wellingborough	• Arts & Crafts • Education & Learning • Sport & Leisure	Victoria School Wellingborough - an area of social deprivation is seeking a wide range of volunteers to engage in projects such as knitting, sewing, crafts etc and sports such as new age kurling and boccia. It is anticipated that the sports events will become a regular feature (i.e. league formations) with older and younger people. This school has children from 22 different nationalities and we are recruiting older people to act as translators.
NVCA Wellingborough Museum Events	• Arts & Crafts	4 weekly sessions are being held over the summer holiday period at Wellingborough Museum involving older volunteers and younger members of the community and their families. Volunteers are actively involved in encouraging children to take part in a wide range of craft activities e.g. sand pictures, musical shakers and place mat making. We have also arranged visiting amusements e.g. live birds of prey.
NVCA Wellingborough Skills Exchange	• Education & Learning • Health & Wellbeing • Sport & Leisure	Working in partnership with the Youth Offending team we have arranged for a group of young people who are working towards their ASDAN (wider key skills). This group of people are supported by the youth offending team who will also attend sessions. An initial session with the young people will take place to familiarise them with some

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Project	**Theme**	**Description**
		of the disabilities of the group they will be attending. They will be offering skills such as texting, ipod, internet etc to a group of older people. The older people will be sharing their physical activity skills. This will include boccia and new age kurling.
NVCA Winter Blast Event	• Arts & Crafts • Sport & Leisure	A group of older volunteers will be attending this event in order to provide a range of opportunities to young children that they would not normally have experienced i.e. knitting, crotchet etc.
snvb 50 open forum 3rd event (Towcester)	• Community & Democracy • Health & Wellbeing • Other	This was the third open forum held for the 50+ forum. The event included P3 exhibitors including safe & sound, police, fire, SCHOOL OF LIFE, LINK, U3A and more. Talks included "you choose", Tai Chi and Falls prevention advice.
snvb 50+ Network Forum Launch	• Arts & Crafts Community & Democracy • Education & Learning • Health & Wellbeing • Sport & Leisure • Supporting/Mentoring	The 50+ network gives a voice of the 50 plus age group people to discuss and resolve local and current issues. It is also an opportunity to share common interests, arrange activities, days out and visits from key local people. S of L will be inviting this group to various events planned during the project.
snvb Aynho IT community training	• Education & Learning	These IT sessions are being held in a village town hall. The local committee has the 50+ villagers wanting to learn how to use a computer from their young residents. School leavers and IT young experts will be teaching the older community members over each session. Progressive outcomes are planned.
snvb Belflair Chocolate tour and tasting	• Education & Learning	An older ladies community group joined up with some younger people and students from Bracken Leas Primary school for a presentation on the way that produced the coco bean has changed or not over the years. This was followed by a demonstration on how to make the chocolates then taster all the different types of chocolate from around the world. A great way to get people relaxed to benefit from the social intergeneration exchange.
snvb BJS singing to Godwin court	• Health & Wellbeing	BJS choir of 33 members is going to visit Godwin court, which is a residential home for the elderly to sing for them. After the performance there will be an opportunity to exchange likes and dislikes of the various genre of music.
snvb BLAGGS	• Arts & Crafts • Education & Learning • Sport & Leisure	Local ladies community group that fundraise, create friendships, play board games etc. Meeting in town hall every Tuesday at 1.30pm. We will be arranging a series of intergenerational activities inviting the Brackley Junior school's council to benefit from their skills. In turn the young children bring a focus and motivation and friendship.
snvb Brackley HUB	• Other	Redecoration & design to create Brackley's Youth Cafe - The hub
snvb Charity Crafts	• Arts & Crafts	Charity Crafts meets every 2nd and 4th of each month at Towcester snvb at 2-3.30pm to knit, create cards, crochet, sew and provide a meeting place for isolated and hard to reach people. S of L will put on some intergenerational activities throughout the project.
snvb Magdalen College Cooking - A TASTE OF ITALY	• Health & Wellbeing	Cookery session at the secondary school for a skill exchange of Italian recipes.
snvb Magdalen College Cooking - BRITISH CLASSICS	• Education & Learning • Health & Wellbeing	Cookery session at the secondary school for a skill exchange of classic British recipes.
snvb Magdalen College Cooking - SECRET FAMILY RECIPES	• Health & Wellbeing	Cookery session at the secondary school for a skill exchange of secret family recipes.
snvb Magdalen Community Cooking INDIAN	• Health & Wellbeing	Cookery session at the secondary school for each generation to work together and create an Indian dish, they will then get the change to eat it together as one big family and try each others.

LA: NORTHAMPTONSHIRE		
Project	**Theme**	**Description**
snvb Modern Vs Traditional card making skills exchange	• Arts & Crafts	This session is being held at Hardingstone Primary School afterschool and the children will be showing the older participants how create card online whilst the older will show the younger how to hand make the cards. This is the participants' chance to crosstitch, emboss and create greeting cards online.
snvb Nicolas Hawksmoor primary school	• Community & Democracy • Education & Learning • Health & Wellbeing	We plan to revamp the courtyard of the primary school which is in need of a facelift. This area is used by all of the school, community groups, visitors and overlooked by many of the classrooms and reception waiting area. The local community and volunteers 50+ will come with their gardening skills or interest to help plant, paint and revamp this area. There will be many other skills exchanges such as modern life in school, socialising, purposeful community work and much more.
snvb Nicolas Hawksmoor primary school revisit	• Community & Democracy • Education & Learning	Volunteers/staff/students met up at Nicolas Hawksmoor school to see how the garden had developed (new furniture/art work put up/plants had grown). Set a plan for the future upkeep of the garden and a smooth handover to the new year 6 students.
snvb Roade Cooking event	• Education & Learning • Health & Wellbeing	We have four sessions booked in at the school with young people cooking with 50+ age group from the community. They will be cooking secret family recipes submitted by the older people and recipes for special dietary needs as this is part of their curriculum.
snvb Roade School Silver Surfers	• Education & Learning	Older participants from the local community are being taught IT skills by students from Roade school using the schools IT suite.
snvb School of Life Reading	• Education & Learning	One to one sessions with older people listening to younger people read. The children are chosen by the teacher to leave their classroom and read to the volunteer for about P0 minutes at a time.
snvb SN 50 Forum Brackley	• Education & Learning	This event welcomed under 25's to demonstrate how to use and play on the Wii sports. We also had time on the agenda to raise awareness of the activities arranged under the school of life project.

LA: PLYMOUTH		
Project	**Theme**	**Description**
Befriending Consortium	• Education & Learning • Health & Wellbeing	We run a support network and social activities for isolated older people....projects include larger intergenerational events with younger volunteers, input by clients into primary schools and specific projects with older volunteers supporting students in designated secondary schools.
Plymouth Volunteering Consortium - VCP	• Education & Learning	Oral history storytelling sessions delivered by older volunteers.
Plymouth Volunteering Consortium - VC2	• Supporting/Mentoring	Young people volunteer as sighted guides for blind older people at Hearing and Sight Expo Oct 27th.
Plymouth Volunteering Consortium - VC3	• Arts & Crafts • Other	Younger volunteers work with older volunteers on climate change market stall selling low carbon and recycled goods.
Plymouth Volunteering Consortium - VC4	• Community & Democracy	Young and older people volunteer in planning and delivery of annual symposium and involvement in stakeholder group.
Plymouth Volunteering Consortium - VC5	• Community & Democracy	Younger and older people volunteer together to develop community garden and outdoor classrooms in Plymouth and volunteer at practical environmental projects and community events.
Plymouth Volunteering Consortium - VC6	• Education & Learning	Younger people volunteering in skills share IT support with older people at East End Development Trust and with visually impaired older people at Plymouth Guild. Older people participating in skill share including business and administration and English with younger people at East End Development Trust.
Plymouth Volunteering Consortium - VC7	• Education & Learning • Supporting/Mentoring	1 RSVP Volunteer Coordinator and volunteers recruited/trained/ and schools programme rolled.
Plymouth Volunteering Consortium - VC8	• Supporting/Mentoring	Long term unemployed and recently redundant project, where older people out of work are assisted to build their confidence and skills alongside younger people and older volunteers mentor younger people looking for work.

LA: PORTSMOUTH		
Project	**Theme**	**Description**
British Bangladeshi Cultural Academy	• Education & Learning • Sport & Leisure • Supporting/Mentoring • Other	This is a community group working as voluntary bases. We will be addressing members of the community through activities including some eastern games. This will be included as part of the language lessons that young and older people currently attend.
Community First for Portsmouth	• Other	The project will be developing on the coffee mornings already held at the Kings Theatre by Community First. The event is going to be enhanced by holding a number of activates that will attract older and younger people, for example, educational tours of the theatre, workshops such as dance, pop and opera singing. Portsmouth TV live will also carry out interviews with volunteers that will be televised. The aim of the project is to encourage more people of all ages to take park in voluntary activities and to bring younger and older volunteers together to promote good working relationships.
Daybreak Family Group Conferences	• Other	A community-based programme called community conferencing will be introduced mainly for young people, which will allow everyone effected by anti-social behaviour to work together to address and respond to it. The outcomes of this will give the community a heightened sense of safety, a decrease in anti-social behaviour, particularly among youths and a larger involvement in the response to anti-social behaviour.
Dot to Dot	• Other	20 workshops of dance, craft and carnival making will be running containing 5 integrated groups, which will produce and install 10 street banners. Artists will photograph all 15 sessions accompanied by young and older photographers; the groups will then contribute to the banner designs themselves. The outcomes of the project are to improve the skills of younger and older people by allowing them to share expertise, improve feelings of safety and create positive images of intergeneration through publicity of the event.
Express FM	• Other	36 younger people and 36 older people from the Portsmouth area will be brought together to create twelve one-hour long programmes that will explore their memories, ranging from first songs to first loves. It will focus on the similarities between the generations and allow them to understand and appreciate each other better. The participants will also generate new skills through the involvement of the programme making.
Feel Good UK	• Supporting/Mentoring • Other	Will bring the 'Feel Good Factor' community karaoke singing contest to the older and younger people of Portsmouth. Young and older residents will need to team up to complete for a cash prize and beat the 'Singstar', as well as working together to rehearse.
Fratton Community Association	• Other	Following our acceptance of this scheme we have made contact with our local City Girls School and Fratton Live at Home who have both been extremely enthusiastic and very keen to commence the sessions. It is our intention to meet with both the interested parties shortly, initially to arrange an open session. At this session it is hoped that we will encourage those interested to fill out the relevant forms and to submit their own ideas of what games they would like to take part in. We hope to commence our first session in October, it is therefore envisaged that we hold our open day in mid September. We feel that by explaining the evaluation sheets and what we hope to achieve, it will lessen the administration work at the first session day. We understand that it will be possible to purchase an urn and a cupboard so that the people taking part in the sessions are able to have hot drinks.
Landport Community Centre Association	• Arts & Crafts	Younger and older people will be brought together to work on a mural, which will be based on historical events in Landport drawing upon the memories of the older participants. The second part of the project is a gardening project again aimed at younger and older people to provide beds that can be maintained by older people and give visual stimulation to for the café users. The project will provide informal education to younger people as well as increasing the confidence of the older community.

LA: PORTSMOUTH		
Project	**Theme**	**Description**
Motiv8	• Other	The project plans to concentrate on 3 neighbourhoods in Portsmouth, recruiting young people aged between 13-19 who are at risk of offending to work alongside older people on equal terms to transform neglected spaces into fresh, green places for the community to enjoy. They will be separated into teams of 4-6 younger people and 4-6 older people. The work will be promoted to the wider community in each neighbourhood to create a more positive image of younger people and increase feelings of safety. It hopes to increase in the use of community space and improve the sense of community ownership.
NeB Media Ltd	• Other	The project will recruit 10 participants from the ages of 16-24 and 65 plus, they will be encouraged to supply photographs from different decades that will then be copied and used in the exhibition run by the committee. 5 exhibitions will be produced which will then come together in a large final show. The aim of this project is to build trust and understandings between the two generations and allow them to develop skills in communication, collaboration, organisation and promotion.
OneFathom	• Community & Democracy • Health & Wellbeing • Sport & Leisure • Supporting/Mentoring	Using 10 young people from the Foyer and 10 older people from Portsmouth Pensioners Association, we will be taking this cohort out sailing for 6 days and nights as one of our Flagship Initiatives. The group will already have strong group dynamics as they are not all strangers, so it will be interesting to see if this voyage can break down negative group perceptions as well as group perceptions.
Read for Life Games	• Other	By using existing and new volunteers we are going to provide 6 (in each school) after school themed games sessions in two Portsmouth Schools.
Read for Life Hand in Hand	• Other	8 volunteer Reading Helpers over the age of 50 are going to be trained and supported to work in targeted Portsmouth Primary Schools. The Aims are to improve children's reading and self esteem. For the older generation it will aid them in understanding the difficulties some children face when reading and give them a sense of community purpose.
SEHCO Games	• Education & Learning • Sport & Leisure • Supporting/Mentoring	This is to expand on the existing intergenerational games sessions, usually held in the autumn and winter months, as well as garden parties during the summer.
SEHCO Hand in Hand	• Other	SECHO will run monthly activities targeting a total of 140 residents: 70, 12-16 yr olds and 70, 55 yr old and over. The two groups will come together to make crafts and play games, learning skills from each other, breaking barriers and respecting each other.
Solent Youth Action	• Arts & Crafts • Sport & Leisure • Supporting/Mentoring	Will run a community project between August 2010 and March 2011 delivering fun and exciting games sessions open to all generations and facilitated by volunteers aged 16-25 years.
Spirit in Sport	• Education & Learning • Health & Wellbeing • Sport & Leisure • Supporting/Mentoring	To organise a series of intergenerational games and activities during evenings, school holidays and weekends. These would include games such as popular board games, table tennis and carpet/grass bowls. Along with offering different activities such as cooking and language learning which would forge interaction and enjoyment between generations.
Tall Ships 20P0	• Sport & Leisure • Other	Building on the success of the Tall Ships Challenge in 2009, we have been asked via consultation to repeat this voyage. Using the previous recruitment and evaluation methods, we are hoping to identify a further 24 participants. 12 older and 12 younger.
Tall Ships Challenge	• Community & Democracy • Education & Learning • Health & Wellbeing • Sport & Leisure • Supporting/Mentoring	12 older and 12 younger people to come along on a 6 day and night intergenerational challenge on the sea. With The Tall Ships Youth Trust Charity we worked with the older and younger people and set challenges that will see them working closely together as part of a team – in a hope to encourage greater participation in activities, improved perceptions of younger people by older people, increase self esteem and confidence, and reduce the barriers to community cohesion. Long term behaviour changes will be assessed in May 2010 with a reunion voyage.

LA: PORTSMOUTH		
Project	**Theme**	**Description**
The Portsmouth Foyer	• Education & Learning • Supporting/Mentoring	Will run 10 three hour games sessions which will include 30 younger people from Portsmouth Foyer and 50 older people from warden assisted areas in Portsmouth, between August 2010 and March 2011. Session titles include Fun and Laughter Team Games, Generati.
The Prince's TrustP	• Other	The Prince's Trust will deliver two community projects in Portsmouth, working with connections, youth offending team and Affinity housing. The project will offer a grant and project support to young people aged 14-25, there will be at least 4 young people.
University of Portsmouth Student Union Games	• Education & Learning • Health & Wellbeing • Supporting/Mentoring	Aim to integrate University students with older members of the community through playing games – including The Game of Life. Students will visit 4 care homes bi-weekly to play games with residents such as Nintendo Wii and Ludo.
University of Portsmouth Students Union Hand in Hand	• Education & Learning • Other	The University aims to recruit 40 older and 40 younger people to take part in mutual education. They can attend fortnightly sessions for 2 hours where older people can teach home cooking and growing your own food and younger people can teach basic computer training and digital photography. The major aims are to increase intergenerational learning between students and the older members of the community. It will allow students to learn practical new skills and tackle isolation in the older community.
Whole Programme Launch	• Other	Overall project launch event. Launch of the 12 Hand in Hand projects and showcase of the Tall Ships Challenge and Reunion voyage.

LA: READING

Project	Theme	Description
ABC to Read	• Education & Learning • Health & Wellbeing • Supporting/Mentoring	They are going to train 5 additional volunteer reading mentors to support 15 Reading Primary school children. The children will be chosen by their teachers. The children have two half hour individual sessions with their ABC to read volunteer. The sessions are not only to help the children with their reading skills but may also help with, confidence issues, communication skills and many more. With this in mind ABC to read volunteers do a variety of things with the children, in addition to reading. They may play word, memory or board games, make and draw things to help the children write their own stories, or just talk.
Action Against Burglary	• Community & Democracy • Education & Learning	As part of an Action Against Burglary campaign which Age Concern Berkshire is running in conjunction with Age Concern England and Thames Valley Police, a role play scenario will be created. A group of young people from Blessed Hugh Faringdon Secondary School will perform the play, which highlights the dangers for older people of distraction burglary and buying goods at the door. The script will be tested on a group of volunteer older people before being staged in front of older peoples' groups.
BHFCS - Community Choir	• Arts & Crafts • Education & Learning • Health & Wellbeing	The project will involve setting up and building an intergenerational choir. This will be aimed at the residents around Blessed Hugh and across Reading. Blessed Hugh is also looking to build an Orchestra/Band that will be able to support the choir in their performances. They have the aim of a performance at Blessed Hugh for July and also to perform at the festival of ages. They also have the aim of being a pilot for other intergenerational choirs across Reading with the aim to have a sing off event in the future.
CBEBP - Design the Environment	• Arts & Crafts • Community & Democracy • Education & Learning • Other	Design the Environment will run in conjunction with the 5 Reading Secondary schools. The project is to design and develop a construction project for Reading Train Station and surrounding areas. Working in teams of 6 (made up from 4 students and 2 older people) they will meet at least once a week for a period of 5 weeks to discuss, design and build a prototype of their vision of the station area. All prototypes will be judged on the morning of the final with one being selected from each school to present their idea at the final.
Chants	• Arts & Crafts	Chants will be put together an album of tracks created by the people involved in this project, the tracks will be produced on a 10 week workshop. Chants will get participants to work with each other producing and writing the tracks that represents and depicts life from the eyes of the other person. This will be accompanied by a video interview of the participants explaining what they gained from the project and what they would like the CD to represent, how it has helped them to understand the views of someone from another age group. The project will then end in a showpiece highlighting the work done by the groups participants were members of the public will be allowed to come and view and if they wish take part in future events.
Design a logo	• Arts & Crafts • Community & Democracy • Education & Learning	The Generations Together project will be running for the next 18 months and needs a distinctive recognisable logo. Young and older people are getting together to design a logo for the project. This logo will go on all future paperwork for all projects.
Festival of Ages Planning Committee	• Community & Democracy	A group of young and older people working together with the Generations Together Reading team to plan and deliver the Festival of Ages in October 2010. This week-long event will showcase the work done so far, offer the opportunity for many new people to get involved and hear the inter-generational message and advertise forthcoming projects to potential volunteers.
Helping Hands	• Arts & Crafts • Community & Democracy	Helping Hands is a community based project where the 11 primary schools will be targeting their local communities taking pictures of older volunteers hands and telling a story about what the hands are doing and how it may relate to

Project	Theme	Description
	• Education & Learning	the person. They will also be showcasing all the winners photos across Reading a various venues showing their work.
Indian Community Association - Arts	• Arts & Crafts	Thrice weekly music, dance and drama workshops (Start Mar.
Indian Community Association - Day Trip	• Community & Democracy	Excursion trip (Date TBA - Easter hols).
Indian Community Association - Henna	• Arts & Crafts • Education & Learning	Monthly henna workshops (accreditation for volunteers) Young people learn traditional henna art, older people used as models.
Indian Community Association - Party	• Arts & Crafts	Inter-generational party (18th Feb) - older people prepare food, young people prepare entertainment e.g. dance, music and henna tattooing.
JMA Music and Mural	• Arts & Crafts • Community & Democracy • Education & Learning	This project will use the year 7 students to gather stories from elder relatives and residents. These will be recorded through a variety of mediums; video, audio and transcribed. They will also use the stories told to write new songs and commission piece.
New Directions - British Sign Language	• Community & Democracy • Education & Learning	Young and older members of the deaf community working together to share life stories using memory boxes from Reading Central Library. Producing a video to evidence outcomes. Enrichment trip to the Training Centre for Hearing Dogs.
New Directions - Fashion Then and Now	• Arts & Crafts • Education & Learning	Source older patterns and adapt imperial to metric. Compare properties of traditional and new fabrics. Produce 1950s and late 1980s garments, model and photograph. Enrichment trip to view garments from specified era.
New Directions - Stained Glass Window	• Arts & Crafts • Education & Learning	Working together to produce a stained glass pane/window with an inter-generational theme to be displayed/installed at Hamilton Road Centre. Produce a video to capture dialogue.
South Street Arts Centre Tea Dancing	• Arts & Crafts	To offer a series of dance and storytelling workshops with young and older people from Reading in partnership with Age Concern, Albert Road Day Centre, Indian Community Association & Reading Youth Theatre to produce an intimate sharing of work within the context of a tea dance. Objectives: – to work with 15 people over the age of 50 as participants in a unique participatory project that uncovers stories participants would like to re-tell and re-live in the context of a tea dance, using and integrating 30 young people under the age of 25 in the retelling. – to create a special event which celebrates these stories through dancing in couples with invited members of the public – families, friends etc. – to create entry points for younger generations to understand older peoples cultural history; encouraging understanding, appreciation and empathy between generations – to offer activities that enhance positive mental and physical health and wellbeing to all participants
Sport Through the Ages	• Education & Learning • Health & Wellbeing • Sport & Leisure	There are three aspects to the project: archery, cricket, and walking. For each, sessions will be held for older people, led by younger people, and sessions will be held for younger people, led and supported by older people. After learning their new skills, all the groups will come together for a big celebration event. Courses will last for 6 weeks, and lead to accreditation where appropriate.
Story Quilt	• Arts & Crafts • Education & Learning	Exploring the ways in which stories can be passed on through the generations. A group of over 60's will share their stories on their Roots to Reading, sharing where they came from, places they may have passed on the way and their arrival. These stories will then be passed onto teenagers and children who will creatively map out these journeys.

LA: READING		
Project	**Theme**	**Description**
		Chapter 1: Storytelling and conversations
		1 day
		Led by a storyteller and artists a group of over 60's and children will meet over biscuits, tea and squash to share and listen to stories. Children will draw these stories as they are told to them, which they will then take back to the class rooms for chapter 2.
		Chapter 2: Stitching stories
		1 day workshop, then continued in the classroom…
		Back in school and at home) the drawings will be stitched onto cloth, led by an artist, and then finally transformed into a lovely story quilt.
		Chapter 3: re-imagining stories
		Summer Term project
		Shhhh.. it's a little like Chinese whispers, stories never stay the same shape.
		A small group of secondary school pupils will have the quilt passed on to them. They will then be invited to interpret the images in the quilt to create a performance piece or moving image, which will be performed in chapter 4…
		Chapter 4: Finale!
		The work will be shown and performed in October's Generations Together festival. A book or postcards will also be published of the drawings, so that people can take away snippets of memories…
Utulivu	• Arts & Crafts • Education & Learning	Knowledge exchange between older and younger group members who are mainly from a BME background: – Crafts - traditional knitting, crocheting, weaving; contemporary beading and card-making. – Music - traditional instruments, dance moves and songs; contemporary music.

LA: SOMERSET

Project	Theme	Description
Building Bridges	• Community & Democracy • Education & Learning • Supporting/Mentoring • Other	This project is looking for 'bridge builders' who will take part creating individual intergenerational volunteering projects, opportunities or events across Somerset.
Community Chroniclers	• Arts & Crafts • Education & Learning • Supporting/Mentoring	Volunteers will receive induction to the Company of Voices programme followed by training in digital media skills and the creation of intergenerational teams. Volunteers will be signposted to opportunities to utilise their new skills within their community, which will result in the creation of a broad programme of content and a grass roots skills bank for local communities.
Documenting people and villages together	• Education & Learning	Creating opportunities for older people to explore their local and family history with young people.
Generations in Touch	• Education & Learning • Health & Wellbeing • Supporting/Mentoring	We are training the volunteers in the skills of therapeutic massage for delivery to the recipients of the project. The volunteers will be prepared in the health and safety aspects of the delivery of therapeutic massage and to be able to recognise vulnerable adults and young people. The activity will take place in communal areas of residential homes or active living centres- always within group environments.
Making Matters	• Arts & Crafts • Education & Learning • Supporting/Mentoring	To facilitate 5 arts projects across the County of Somerset where older and younger people work together on creative skills projects and skills sharing activities.
Postcards From The Past	• Education & Learning	Older volunteers will produce postcards of historical or memorable artefacts that they have. Schools and youth clubs will be invited to host an "antiques roadshow" like event where our older volunteers show the children and young people the artefacts featured in their cards and explain the history behind their story.
The Way We Were	• Education & Learning • Supporting/Mentoring	The project will recruit older and younger volunteers who will come together to mentor and support each other so that they can share in taking part in memory workshops to share experiences.
Who Do You Think You Are	• Other	Reminiscence and cultural/social knowledge project. Talk about their experiences of living elsewhere, stories, histories and cultural differences with UK. Recorded in home languages or English. Discussion about how these things are handed on to generation.
Young Voices	• Community & Democracy	Younger people and older people will work together on community development projects.

LA: WAKEFIELD		
Project	**Theme**	**Description**
All Strands incorporated -Key Event	• Arts and Craft • Community & Democracy • Education & Learning • Health & Wellbeing • Sport & Leisure • Supporting/Mentoring	Key event at Featherstone Rovers, showcasing live cooking demonstration, dance and singing, poetry reading, play all being performed on stage. Interactive Workshops carried out during the event across all strands: – Lifeskills - Children demonstrating computer skills to 50+ – Literacy - Poetry writing & posing as a reported to complete newspaper article and interview people at event. – Conservation - Planting of bulbs – Sports & Physical - Tai Chi, in chair exercises, accuracy throwing & airflow golf – Innovation - Students to paint nails, creating hair styles and media workshop. Promoting and recruiting of younger and older volunteers taster sessions of five strands of the project.
Carol Singing	• Community & Democracy	Engaging various schools to sing Christmas Carols within the Wakefield District with a view to develop and improve relationships between the younger and older people.
Conservation - Developing allotments and gardens Plot to Pot Clearing up and development of shared communities	• Community & Democracy • Education & Learning • Health & Wellbeing • Supporting/Mentoring	Local schools and over 50's working together, transferring gardening skills. Planting veg and general gardening, harvesting veg and cooking it at school inviting over 50's for lunch. Streethouse JI & Whinney Lane WDH Ils = 13 sessions July 2010 start again Sept 2010 - July 2011. Rathbone & Altofts St Magdelenes Church = 8 sessions July 2010
Conservation - Environmental projects in local communities with younger/older people	• Community & Democracy • Education & Learning • Health & Wellbeing • Supporting/Mentoring	To develop garden into outdoor classroom area, beneficial for both generations. To teach children how to care for the natural world.
Innovation - Hair nails beauty	• Education & Learning • Health & Wellbeing	Involving a number of students, studying hair, nails & beauty from Picasso's training academy. To attend sheltered housing volunteering to carry out treatments to over 50's. This will improve the over 50's well being and teach the students traditional hair techniques and social skills. – Hunt Court – Hatfield Court – Saxondale Court.
Innovation - Intergenerational Development	• Community & Democracy	School students design, print & leaflet drop around local area inviting over 50's to attend either taster sessions, or coffee morning/afternoon held at school with a view to gain volunteers across all strands. Schools Involved: – Wakefield City High – Gawthorpe J & I – Lee Brigg – South Parade J & I
Innovation - Small Grants Fund Judging Panel	• Community & Democracy • Education & Learning • Supporting/Mentoring	Group of over 50's & under 25's meet to form a judging panel. Discuss to agree either: approval/non approval/defer applications for the small grants fund. Cohorts: – 1st meeting 12/03/10 – 2nd meeting 24/06/10

LA: WAKEFIELD		
Project	**Theme**	**Description**
Innovation - The Clay Project	• Arts & Crafts • Health & Wellbeing	Generation Xchange Development workers and volunteers are carrying out and setting up intergenerational clay workshops to get the older and younger generation to share their hopes and memories with one another. The title of the project is 'Harvesting our Hopes and Memories'. – Shay Lane School - 20/9/10 - 4 sessions – Green Hill - 20/9/10 - 4 sessions
Life Skills Innovation Literacy - Sahelian - Milad event at Swafia Mosque	• Community & Democracy • Health & Wellbeing • Other	Sahelian group organised this event at a local Mosque to mark the oncoming of the month of Ramadan. Ramadan is a month of abstinance from many worldly and pleasure some activities during daylight. Instead, the failful confine themselves to fasting and other worship activities in this month. Sahelian estimate that they brought together about 100 people to this female only event. The volunteers (a) organised and publicised the event with the community (b) recited historical events (c) recited poetry (d) several young people made speeches for the first time in public (e) helped to feed the attendees and (f) tidied up after the event. The event took place on a Sunday to gain greater attendance. It was only possible to register 10 (new) of the many new volunteers within the under 25s and over 50s age brackets. The event was deemed a success by the attendees and it was commonly decided that the event should be repeated on a regular basis and efforts be made to improve the attendance. The whole project was a good effort to bring together an intergenerational attendance and participation as opposed to the usual older women's dominance and youth's absence. All those taking part did so voluntarily. Sahelian aim to continue organise these and other intergenerational community events to develop public speaking skills, organisational skills and volunteering within the community.
Life Skills Innovation Physical Activity - Sahelian - Mehndi exhibition and workshop at St John's School	• Arts & Crafts • Community & Democracy • Health & Wellbeing	Sahelian group joined with St John's Junior and Infant School to participate in and to make successful the school's annual fundraising gala. Sahelian publicised the event and their involvement within it - ensuring a good attendance from amongst the local Asian community. The event took place on a Saturday. At the event Sahelian involved many people in the workshop/exhibition. It was only possible to register 45 of the many new volunteers within the under 25s and over 50s age brackets. The Headteacher estimated the overall attendance at 500 - which was highter than usual. Sahelian's contribution included (a) publicising the event (b) playing dholki (drum) and tamareenes (c) congregational singing of wedding and bollywood songs (d) traditional clapping to accompany the music and singing (e) ludi dancing (f) three women doing henna painting (g) cooking Pakistani dishes overnight and (h) serving the food at the event - all to help raise funds for the school. The older women sang traditional songs whilst the young sang current Bolywood songs. Sahelian's activities were a new experience for the schoolchildren, staff and attendees. The Headteacher was very appreciative and is looking forward to a repeat from Sahelian at the fundraiser next year and workshops for the children during the year. The presentation will be repeated at several other schools and older peoples' facilities here on.
Life Skills Innovation Physical activity - Sahelian - Mehndi exhibition and workshop at Pinderfield JI School	• Arts and Craft • Community & Democracy • Health & Wellbeing • Other	Sahelian group joined with Pinders Primary School and Pinmoor Children's Centre (Surestart) to participate in and to make successful Pinders Primary School's annual fundraising fare. The programme started towards the end of the school day (2:00) and finished at tea time (4:30). Children and parents from the neighboring St Austin's Catholic school also attended after home time. Sahelian publicised the event and their involvement within it - ensuring a good attendance from amongst the local Asian community. At the event Sahelian involved many people in their workshop/exhibition. It was only possible to register 41 of the many new volunteers within the under 25s and over 50s age bracket. The lead teacher estimated the overall attendance at 600 - which was higher than usual. Sahelian's contribution included (a) publicising the event (b) playing dholki (drum) and tambourines (c) congrigational

LA: WAKEFIELD		
Project	**Theme**	**Description**
		singing of wedding and bollywood songs (d) traditional clapping to accompany the music and singing (e) ludi dancing. The older women sang traditional songs whilst the young sang current Bollywood songs. Sahelian's activities were a new experience for some.
Lifeskills - Children tutoring 50 IT Mobile phone	• Community & Democracy • Education & Learning	Children showing over 50's IT skills and mobile phone training at the following schools: – Half Acres
Lifeskills Literacy Sports Innovation - Community Development (Prince's Trust)	• Arts & Crafts • Community & Democracy • Education & Learning • Health & Wellbeing • Sport & Leisure • Supporting/Mentoring	Team of youths from the Prince's Trust in Crofton, Wakefield College Health & Social Care Students and Duke of Edinburgh pupils to attend local day care centre to carry out numerous activities with older people that attend the centre. The youngsters will spend approx 2/3hrs carrying out activities such as: Boccia Bowling, Arts & Crafts, Reminiscence, Singing, WII, computer mentoring, clay modeling and drawing. Cohorts: Prince's Trust - Grange View Day Care Centre = 7 sessions. Wkfd College Students & Dovecote Lodge = 4 sessions
Lifeskills Projects - Mentoring (younger people receiving mentoring support from older person)	• Education & Learning	Reading mentoring from an older person to younger recipients, for world book day.
Lifeskills Projects - Silver Surfers	• Education & Learning Supporting/Mentoring	Younger Volunteers training older people how to use a computer. The sessions are running in Schools and venues across the Wakefield District with volunteers student on hand to assist older learners. – Half Acres - 1 session – Kettlehorpe - 7 sessions – Carlto
Lifeskills Projects - Young People involved in delivering lunch clubs in schools	• Health & Wellbeing	Children serve lunch to over 50's, developing communication skills and improve health & wellbeing for 50+. Following schools involved: – Featherstone Technology College – Half Acres – Lee Brigg – Stanley St Peters
Literacy - Crofton Memories	• Community & Democracy • Education & Learning • Health & Wellbeing	Crofton History Group are aiming to produce a book featuring memories of Crofton, working in collaboration with Crofton History Group would be Crofton High School gifted & talented pupils and the library services. Planning to hold informal sessions for over 50's to chat with pupils about the village and memories they have. Photo's scanned and returned to the individual that day. Pupils will record stories for the book. Profit from the book sale will be donated to the school funds.
Literacy - Life Comparisons - St John's CE Junior Infant School	• Community & Democracy • Education & Learning	Older people from the local community were invited into school, where children asked questions about their lives, where they worked, type of house they lived in, fashion etc. The children then wrote about how their life compares. Booklets were to be made and copied for each participant to keep.
Literacy Projects - School based reading and mentoring projects	• Community & Democracy • Education & Learning	Story Telling: Older volunteers telling younger children stories. Children were invited to Age Concern book shop. They were read a story and explored details for discussion. – Wheldon School – St Josephs

LA: WAKEFIELD

Project	Theme	Description
Literacy - Family Week - Poetry Competition	• Education & Learning	WDH organised a "Family Fun Week" event, Generation Xchange participated 1 day, hosting a poetry competition themed around families and picnics and a healthy burger cooking and tasting demonstration. Recipe's to suit individuals tastes. 120 recipes were handed out. The poetry competition was split into two categories, unfortunately we only received one from the over 50'S. The entries were judged and prizes given to winners on Saturday June 5th. A special prize of an Edward Lear book of poems was awarded to our only 'ode' entry which was received from a nine year old girl.
Poetry Competition	• Education & Learning	Intergeneration Poetry competition which was launched with a intergeneration workshop bringing older and younger people together to market the project. Younger people will write about when they get older and older will write about when they were young intergenerational workshops throughout the duration of the competition. The competition will be judged with older people judging younger people's poems and vice versa. Schools & Groups participating: – Stanley Grove – Simpsons Lane – Gawthorpe, – Half Acres – GEM - St Swithuns Comm Centre – Simply Leisure - St Swithuns Comm Centre – Outwood Grange Academy – Holy Family & St Michaels – Carlton – Holy Trinity
Soul Portebello festival - The Rainbow Cafe SGF	• Arts & Crafts • Community & Democracy • Education & Learning • Health & Wellbeing	The project is to create a 'holiday at home' for all ages and to enjoy a festival with creative opportunities for everyone to access in a safe environment. The theme of the week is 'story' and five letters approx 5t tall will be created for people to ask questions, beginning with the question why? each day. The letters will be placed outside the cafe in the most accessible area for all to see. The idea is for all ages to be facilitated to talk about their stories and share as they decorate and turn the plain wood into beautiful letters facilitated by an artist.
Sports - Traditional Pub Games	• Community & Democracy • Education & Learning • Sport & Leisure	Involves a local older men's group and members of the Youth Offending team. The men's group will teach the youth offenders "Traditional Pub Games" i.e. cards, dominoes, magnetic darts and pool in an informal relaxed setting. Enabling both generations to have a better understanding, breaking down stereotypical attitudes. Pool Table funded from SGF.
Sports and Physical Activity - Golf Tournament	• Education & Learning • Health & Wellbeing • Sport & Leisure	An intergenerational golf tournament was held at City of Wakefield Golf Club on Thursday 29 July 10. To enter the competition a player under the age of 25 had to team with a player over the age of 50. The aim of the competition was to bring people together in sporting activities which breaks down stereotypes and a transferable of skills between the generations, promoting a greater understanding and respect to each other.
Sports Physical Activity - Boccia Bowling - South Parade JI School	• Education & Learning • Health & Wellbeing • Sport & Leisure	School children and local over 50's held a Boccia Bowling taster session. This was aimed to improve perceptions between both generations, improve community cohesion, health and wellbeing across the generations.
Sports Physical Activity - Boccia Bowling Project - Sparable Lane ILS	• Health & Wellbeing • Sport & Leisure	Boccia can be played by individuals, pairs or team of three. The aim of the game is to propel a set of coloured balls and position them closer to the white marker ball than your opponent. This may include throwing, rolling or even kicking a ball into the playing area. This white ball is called the jack; hence the

LA: WAKEFIELD		
Project	Theme	Description
		game is similar in context to Bowls, Penanque or even Fench Boules. It's particularly suitable for those with a Disability or elderly people. It's a non-contact, target driven sport, which relies on skill and subtlety, rather than size, strength or speed. One of the good things about this game is that the court size can be adapted to meet all circumstances, in that any area from a front room, church hall, canteen, gymnasium or leisure centre could be a suitable venue. No specialised 'kit' is required but it is advisable to have comfortable, loose fitting clothing.

LA: WORCESTERSHIRE		
Project	**Theme**	**Description**
Breaking Down Barriers	• Arts & Crafts • Education & Learning • Sport & Leisure • Supporting/Mentoring	Worcestershire project joining volunteers aged over 50 & PP - 25 together to share skills in art, based on the theme of "My Perfect Day", producing artwork to be showcased at Worcestershire Festival 20PP and at different locations throughout the county.
Bringing People Together	• Community & Democracy	Older and younger people who already/could access community hubs. Breaking down barriers that old and young people should do separate activities. Including health and well being for all, sharing cooking skills, Arts & Crafts etc.
Capturing Experiences of Ecomonic Downturn	• Community & Democracy • Education & Learning • Supporting/Mentoring • Other	"Tales From a Credit Crunch" aims to provide a cinematic forum for Worcestershire's Older and Younger people discussing the impact of economic downturn within and to their communities in urban and rural areas across Worcestershire. Through the making of this film it is hoped to encourage and increase the positive interaction between younger and older people in Worcestershire and to reinforce community cohesion. In the course of capturing the historical and educational value of local residents' experiences and memories, we aspire to increase individual's sense of well being and their ability to make a positive contribution to the community. This will be achieved by interviewing individuals and existing community groups about their experiences, leading to the formation of two intergenerational focus groups (representing urban and rural) which will discuss the effects of economic downturn upon Worcestershire. Recipient groups/Cohorts x 8 (up to 12) Duration = 1 -2 hours Planned Sessions = 5 We are aiming to increase opportunities to gain new skills for both age groups by creating a volunteer film crew lead by Mentors who have experience of film making. We offer two film making training sessions and full supervision to the mixed age volunteer crew who will help us record findings from the aforementioned group sessions and individual interviews. Over the course of the project we want to improve the understanding between the two age groups and promote youth volunteering for older people and vice versa. Volunteer group x 1 Duration of Sessions = 1 - 4.5 hours Planned Sessions = up to 24 throughout course of project The final film will reflect an intergenerational response to the Credit Crunch and recession and will be shown at Worcester Festival 2011 with a distribution of 1000 DVDs to libraries, schools and community groups across Worcestershire (Public) screenings x 1+ Duration = 1 hr Number of recipients/viewers = 100+
Capturing the County's Farming Past	• Community & Democracy • Education & Learning	64% of Worcestershire is rural. This will be conducted by young and old volunteers from around the county coming together to interview and capture on film and CD-Rom the differences from farming in the past to the present day. The film, recordings, photographs and artefacts will be displayed in local community hubs/history pods.
Employability Development	• Education & Learning • Supporting/Mentoring	Volunteers from the older age group will be trained to assist those 16-19 looking for work, by job coaching, assisting with basis qualifications and becoming mentors during interviews and the first few weeks of work, whilst also developing their own computer skills and working towards C&G Learning Power Certificates. target: 50 young people and 20 volunteers.

LA: WORCESTERSHIRE		
Project	**Theme**	**Description**
Generation Together Targeted Projects	• Arts & Crafts • Community & Democracy • Health & Wellbeing • Sport & Leisure	Various projects that are taking place in identified areas. To include: – Snoezelen music workshops – Malvern Theatre Project – Princes Trust – Caribbean Roots – Perdiswell Young People Leisure Centre – Redditch Allotment Project – Redditch Chinese Assc. – Sliver Ho
Multi-Media Inclusion Project	• Sport & Leisure • Supporting/Mentoring	Utilising the skills of younger volunteers to provide shared computer learning and internet usage, particularly on web-cam training and accessing global information i.e. energy saving, healthy eating tips.
Supporting Independent Living	• Health & Wellbeing • Supporting/Mentoring	Young volunteers are trained to visit older partially sighted and blind to assist with daily tasks and technology. Also young blind/partially sighted clients are supported and visited volunteers.

ANNEX C: CASE STUDY PROJECT DESCRIPTIONS

						Table C.1: Project Selection and Set-up					
LA	**Project Title**	**Theme**	**Lead Organisation & Other key Organisations Involved**	**Specific Geographical Area (e.g. Ward, rural area)**	**Experience/background of vols/recps e.g. Any key skills/attributes/backgrounds**	**Schools Involved**	**YP Vols**	**OP Vols**	**YP rec**	**OP rec**
Ealing	South Acton Community Fitness Centre	sport and leisure	Ealing CVS; YOS; South Acton Fitness Centre	South Acton	Young NEET volunteers will be trained (including a qualification) and given work experience as personal trainers in the fitness centre. Older recipients in poor health - diabetes, raised blood pressure.	x	√	√		√
Ealing	Art in Park	arts and crafts	Apple (organisation for children and young people); sheltered housing groups	South Acton Housing estate and surrounds	n/a	x	√	√	√	√
Ealing	'Feasts' project	community and democracy	Various older person organisations e.g. Armenian, west african org, somali org, irish op org, anglo-caribbean lunch clubs, OP day centre	South Acton Housing estate and surrounds	Volunteer cookery teachers (older people from within different cultural communities) will be able to demonstrate how to cook traditional cultural meals to younger people in their cultural community. Recipients will be those wanting to find out more of their culture through cooking [in practice volunteers and recipients have been a bit blurred, as all join in with the cooking and it's been multi – generational].	no	√	√	√	√
Gateshead	Soul Soup	community and democracy	LA	Specifically running Soul Soup events in each area of the Borough - targeted at these communities that are most disadvantaged	The project is specifically looking for agents for change who will become key leaders in establishing legacy projects and therefore the project are looking for individuals that will have the motivation, desire and confidence to take on such roles.	x	√	√	√	√
Gateshead	Support in the Community	mentoring and supporting	Voluntary organisation and LA	No - although the PICs are in specific areas of the Borough and therefore by default the volunteers may be from nearby areas	None specifically - although due to nature of clint group it was felt that it would be beneficial if the YP vols had experience/knowledge of dementia/Alzheimers and had the aptitude for the type of work and perhaps were interested in going into a caring career.	x	√	√	√	√

LA	Project Title	Theme	Lead Organisation & Other key Organisations Involved	Specific Geographical Area (e.g. Ward, rural area)	Experience/background of vols/recps e.g. Any key skills/attributes/backgrounds	Schools Involved	YP Vols	OP Vols	YP rec	OP rec
Gateshead	Mentoring & Achievement	mentoring and supporting	Voluntary organisation	Three deprived wards in Gateshead (Central, Inner West and East)	No specific experience - but a willingness to share experiences and skills with young people.	possibly	x	√	√	
Manchester	The Roby	health and wellbeing	The Roby (voluntary organisation)	Potentially LA wide.	None required.	x	√	√	√	√
Manchester	Generation Games	education and learning	Voluntary organisation	Four deprived wards.	None required.	x	√	√	√	√
Manchester	ALL FM	community and democracy	Voluntary organisation	Specific wards, particularly deprived areas.	None required.	x	√	√	√	√
Northants	No Generation Gap	education and learning	LA (statutory) - libraries (And Youth Offending Team involved)	One specific area of County.	Volunteer - young people involved (previously or currently) with the Youth Offending Service and young people volunteers from the local area. Recipients are generally living in the locality of the libraries where the events are being run.	x	√	x	x	√
Northants	New Ark Community Choir	arts and crafts	VCS	One specific area of County.	Volunteers and recipients from both age groups with an interest in cross-cultural gospel music.	x	√	√	√	√
Northants	gardening project at Oakway school	health and wellbeing; Education and Learning	NVCA, School	one specific area of County.	No specific skills required, but an interest in gardening. Volunteers have a wide range of skills, including an ex-secondary head teacher and a volunteer with agriculture/soil experience.	√	√	√	√	√
Portsmouth	NeB Media	arts and crafts	NeB Media Ltd (Social enterprise)	The project is planned to take place in 5 areas across the city, though this may change if recruitment is better or worse than expected.	None.	Yes	Yes	Yes	Yes	Yes
Portsmouth	Motiv8	sport and leisure	Motiv8	Yes: Somerstown; Buckland & Lamport; Paulsgrove & Wymering.	Young people are aged 13-19 years old at risk of NEET.	Yes	Yes	Yes	Yes	Yes
Portsmouth	The Prince's Trust	community and democracy	The Prince's Trust	No.	New to volunteering.	No	Yes	No	Yes	Yes

Table C.1: Project Selection and Set-up

LA	Project Title	Theme	Lead Organisation & Other key Organisations Involved	Specific Geographical Area (e.g. Ward, rural area)	Experience/background of vols/recps e.g. Any key skills/attributes/backgrounds	Schools Involved	YP Vols	OP Vols	YP rec	OP rec
Worcs	Capturing Experiences of the Economic Downturn	education and learning	Age Concern	County-wide.	No specific entry requirements, although engagement has been targeted at those with an interest in film and photography.					
Worcs	Breaking Down Barriers	arts and crafts	Worcester Volunteer Centre lead but schools will play a key role	County wide- individual projects targeting specific locations.	No specific entry requirements.	√	√	√	**x**	**x**
Worcs	Supporting Independent Living	health and wellbeing	Sight Concern (voluntary)	County wide.	Includes sighted, partially sighted and blind young and older volunteers.	possibly	√	**x**	**x**	√

Table C.1: Project Selection and Set-up

ANNEX D: BASELINE AND FOLLOW-UP SURVEYS

National Evaluation of Generations Together (NEGT)

Older People Survey
Baseline Questionnaire

The following pre-populated information will be provided prior to the interviews taking place (where available from the MI tool). The demographic information provided will include the following:

- name
- contact details
- LA
- password
- volunteer or recipient
- start date of involvement
- anticipated end date of involvement
- project involved in
- gender
- age (50-65 or 65+)
- ethnicity
- disability

Preamble

We understand that you have just started your involvement in {name of project} in {name of area}. York Consulting is undertaking the national evaluation of the Generations Together programme on behalf of the Department for Children, Schools and Families.

We would like you to take part in an interview now, and then again once you have completed your involvement in the project. The interview should take approximately 20 minutes. The purpose of the interview is to explore:

- your views on your local community and your involvement in the local community;
- attitudes towards young people and your own generation;
- how you feel about your quality of life and your health currently.

All information you provide us with will be kept confidential and anonymous. All answers that you provide will be held securely and we will not report in a way that will identify you by name at any point, therefore please do give your honest opinions to the questions. If there are any questions that you do not wish to answer then please do let me know.

Note to QA:

- confirm with the interviewee their role in the Generations Together programme (i.e. volunteer or recipient);
- check if there is a password for the respondent
- project they are involved in;
- when the volunteer/recipient started their involvement;
- anticipated end date of involvement.

Actual Age of respondent

These first few questions ask your opinions about how you feel about your local area. By local area, we mean the area within 15-20 minutes walking distance from your home.

A1) How satisfied or dissatisfied are you with your local area as a place to live?
Very satisfied
Fairly satisfied
Neither satisfied nor dissatisfied
Fairly dissatisfied
Very dissatisfied
Don't know

A2)   Thinking about your local area, to what extent do you agree or disagree that your neighbourhood is a place where…

	Definitely Agree	Tend to Agree	Neither Agree or Disagree	Tend to Disagree	Definitely Disagree	Don't Know	Too few people in local area	All the same background
Older people and younger people get on well								
People from different backgrounds get on well together								
People from other areas are welcome								

A3) How safe or unsafe do you feel when outside in your local area:

	Very safe	Fairly safe	Neither safe nor unsafe	Fairly unsafe	Very unsafe	Don't know
During the day						
When its dark						

A4) Thinking about your local area, how much of a problem do you think are the following:

	A very big problem	A fairly big problem	Not a very big problem	Not a problem at all	Don't know
Parents not taking responsibility for the behaviour of their children					
People not treating each other with respect and consideration					
Noisy neighbours or loud parties					
Teenagers hanging around on the streets					
People being drunk or rowdy in public places					
Other (please specify)					

These next few questions are about your involvement in the local community.

B1) How involved do you feel in your local community?
Very involved
Fairly involved
Not very involved
Not at all involved
Don't know

B2a) In the last 12 months, have you done any of the following things unpaid on a voluntary basis (other than through the {name of project}) for someone who was not a relative?

	Yes	No
Keeping in touch with someone who had difficulty getting out and about (visiting in person, telephoning, emailing)		
Shopping, collecting pensions, paying bills		
Cooking, cleaning, laundry, gardening or other routine household jobs		
Decorating or any kind of home or car repair		
Babysitting or caring for children		
Sitting with or providing personal care (e.g. washing or dressing) for someone who is sick or frail		
Looking after a property or pet for someone who is away		
Giving advice		
Writing letters or filling in forms		
Representing someone (e.g. talking to a council official on their behalf)		
Transporting or escorting someone (e.g. to a hospital or on an outing)		
Something else		

B2b) Over the past 12 months how often have you done this kind of thing/all the things you have mentioned? Would you say…
At least once a week
At least once a month
Or less often
(please specify)

B3a) In the last 12 months, have you done any of the following things unpaid on a voluntary basis (other than through the {name of project}):

	Yes	No	
Supporting children's education and activities			e.g. helping with school fairs, class visits or after school clubs, being involved in parent-teacher associations
Raising funds for charity			e.g. volunteering in a charity shop, sponsored walks
Volunteering with organisations that support people			e.g. hospital visiting, prison visiting, helping with support groups, helping at social events for older people
Helping your local community			e.g. helping with community events like clean-ups or festivals, being active in a residents association, campaigning to improve services
Coaching or teaching			e.g. coaching a sports team, helping people to learn skills
Supporting faith groups			e.g. helping out at a place of worship, organising religious festivals and events
Hobbies			e.g. helping run a club. Participating in a performance or exhibition, local sports team, reading group, youth group
Promoting social justices			e.g. being active in organisations like Amnesty International or Greenpeace
Political activities			e.g. running for office or distributing political leaflets
Trade union activities			e.g. attending union meetings, being a steward
Something else (please specify)			

B3b) Over the past 12 months how often have you done this kind of thing/all the things you have mentioned? Would you say…
At least once a week
At least once a month
Or less often
(please specify)

B4) How much would you agree or disagree with the following statements

	Definitely Agree	Tend to Agree	Tend to Disagree	Definitely Disagree	Don't Know
I make a positive contribution to society					
I am an active member of my local community					
I have pride in my local area					

C1) Apart from anyone you may live with, how often on average do you chat or talk with anyone…

	Every day or almost every day	At least once a week	At least once a month	Less often or never	Varies too much to say	Don't know
Aged 11-16						
Aged 17-25						
Aged 50 or over						

C2a) Roughly how many friends, other than members of your family, do you have who are aged 25 or younger?
None
1
2-5
6-9
10 or more
Don't know

C2b) Roughly how many friends, other than members of your family, do you have who are aged 50 or over?
None
1
2-5
6-9
10 or more
Don't know

For the next few questions, I'd like you to think in particular about people aged between 11 and 25. So when I use the term young people, 11 to 25 is the broad age group I'm referring to.

C3) Please tell me how much you agree or disagree with each of them.

	Definitely Agree	Tend to Agree	Tend to Disagree	Definitely Disagree	Don't Know
The behaviour of young people today is no worse than it was in the past					
Older people are admired and respected by young people					
The views of young people aren't listened to enough					
Most young people are responsible and well-behaved					
There are skills that young people could teach me					
I feel comfortable speaking to young people					
I have nothing in common with young people					
I believe I can learn from the experiences of young people					

C4) I'd like you to imagine a situation in which you had to walk past a group of young people in order to get to a shop. Which of the following best describes how you might feel in that situation:
It would not bother me at all
I would feel slightly worried/uncomfortable
I would feel very worried/uncomfortable
I would avoid walking past them
Don't know

For the next few questions, I'd like you to think in particular about people aged 50 and over. When I use the term older people, aged 50 and over is the broad age group I'm referring to.

C5) Please tell me how much you agree with the following statements:

	Definitely Agree	Tend to Agree	Tend to Disagree	Definitely Disagree	Don't Know
Older people have respect for young people					
The views of older people are not listened to enough					
Society does not recognise the contribution that older people are able to make to society					
Older people are too set in their ways and ideas					
There are skills that I could teach young people					

C6) Overall, how negative or positive do you feel towards young people. Please tell me on a scale of 0 to 10, where 0 means extremely negative and 10 means extremely positive

Extremely negative					"neither negative or positive"					Extremely positive
0	1	2	3	4	5	6	7	8	9	10

C7) And overall, how negative or positive do you feel towards people <u>over 50?</u>

Extremely negative					"neither negative or positive"					Extremely positive
0	1	2	3	4	5	6	7	8	9	10

C8) How often, if at all, in the past year, have you felt that someone <u>showed you a lack of respect because of your age</u>, for instance by ignoring you, or patronising you?

Never				Very often	Don't know
0	1	2	3	4	99

C9) How often, in the past year has <u>someone treated you badly because of your age, for example, by insulting you, abusing you or refusing you services</u>?

Never				Very often	Don't know
0	1	2	3	4	99

D1) This next section is to find out more about how you feel about the quality of your life currently.

	Often	Not often	Sometimes	Never
I look forward to each day				
My age prevents me from doing the things I would like to				
I feel that what happens to me is out of my control				
I feel free to plan for the future				
I feel left out of things				
I can do the things I want to				
Family responsibilities prevent me from doing what I want to				
I feel that I can please my self what I want to do				
My health stops me from doing the things I want to do				
Shortage of money stops me from doing the things I want to do				
I feel that my life has meaning				
I enjoy the things that I do				
I enjoy being in the company of others				
On balance, I look back on my life with a sense of happiness				
I feel full of energy these days				
I choose to do things I have never done before				
I feel satisfied with the way my life has turned out				
I feel that life is full of opportunities				
I feel that the future looks good for me				

D2) How is your health in general? Would you say it is:
Excellent
Very good
Good
Fair
Poor

E1) We are interested in what you are hoping to gain from being involved in the {insert name of project}, please specify what you hope to gain from being involved?

Note to Interviewer: Please ask as an open question and code as appropriate. If needed, provide examples as prompts where required and tick as appropriate

	Example	Yes	No
Involvement in community/social activities	• Volunteering opportunities (formal and informal) • Greater interaction with younger generation • Greater social opportunities • Reducing isolation		
Involvement in positive activities	• Fun/educational days out; community days, arts/activities; learning about others' poetry & writing etc		
Practical skills	Examples: • IT, digital use • Photography, filming, radio broadcasting • Gardening • Fashion • Cooking • Financial management/house keeping • Radio broadcasting		
Personal Development skills	• Communication skills • Organisational skills • Working with others • Confidence/self-esteem		
Supporting others' skills	• Caring/supporting others • Sharing skills – developing others' skills, trainers • Mentoring skills • Sharing life experiences		
Healthier lifestyles	• Improved eating habits/ • Understanding of food/health • involvement in outdoor/physical activities		
Other (please specify)			

Thank you for your time

Thank you for your time. We would like to speak to you again approximately one month **after you have finished your involvement in {name of project} to find out more about how you feel about your involvement and what the benefits have been for you, are we ok to contact you again then?**

National Evaluation of Generations Together (NEGT)

Older People Survey
Follow Up Questionnaire

Preamble
We spoke with you {X months ago} as part of the national evaluation of the Generations Together programme on behalf of the Department for Children, Schools and Families. At that time we agreed to contact you again to find out more about how you feel about your involvement with {name of project} in {name of area} and what the benefits have been for you.

As before, the interview should take approximately 20 minutes. The purpose of the interview is to explore:
- any benefits gained and/or disadvantages associated with your involvement in { name of project};
- the extent to which you think your involvement has influenced or changed your attitudes and views;
- what has worked well or not so well in the delivery of { name of project};
- your views and attitudes towards your local community, your quality of life, young people, your own generation.

Many of the questions will be the same as those we asked you when we spoke before. We are asking you again so that we can establish any change that may have occurred since we last spoke. Don't worry if you can't remember what you said last time, just respond by saying what you think now.

All information you provide us with will be kept confidential and anonymous. All answers that you provide will be held securely and we will not report in a way that will identify you by name at any point, therefore please do give your honest opinions to the questions. If there are any questions that you do not wish to answer then please do let me know.

Note to QA:
- check if there is a password for the respondent
- ask if the individual is still willing to participate in the survey – provide them with 24 hours to consider further if they require
- confirm role (volunteer/recipient) and project involved in;
- when they completed their involvement.

A1a) What benefits have you gained from being involved in insert name of project}**.**
Note to interviewer: Please capture as an open question and then code under the following categories.

Benefit	Example
Involvement in community/social activities	• Volunteering opportunities (formal and informal) • Greater interaction with younger generation • Greater social opportunities • Reducing isolation
Involvement in positive activities	• Fun/educational days out; community days, arts/activities;
Practical skills	Examples: • IT, digital use • Photography, filming, radio broadcasting • Gardening • Fashion • Cooking • Financial management/house keeping • Radio broadcasting
Personal development skills	• Communication skills • Organisational skills • Working with others Confidence/self-esteem
Skills in supporting others	• Caring/supporting others • Sharing skills – developing others' skills, trainers • Mentoring skills • Sharing life experiences
Developed a healthier lifestyle	• Improved eating habits/ • Understanding of food/health • involvement in outdoor/physical activities
Other	

A1b) Has there been any disadvantages associated with your involvement in insert name of project}**?**
Note to interviewer: Please capture as an open question and then code under the following categories.

I was required to spend too much of my time on the activities
I felt uncomfortable of other older people involved in the project
I felt uncomfortable in the company of the younger people involved in the project
I didn't feel comfortable communicating with others on the project
I didn't really understand why I was involved
I felt unsafe in the company of older people involved in the project
I felt unsafe in the company of the other younger people involved in the project
It was a waste of my time
I didn't feel comfortable communicating with the younger people on the project
The young people on the project did not respect me
I didn't really experience anything new
It was not something that interested me
I didn't learn anything new
The activities were too long
The older people involved in the project did not respect me
Other (please specify)

A1c) Is there anything you think was delivered particularly well as part of insert name of project}?

Note to interviewer: Please ask as an open question; coding to be undertaken afterwards

A1d) Are there any improvements you would recommend as part of insert name of project}?

Note to interviewer: Please ask as an open question; coding to be undertaken afterwards

A2) To what extent would your agree or disagree with the following statements as a result of being involved in {insert name of project}.

		Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Don't Know
a	I have developed practical skills						
b	I have developed skills in supporting others						
c	I have developed a healthier lifestyle						
d	My quality of life has improved						
e	I am more involved in my local community						
f	I am more involved in social activities						
g	I am more involved in positive activities						
h	I am more likely to volunteer in the future						

A3) Thinking about your involvement in the { insert name of project}, to what extent do you agree or disagree with the following:

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Don't Know
I feel more satisfied with my local area as a place to live						
I feel safer when I am outside in my local area						
I have more respect for young people						
I have more respect for older people						
Young people have more respect for older people than I previously thought						
Older people have more respect for younger people than I previously thought						
I have more in common with younger people than I previously thought						
I have more in common with older people than I previously thought						
I am more comfortable speaking with young people						
I am more comfortable speaking with older people						

The remaining questions are the same as those we asked you when we spoke {insert date/month when last spoke}. We are asking you again so that we can establish any change that may have occurred since we last spoke. Don't worry if you can't remember what you said last time, just respond by saying what you think now.

In the following, by local area, we mean the area within 15-20 minutes walking distance from your home.

B1) How satisfied or dissatisfied are you with your local area as a place to live?
   Very satisfied
   Fairly satisfied
   Neither satisfied nor dissatisfied
   Fairly dissatisfied
   Very dissatisfied
   Don't know

B2) Thinking about your local area, to what extent do you agree or disagree that your neighbourhood is a place where…

	Definitely Agree	Tend to Agree	Neither Agree or Disagree	Tend to Disagree	Definitely Disagree	Don't Know	Too few people in local area	All the same background
Older people and younger people get on well								
People from different backgrounds get on well together								
People from other areas are welcome								

B3) How safe or unsafe do you feel when outside in your local area:

	Very safe	Fairly safe	Neither safe nor unsafe	Fairly unsafe	Very unsafe	Don't know
During the day						
When its dark						

These next few questions are about your involvement in the local community.

C1) How involved do you feel in your local community?
   Very involved
   Fairly involved
   Not very involved
   Not at all involved
   Don't know

C2) How much would you agree or disagree with the following statements

	Definitely Agree	Tend to Agree	Tend to Disagree	Definitely Disagree	Don't Know
I make a positive contribution to society					
I am an active member of my local community					
I have pride in my local area					

Section D: Engagement with and Attitudes Towards Young People/Own Generation

D1) Apart from anyone you may live with, how often on average do you chat or talk with anyone…

	Every day or almost every day	At least once a week	At least once a month	Less often or never	Varies too much to say	Don't know
Aged 11-16						
Aged 17-25						
Aged 50 or over						

D2a) Roughly how many friends, other than members of your family, do you have who are aged 25 or younger?
None
1
2-5
6-9
10 or more
Don't know

D2b) Roughly how many friends, other than members of your family, do you have who are aged 50 or over?
None
1
2-5
6-9
10 or more
Don't know

For the next few questions, I'd like you to think in particular about people aged between 11 and 25. So when I use the term young people, 11 to 25 is the broad age group I'm referring to.

D3) Please tell me how much you agree or disagree with each of them

	Definitely Agree	Tend to Agree	Tend to Disagree	Definitely Disagree	Don't Know
The behaviour of young people today is no worse than it was in the past					
Older people are admired and respected by young people					
The views of young people aren't listened to enough					
Most young people are responsible and well-behaved					
There are skills that young people could teach me					

	Definitely Agree	Tend to Agree	Tend to Disagree	Definitely Disagree	Don't Know
I feel comfortable speaking to young people					
I have nothing in common with young people					
I believe I can learn from the experiences of young people					

D4) I'd like you to imagine a situation in which you had to walk past a group of young people in order to get to a shop. Which of the following best describes how you might feel in that situation:

It would not bother me at all
I would feel slightly worried/uncomfortable
I would feel very worried/uncomfortable
I would avoid walking past them
Don't know

For the next few questions, I'd like you to think in particular about people aged 50 and over. When I use the term older people, aged 50 and over is the broad age group I'm referring to.

D5) Please tell me how much you agree with the following statements:

	Definitely Agree	Tend to Agree	Tend to Disagree	Definitely Disagree	Don't Know
Older people have respect for young people					
The views of older people are not listened to enough					
Society does not recognise the contribution that older people are able to make to society					
Older people are too set in their ways and ideas					
There are skills that I could teach young people					

D6) Overall, how negative or positive do you feel towards young people. Please tell me on a scale of 0 to 10, where 0 means extremely negative and 10 means extremely positive

Extremely negative					"neither negative or positive"					Extremely positive
0	1	2	3	4	5	6	7	8	9	10

D7) And overall, how negative or positive do you feel towards people over 50?

Extremely negative					"neither negative or positive"					Extremely positive
0	1	2	3	4	5	6	7	8	9	10

Section E: Quality of Life and Health

E1) This next section is to find out more about how you feel about the quality of your life currently

	Often	Not often	Sometimes	Never
I look forward to each day				
My age prevents me from doing the things I would like to				
I feel that what happens to me is out of my control				
I feel free to plan for the future				
I feel left out of things				
I can do the things I want to				
Family responsibilities prevent me from doing what I want to				
I feel that I can please my self what I want to do				
My health stops me from doing the things I want to do				
Shortage of money stops me from doing the things I want to do				
I feel that my life has meaning				
I enjoy the things that I do				
I enjoy being in the company of others				
On balance, I look back on my life with a sense of happiness				
I feel full of energy these days				
I choose to do things I have never done before				
I feel satisfied with the way my life has turned out				
I feel that life is full of opportunities				
I feel that the future looks good for me				

E2) How is your health in general? Would you say it is:
Excellent
Very good
Good
Fair
Poor

Thank you for your time. The views you have provided will be used alongside others to provide valuable information to Central Government about the activities you have participated in, helping to improve projects and programmes for local communities in the future. As we said at the beginning, the information you have provided us with will be kept confidential and anonymous.

National Evaluation of Generations Together (NEGT)

Young People Survey
Baseline Questionnaire

The following information will be provided prior to the interviews taking place (where available from the MI tool). The demographic information provided will include:
- name
- contact details
- LA
- password
- volunteer or recipient
- start date of involvement
- anticipated end date of involvement
- project involved in
- gender
- age (11-17, 18-28)
- ethnicity
- disability
- care status – LAC/not LAC
- EET status – employed/training/education/unemployed

Preamble
We understand that you have just started your involvement in {project name} in {area name}. York Consulting is undertaking the national evaluation of this work on behalf of the Department for Children, Schools and Families.

We would like you to take part in an interview now, and then again once you have completed your involvement in the project. The interview should take approximately 20 minutes. We want to find out:
- your view on your local area and how you get involved in it;
- your views about older people and young people;
- your involvement in activities .

All information you provide us with will be kept private and confidential. All answers that you provide will be held securely and we will not report in a way that will identify you by name at any point, therefore please do give your honest opinions to the questions. If there are any questions that you do not wish to answer then please let me know.

Note to QA:
- confirm with the interviewee their role in the GT programme (i.e. volunteer or recipient)
- check if there is a password for the respondent
- project they have been involved in
- when they started their involvement
- anticipated end date of involvement

Actual Age of respondent

| |
| |

Is the Young Person currently in school?
Yes
No

These first few questions ask you about how you feel about your local area. By local area, we mean the area within 15-20 minutes walking distance from your home.

A1) How satisfied or dissatisfied are you with your local area as a place to live?
Very Satisfied
Fairly Satisfied
Neither Satisfied nor Dissatisfied
Fairly Dissatisfied
Very Dissatisfied
Don't Know

A2) Thinking about your local area, to what extent do you agree or disagree that your neighbourhood is a place where...

	Definitely Agree	Tend to Agree	Neither Agree or Disagree	Tend to Disagree	Definitely Disagree	Don't Know
Older people and younger people get on well						
People from different backgrounds get on well together						
People from other areas are welcome						

A3) How safe or unsafe do you feel when outside in your local area:

	Very safe	Fairly safe	Neither safe nor unsafe	Fairly unsafe	Very unsafe	Don't know
During the day						
When its dark						

A4) Thinking about your local area, how much of a problem do you think are the following:

	A very big problem	A fairly big problem	Not a very big problem	Not a problem at all	Don't know
Parents not taking responsibility for the behaviour of their children					
People not treating each other with respect and consideration					
Noisy neighbours or loud parties					
Teenagers hanging around on the streets					
People being drunk or rowdy in public places					
Other (please specify)					

These next few questions are about your involvement in the local community.

B1) How involved do you feel in your local community?
Very involved
Fairly involved
Not very involved
Not at all involved
Don't know

B2a) In the <u>last 12 months</u>, have you done any of the following things <u>unpaid on a voluntary basis</u> (other than through the {name of project})for someone who <u>was not</u> a relative?

	Yes	No
Keeping in touch with someone who had difficulty getting out and about (visiting in person, telephoning, emailing)		
Shopping, collecting pensions, paying bills		
Cooking, cleaning, laundry, gardening or other routine household jobs		
Decorating or any kind of home or car repair		
Babysitting or caring for children		
Sitting with or providing personal care (e.g. washing or dressing) for someone who is sick or frail		
Looking after a property or pet for someone who is away		
Giving advice		
Writing letters or filling in forms		
Representing someone (e.g. talking to a council official on their behalf)		
Transporting or escorting someone (e.g. to a hospital or on an outing)		
Something else		

B2b) Over the past 12 months how often have you done this kind of thing/all the things you have mentioned? Would you say…
At least once a week
At least once a month
Or less often
(please specify)

B3a) In the <u>last 12 months</u>, have you done any of the following things <u>unpaid on a voluntary basis</u> (other than through the {name of project}):

	Yes	No	
Supporting children's education and activities			e.g. helping with school fairs, class visits or after school clubs, being involved in parent-teacher associations
Raising funds for charity			e.g. volunteering in a charity shop, sponsored walks
Volunteering with organisations that support people			e.g. hospital visiting, prison visiting, helping with support groups, helping at social events for older people
Helping your local community			e.g. helping with community events like clean-ups or festivals, being active in a residents association, campaigning to improve services
Coaching or teaching			e.g. coaching a sports team, helping people to learn skills
Supporting faith groups			e.g. helping out at a place of worship, organising religious festivals and events
Hobbies			e.g. helping run a club. Participating in a performance or

	Yes	No	
			exhibition, local sports team, reading group, women's institute
Promoting social justices			e.g. being active in organisations like Amnesty International or Greenpeace
Political activities			e.g. running for office or distributing political leaflets
Trade union activities			e.g. attending union meetings, being a steward
Something else (please specify)			

B3b) Over the past 12 months how often have you done this kind of thing/all the things you have mentioned? Would you say…
At least once a week
At least once a month
Or less often
(please specify)

This next question is about what you do in your free time after school and at weekends, including Friday and Saturday nights.

Q3bc) In the last 4 weeks, have you taken part in any group activity led by an adult outside school lessons (such as sports, arts or a youth group) excluding your involvement in {name of project}?
Yes
No
Don't know

Q3d) Which of these have you been to or done in your free time in the last 4 weeks. Please do not count things that were part of school lesson.

	Yes	No
Local park or playground		
Sports club or class		
A youth centre or club to take part in organised activities		
A youth centre or club with few or no organised activities		
Religious, faith or community group		
Art, craft, dance, drama, film/video-making group (not in school lessons)		
Music group or lessons (not in school lessons)		
Given your time to help a charity, a local voluntary group or done some organised volunteering		
Something else (please state)		

This next question is about what you do in your free time and at weekends, including Friday and Saturday nights.

Q3bc) In the last 4 weeks, have you taken part in any group activity led by an adult (outside of school/college lessons if appropriate) such as sports, arts or a youth group excluding your involvement in {name of project}?
Yes
No
Don't know
Note to interviewer: please phrase dependent on whether the respondent is in education or not.

Q3d) Which of these have you been to in your free time in the <u>last 4 weeks</u>. Please do not count things that were part of school or college lesson.

	Yes	No
Local park or playground		
Sports club or class		
A youth centre or club to take part in organised activities		
A youth centre or club with few or no organised activities		
Religious, faith or community group		
Art, craft, dance, drama, film/video-making group (not in school lessons)		
Music group or lessons (not in school lessons)		
Given your time to help a charity, a local voluntary group or done some organised volunteering		
Something else (please state)		

<mark>Note: to be answered by all</mark>

B4) How much would you agree or disagree with the following statements

	Definitely Agree	Tend to Agree	Tend to Disagree	Definitely Disagree	Don't Know
I make a positive contribution to society					
I am an active member of my local community					
I have pride in my local area					

Section C: Engagement with and Attitudes Towards Older People/Own Generation

C1) Apart from anyone you may live with, how often on average do you chat or talk with anyone…

	Every day or almost every day	At least once a week	At least once a month	Less often or never	Varies too much to say	Don't know
Aged 11-16						
Aged 17-25						
Aged 50 or over						

C2a) Roughly how many friends, other than members of your family, do you have who are aged 25 or younger?
None
1
2-5
6-9
10 or more
Don't know

C2b) Roughly how many friends, other than members of your family, do you have who are aged 50 or over?
None
1
2-5
6-9
10 or more
Don't know

For the next few questions, I'd like you to think in particular about people aged 50 and older. So when I use the term older people, those aged 50 and over are the broad age group I'm referring to.

C3) Here are some things that people might say about older people. Please tell me how much you agree or disagree with each of them.

	Definitely Agree	Tend to Agree	Tend to Disagree	Definitely Disagree	Don't Know
Older people have respect for young people					
The views of older people are not listened to enough					
Society does not recognise the contribution that older people are still able to make					
Older people are too set in their ways and ideas					
There are skills that older people could teach me					
I feel comfortable speaking to older people					
I have nothing in common with older people					
I believe I can learn from the experiences of older people					

For the next few questions, I'd like you think in particular about people aged 11-25. So when I use the term **young people**, those aged between 11-25 is the broad age group I'm referring to.

C4) I'd like you to imagine a situation in which you had to walk past a group of young people in order to get to a shop. Which of the following best describes how you might feel in that situation:
It would not bother me at all
I would feel slightly worried/uncomfortable
I would feel very worried/uncomfortable
I would avoid walking past them
Don't know

C5) How much do you agree or disagree with the following statements:

	Definitely Agree	Tend to Agree	Tend to Disagree	Definitely Disagree	Don't Know
The behaviour of young people today is no worse than it was in the past					
Older people are admired and respected by young people					
The views of young people aren't' listened to enough					
Most young people are responsible and well-behaved					
There are skills that I could teach older people					

C6) Overall, how negative or positive do you feel towards young people. Please tell me on a scale of 0 to 10, where 0 means extremely negative and 10 means extremely positive

Extremely negative					Neither positive or negative					Extremely positive
0	1	2	3	4	5	6	7	8	9	10

C7) And overall, how negative or positive do you feel towards people <u>over 50</u>?

Extremely negative					Neither positive or negative					Extremely positive
0	1	2	3	4	5	6	7	8	9	10

C8) How often, if at all, in the past year, have you felt that someone <u>showed you a lack of respect because of your age</u>, for instance by ignoring you, or patronising you?

Never				Very often	Don't know
0	1	2	3	4	99

C9) How often, in the past year has <u>someone treated you badly because of your age, for example, by insulting you, abusing you or refusing you services</u>?

Never				Very often	Don't know
0	1	2	3	4	99

<div style="text-align:center">

Section D: Behaviour and Participation

</div>

These next questions are about what you are doing currently and what you are hoping to do in the future.

TO BE ANSWERED BY THOSE WHO ARE STILL IN SECONDARY SCHOOL

D2a) What do you want to do when you finish year 11?

Do a course in school sixth form
Do a course at college or sixth from college
Do an Apprenticeship
Get a job with training (full or part-time)
Get a full-time job without training
Not sure yet

D2b) Do you think that you will go to university/higher education in the future?

Yes
No
Don't know
Note: to be answered by those 16-25

D3) What are you currently doing:
At sixth form college <mark>Route to QD3b</mark>
At further education college <mark>Route to QD3b</mark>
At University <mark>Route to QD3b</mark>
In work with 'on the job training' <mark>Route to QD3c</mark>
In an apprenticeship <mark>Route to QD3c</mark>
In work with day release <mark>Route to QD3c</mark>
In work with no training <mark>Route to QD3d</mark>
Not in education, employment or training <mark>Route to QD3d</mark>
Other (please state) <mark>Route to QD3d</mark>
Don't know <mark>Route to QD3d</mark>

D3b) What do you think you will do, after you have completed all of your education (that includes school, college and university)
Work full-time
Work part-time
Be unemployed and looking for work
Be unemployed and not looking for work
Be self-employed
Other (please state)
Don't know

D3c) What do you think you will do after you have completed your training?
Work full-time
Work part-time
Be unemployed and looking for work
Be unemployed and not looking for work
Be self-employed
Educational course/college/University
Other (please state)
Don't know

D3d) Thinking about a year from now, what do you think you are most likely to be doing?
Working full-time
Working part-time
Be unemployed and looking for work
Be unemployed and not looking for work
Be self-employed
Educational course/college/University
Other (please state)
Don't know

D4) Thinking about your future, I am going to read out a number of statements and for each one I would like you to tell me whether you agree or disagree with it.

	Strongly Agree	Tend to Agree	Tend to Disagree	Strongly Disagree	Don't Know/No Opinion
I think I will end up in a well-paid job					
I think I will end up staying at home with a child/children and not working					
I think I will always find it hard to get a job					
It is important for me to get a job					

| **Section E: Views on the Generations Together Programme** |

E1) We are interested in what you are hoping to gain from being involved in the {insert name of project}, please specify what you hope to gain from being involved?

Note to Interviewer: Please ask as an open question and code as appropriate. If needed, provide examples as prompts where required and tick as appropriate

	Example	**Yes**	**No**
Involvement in community/social activities	• Volunteering opportunities (formal and informal) • Greater interaction with older generation • Greater social opportunities		
Involvement in positive activities	• Fun/educational days out; community days, arts/activities; learning about others' poetry & writing etc		
Practical skills	Examples: • IT, digital use • Photography, filming, radio broadcasting • Gardening • Fashion • Cooking • Financial management/house keeping • Radio broadcasting		
Personal Development skills	• Communication skills • Organisational skills • Working with others • Confidence/self-esteem		
Supporting others' skills	• Caring/supporting others • Sharing skills – developing others' skills, trainers • Mentoring skills • Sharing life experiences		
Healthier lifestyles	• Improved eating habits • Understanding of food/health • involvement in outdoor/physical activities		
Other (please specify)			

Thank you for your time. We would like to speak to you again approximately one month after you have finished your involvement in {name of project} to find out more about how you feel about your involvement and what the benefits have been for you, are we ok to contact you again then?

National Evaluation of Generations Together (NEGT)

Young People Survey
Follow Up Questionnaire

Preamble

We spoke with you {X months ago} as part of the national evaluation of the Generations Together programme on behalf of the Department for Children, Schools and Families. At that time we agreed to contact you again to find out more about how you feel about your involvement with {name of project} in {name of area} and what the benefits have been for you.

As before, the interview should take approximately 20 minutes. The purpose of the interview is to explore:

- any benefits gained and/or disadvantages associated with your involvement in { name of project};
- the extent to which you think your involvement has influenced or changed your attitudes and views;
- what has worked well or not so well in the delivery of { name of project}
- your views and attitudes towards your local community, your quality of life, young people, your own generation.

Many of the questions will be the same as those we asked you when we spoke before. We are asking you again so that we can establish any change that may have occurred since we last spoke. Don't worry if you can't remember what you said last time, just respond by saying what you think now.

All information you provide us with will be kept confidential and anonymous. All answers that you provide will be held securely and we will not report in a way that will identify you by name at any point, therefore please do give your honest opinions to the questions. If there are any questions that you do not wish to answer then please do let me know.

Note to QA:

- check if there is a password for the respondent
- ask if the individual is still willing to participate in the survey – provide them with 24 hours to consider further if they require
- confirm role (volunteer/recipient) and project involved in;
- when they completed their involvement.

Is the Young Person currently in school?

Yes
No

A1a) What benefits have you gained from being involved in insert name of project}.
Note to interviewer: Please capture as an open question and then code under the following categories.

Benefit	Example
Involvement in community/social activities	• Volunteering opportunities (formal and informal) • Greater interaction with younger generation • Greater social opportunities • Reducing isolation
Involvement in positive activities	• Fun/educational days out; community days, arts/activities;
Practical skills	Examples: • IT, digital use • Photography, filming, radio broadcasting • Gardening • Fashion • Cooking • Financial management/house keeping • Radio broadcasting
Personal development skills	• Communication skills • Organisational skills • Working with others • Confidence/self-esteem
Skills in supporting others	• Caring/supporting others • Sharing skills – developing others' skills, trainers • Mentoring skills • Sharing life experiences
Developed a healthier lifestyle	• Improved eating habits/ • Understanding of food/health • involvement in outdoor/physical activities
Other	

A1b) Has there been any disadvantages associated with your involvement in insert name of project}?
Note to interviewer: Please capture as an open question and then code under the following categories.

I was required to spend too much of my time on the activities
I felt uncomfortable of other older people involved in the project
I felt uncomfortable in the company of the younger people involved in the project
I didn't feel comfortable communicating with others on the project
I didn't really understand why I was involved
I felt unsafe in the company of older people involved in the project
I felt unsafe in the company of the other younger people involved in the project
It was a waste of my time
I didn't feel comfortable communicating with the younger people on the project
The other young people on the project did not respect me
I didn't really experience anything new
It was not something that interested me
I didn't learn anything new
The activities were too long
The older people involved in the project did not respect me
Other (please specify)

A1c) Is there anything you think was delivered particularly well as part of insert name of project}?
Note to interviewer: Please ask as an open question; coding to be undertaken afterwards

A1d) Are there any improvements you would recommend as part of insert name of project}?
Note to interviewer: Please ask as an open question; coding to be undertaken afterwards

A2) To what extent would your agree or disagree with the following statements as a result of being involved in {insert name of project}.

		Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Don't Know
a	I have developed practical skills						
b	I have developed skills in supporting others						
c	I have developed a healthier lifestyle						
d	My quality of life has improved						
e	I am more involved in my local community						
f	I am more involved in social activities						
g	I am more involved in positive activities						
h	I am more likely to volunteer in the future						

A3) Thinking about your involvement in the { insert name of project}, to what extent do you agree or disagree with the following:

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Don't Know
I feel more satisfied with my local area as a place to live						
I feel safer when I am outside in my local area						
I have more respect for older people						
I have more respect for young people						
Older people have more respect for younger people than I previously thought						
Young people have more respect for older people than I previously thought						
I have more in common with older people than I previously thought						
I have more in common with younger people than I previously thought						
I am more comfortable speaking with older people						
I am more comfortable speaking with young people						

The remaining questions are the same as those we asked you when we spoke {insert date/month when last spoke}. We are asking you again so that we can establish any change that may have occurred since we last spoke. Don't worry if you can't remember what you said last time, just respond by saying what you think now.

In the following, by local area, we mean the area within 15-20 minutes walking distance from your home.

B1) How satisfied or dissatisfied are you with your local area as a place to live?
Very Satisfied
Fairly Satisfied
Neither Satisfied nor Dissatisfied
Fairly Dissatisfied
Very Dissatisfied
Don't Know

B2) Thinking about your local area, to what extent do you agree or disagree that your neighbourhood is a place where..

	Definitely Agree	Tend to Agree	Neither Agree or Disagree	Tend to Disagree	Definitely Disagree	Don't Know	Too few people in local area	All the same background
Older people and younger people get on well								
People from different backgrounds get on well together								
People from other areas are welcome								

B3) How safe or unsafe do you feel when outside in your local area:

	Very Safe	Fairly Safe	Neither Safe nor Unsafe	Fairly Unsafe	Very Unsafe	Don't Know
During the day						
When its dark						

These next few questions are about your involvement in the local community.

C1) How involved do you feel in your local community?
Very involved
Fairly involved
Not very involved
Not at all involved
Don't know

Note: to be answered by those aged 11-16
This next question is about what you do in your free time after school and at weekends, including Friday and Saturday nights.

C2a) In the last 4 weeks, have you taken part in any group activity led by an adult outside school lessons (such as sports, arts or a youth group) excluding your involvement in {name of project}?
Yes
No
Don't know

C2b) Which of these have you been to or done in your free time in the last 4 weeks. Please do not count things that were part of school lessons.

	Yes	No
Local park or playground		
Sports club or class		
A youth centre or club to take part in organised activities		
A youth centre or club with few or no organised activities		
Religious, faith or community group		
Art, craft, dance, drama, film/video-making group (not in school lessons)		
Music group or lessons (not in school lessons)		
Given your time to help a charity, a local voluntary group or done some organised volunteering		
Something else (please state)		

Note: to be answered by those aged 17-25
This next question is about what you do in your free time and at weekends, including Friday and Saturday nights.

C2c) In the last 4 weeks, have you taken part in any group activity (outside of school/college lessons if appropriate) such as sports, arts or a youth group excluding your involvement in {name of project}?
Yes
No
Don't know

Note to interviewer: please phrase dependent on whether the respondent is in education or not.

C2d) Which of these have you been to in your free time in the <u>last 4 weeks</u>. Please do not count things that were part of school or college lessons.

	Yes	No
Local park or playground		
Sports club or class		
A youth centre or club to take part in organised activities		
A youth centre or club with few or no organised activities		
Religious, faith or community group		
Art, craft, dance, drama, film/video-making group (not in school lessons)		
Music group or lessons (not in school lessons)		
Given your time to help a charity, a local voluntary group or done some organised volunteering		
Something else (please state)		

Note: to be answered by all

C3) How much would you agree or disagree with the following statements

	Definitely Agree	Tend to Agree	Tend to Disagree	Definitely Disagree	Don't Know
I make a positive contribution to society					
I am an active member of my local community					
I have pride in my local area					

Section D: Engagement with and Attitudes Towards Older People/Own Generation

D1) Apart from anyone you may live with, how often on average do you chat or talk with anyone…

	Every day or almost every day	At least once a week	At least once a month	Less often or never	Varies too much to say	Don't know
Aged 11-16						
Aged 17-25						
Aged 50 or over						

D2a) Roughly how many friends, other than members of your family, do you have who are aged 25 or younger?
None
1
2-5
6-9
10 or more
Don't know

D2b) Roughly how many friends, other than members of your family, do you have who are aged 50 or over?
None
1
2-5
6-9
10 or more
Don't know

For the next few questions, I'd like you to think in particular about people aged 50 and older. So when I use the term older people, those aged 50 and over are the broad age group I'm referring to.

D3) Here are some things that people might say about older people. Please tell me how much you agree or disagree with each of them.

	Definitely Agree	Tend to Agree	Tend to Disagree	Definitely Disagree	Don't Know
Older people have respect for young people					
The views of older people are not listened to enough					
Society does not recognise the contribution that older people are still able to make					
Older people are too set in their ways and ideas					
There are skills that older people could teach me					
I feel comfortable speaking to older people					
I have nothing in common with older people					
I believe I can learn from the experiences of older people					

For the next few questions, I'd like you think in particular about people aged 11-25. So when I use the term **young people**, those aged between 11-25 is the broad age group I'm referring to.

D4) I'd like you to imagine a situation in which you had to walk past a group of young people in order to get to a shop. Which of the following best describes how you might feel in that situation:

It would not bother me at all
I would feel slightly worried/uncomfortable
I would feel very worried/uncomfortable
I would avoid walking past them
Don't know

D5) How much do you agree or disagree with the following statements:

	Definitely Agree	Tend to Agree	Tend to Disagree	Definitely Disagree	Don't Know
The behaviour of young people today is no worse than it was in the past					
Older people are admired and respected by young people					
The views of young people aren't listened to enough					
Most young people are responsible and well-behaved					
There are skills that I could teach older people					

D6) Overall, how negative or positive do you feel towards young people. Please tell me on a scale of 0 to 10, where 0 means extremely negative and 10 means extremely positive

Extremely negative					Neither positive or negative					Extremely positive
0	1	2	3	4	5	6	7	8	9	10

D7) And overall, how negative or positive do you feel towards people <u>over 50?</u>

Extremely negative					Neither positive or negative					Extremely positive
0	1	2	3	4	5	6	7	8	9	10

These next questions are about what you are doing currently and what you are hoping to do in the future.

TO BE ANSWERED BY THOSE WHO ARE STILL IN SECONDARY SCHOOL

E2a) What do you want to do when you finish year 11?

Do a course in school sixth form
Do a course at college or sixth from college
Do an Apprenticeship
Get a job with training (full or part-time)
Get a full-time job without training
Not sure yet
I'm deciding between a number of different options
I have no plans

E2b) Do you think that you will go to university/higher education in the future?

Yes
No
Don't know

Note: to be answered by those 16-25

E3) What are you currently doing:
At sixth form college Route to QE3b
At further education college Route to QE3b
At University Route to QE3b
In work with 'on the job training' Route to QE3c
In an apprenticeship Route to QE3c
In work with day release Route to QE3c
In work with no training Route to QE3d
Not in education, employment or training   Route to QE3d
Other (please state) Route to QE3d
Don't know Route to QE3d

E3b) What do you think you will do, after you have completed all of your education (that includes school, college and university)
Work full-time
Work part-time
Be unemployed and looking for work
Be unemployed and not looking for work
Be self-employed
Other (please state)
Don't know

E3c) What do you think you will do after you have completed your training?
Work full-time
Work part-time
Be unemployed and looking for work
Be unemployed and not looking for work
Be self-employed
Educational course/college/University
Other (please state)
Don't know

E3d) Thinking about a year from now, what do you think you are most likely to be doing?
Working full-time
Working part-time
Be unemployed and looking for work
Be unemployed and not looking for work
Be self-employed
Educational course/college/University
Other (please state)
Don't know

E4) Thinking about your future, I am going to read out a number of statements and for each one I would like you to tell me whether you agree or disagree with it.

	Strongly Agree	Tend to Agree	Tend to Disagree	Strongly Disagree	Don't Know/No Opinion
I think I will end up in a well-paid job					
I think I will end up not working					
I think I will always find it hard to get a job					
It is important for me to get a job					

Thank you for your time. The views you have provided will be used alongside others to provide valuable information to Central Government about the activities you have participated in, helping to improve projects and programmes for local communities in the future. As we said at the beginning, the information you have provided us with will be kept confidential and anonymous.

ANNEX E: SURVEY DATA TABLES

Table E.1: Volunteers and Recipients

	Young		Older	
	No.	%	No.	%
Volunteer	94	79%	142	66%
Recipient	25	21%	74	34%
Base	119		216	

Table E.2: Participants by Local Authority

	Young		Older	
	No.	%	No.	%
Ealing	13	11%	7	3%
Gateshead	17	14%	23	11%
Hammersmith & Fulham	10	8%	18	8%
Luton	1	1%	-	
Manchester	7	6%	7	3%
Northamptonshire	19	16%	47	22%
Plymouth	14	12%	10	5%
Portsmouth	8	7%	14	6%
Reading	1	1%	7	3%
Somerset	11	9%	25	12%
Wakefield	9	8%	40	19%
Worcestershire	9	8%	18	8%
Base	119		216	

Table E.3: Gender

	Young		Older	
	No.	%	No.	%
Male	50	42%	80	37%
Female	69	58%	136	63%
Base	119		216	

Table E.4: Age

	Young		Older	
	No.	%	No.	%
11-17	53	45%	-	-
18-25	65	55%	-	-
50-65	-	-	120	56%
65+	-	-	96	44%
Base	118		216	

Table E.5: Ethnicity				
	Young		Older	
	No.	%	No.	%
White British	90	76%	193	89%
White Irish	-		6	3%
Any other White background	3	3%	5	2%
Mixed White and Black Caribbean	3	3%	-	
Mixed White and Black African	1	1%	-	
White and Asian	-		-	
Any other Mixed background	3	3%	-	
Black or Black British - Caribbean	6	5%	4	2%
Black or Black British - African	3	3%	-	
Any other Black background	-		-	
Asian - Indian	4	3%	2	1%
Asian - Pakistani	1	1%	1	0%
Asian - Bangladeshi	1	1%	-	
Any other Asian background	2	2%	2	1%
Chinese	-		-	
Other ethnic group	2	2%	3	1%
Base	119		216	

Table E.6: Do you consider yourself to have a disability?				
	Young		Older	
	No.	%	No.	%
Yes	12	10%	51	24%
No	107	90%	165	76%
Base	119		216	

Table E.7: How satisfied or dissatisfied are you with your local area as a place to live?				
	Young		Older	
	No.	%	No.	%
Very Satisfied	35	29%	118	55%
Fairly Satisfied	67	56%	81	38%
Neither Satisfied nor Dissatisfied	9	8%	12	6%
Fairly Dissatisfied	6	5%	5	2%
Very Dissatisfied	2	2%	-	
Don't Know	-	-	-	
Base	119		216	

Table E.8: How safe or unsafe do you feel when outside in your local area?								
	During the day				When it's dark			
	Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%
Very safe	71	60%	157	73%	32	27%	70	32%
Fairly safe	41	34%	56	26%	50	42%	71	33%
Neither safe nor unsafe	4	3%	2	1%	13	11%	17	8%
Fairly unsafe	3	3%	-		21	18%	38	18%
Very unsafe	-		1	0%	3	3%	8	4%
Don't know	-		-		-		12	6%
Base		119		216		119		216

Table E.9: Thinking about your local area, how much of a problem do you think are the following:												
	Parents not taking responsibility for the behaviour of their children				People not treating each other with respect and consideration				Noisy neighbours or loud parties			
	Young		Older		Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A very big problem	9	8%	22	10%	8	7%	14	6%	2	2%	2	1%
A fairly big problem	34	29%	41	19%	23	19%	31	14%	10	8%	11	5%
Not a very big problem	42	35%	84	39%	39	33%	68	31%	32	27%	44	20%
Not a problem at all	33	28%	62	29%	47	39%	98	45%	74	62%	158	73%
Don't know	1	1%	7	3%	2	2%	5	2%	1	1%	1	0%
Base		119		216		119		216		119		216

Table E.9: Thinking about your local area, how much of a problem do you think are the following:												
	Teenagers hanging around on the streets				People being drunk or rowdy in public places				Other			
	Young		Older		Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A very big problem	15	13%	10	5%	10	8%	3	1%	1	1%	3	1%
A fairly big problem	23	19%	26	12%	26	22%	30	14%	3	3%	4	2%
Not a very big problem	42	35%	64	30%	38	32%	51	24%	-		-	
Not a problem at all	38	32%	112	52%	45	38%	125	58%	115	97%	209	97%
Don't know	1	1%	4	2%	-		7	3%	-		-	
Base		119		216		119		216		119		216

Table E.10: How involved do you feel in your local community?				
	Young		Older	
	No.	%	No.	%
Very involved	11	9%	50	23%
Fairly involved	60	50%	77	36%
Not very involved	36	30%	66	31%
Not at all involved	12	10%	19	9%
Don't know	-		4	2%
Base	119		216	

Table E.11: How much would you agree or disagree with the following statements?												
	I make a positive contribution to society				I am an active member of my local community				I have pride in my local area			
	Young		Older		Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Definitely Agree	44	37%	102	47%	27	23%	80	37%	49	41%	143	66%
Tend to Agree	49	41%	82	38%	44	37%	66	31%	54	45%	46	21%
Tend to Disagree	11	9%	24	11%	32	27%	54	25%	8	7%	16	7%
Definitely Disagree	2	2%	3	1%	9	8%	13	6%	4	3%	4	2%
Don't Know	13	11%	5	2%	7	6%	3	1%	4	3%	7	3%
Base	119		216		119		216		119		216	

Table E.12: In the last 12 months, have you done any of the following things unpaid on a voluntary basis for someone who was not a relative?												
	Keeping in touch with someone who had difficulty getting out and about				Shopping, collecting pensions, paying bills				Cooking, cleaning, laundry, gardening or other routine household jobs			
	Young		Older		Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	32	27%	115	53%	22	18%	53	25%	26	22%	34	16%
No	87	73%	101	47%	97	82%	163	75%	93	78%	182	84%
Base	119		216		119		216		119		216	

Table E.12: In the last 12 months, have you done any of the following things unpaid on a voluntary basis for someone who was not a relative?												
	Decorating or any kind of home or car repair				Babysitting or caring for children				Sitting with or providing personal care			
	Young		Older		Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	17	14%	15	7%	41	34%	31	14%	17	14%	26	12%
No	102	86%	201	93%	78	66%	185	86%	102	86%	190	88%
Base	119		216		119		216		119		216	

Table E.12: In the last 12 months, have you done any of the following things unpaid on a voluntary basis for someone who was not a relative?											
	Looking after a property or pet for someone who is away				Giving advice				Writing letters or filling in forms			
	Young		Older		Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	34	29%	86	40%	72	61%	110	51%	36	30%	54	25%
No	85	71%	130	60%	47	39%	106	49%	83	70%	162	75%
Base	119		216		119		216		119		216	

Table E.12: In the last 12 months, have you done any of the following things unpaid on a voluntary basis for someone who was not a relative?								
	Representing someone				Transporting or escorting someone			
	Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%
Yes	23	19%	39	18%	24	20%	82	38%
No	96	81%	177	82%	95	80%	134	62%
Base	119		216		119		216	

Table E.13: In the last 12 months, have you done any of the following things unpaid on a voluntary basis:											
	Supporting children's education and activities				Raising funds for charity				Volunteering with organisations that support people			
	Young		Older		Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	49	41%	56	26%	68	57%	113	52%	32	27%	57	26%
No	70	59%	160	74%	51	43%	103	48%	87	73%	159	74%
Base	119		216		119		216		119		216	

Table E.13: In the last 12 months, have you done any of the following things unpaid on a voluntary basis:											
	Helping your local community				Coaching or teaching				Supporting faith groups			
	Young		Older		Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	42	35%	96	44%	31	26%	27	13%	22	18%	47	22%
No	77	65%	120	56%	88	74%	189	88%	97	82%	169	78%
Base	119		216		119		216		119		216	

Table E.13: In the last 12 months, have you done any of the following things unpaid on a voluntary basis:											
	Hobbies				Promoting social justices				Political activities			
	Young		Older		Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	53	45%	98	45%	11	9%	21	10%	6	5%	17	8%
No	66	55%	118	55%	108	91%	195	90%	113	95%	199	92%
Base	119		216		119		216		119		216	

Table E.13: In the last 12 months, have you done any of the following things unpaid on a voluntary basis:								
	Trade union activities				Something else			
	Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%
Yes	-		4	2%	4	3%	10	5%
No	119	100%	212	98%	115	97%	206	95%
Base	119		216		119		216	

Table E.14: In the last 4 weeks, have you taken part in any group activity outside school lessons?				
	11-16		17-25	
	No.	%	No.	%
Yes	17	53%	44	51%
No	15	47%	42	49%
Base	32		86	

Table E.15: Which of these have you been to in your free time in the last 4 weeks?								
	11-16				**17-25**			
	Yes		**No**		**Yes**		**No**	
	No.	**%**	**No.**	**%**	**No.**	**%**	**No.**	**%**
Local park or playground	26	81%	6	19%	51	59%	35	41%
Sports club or class	18	56%	14	44%	36	42%	50	58%
A youth centre or club to take part in organised activities	9	28%	23	72%	28	33%	58	67%
A youth centre or club with few or no organised activities	3	9%	29	91%	14	16%	72	84%
Religious, faith or community group	6	19%	26	81%	11	13%	75	87%
Art, craft, dance, drama, film/video-making group	8	25%	24	75%	30	35%	56	65%
Music group or lessons	4	13%	28	88%	16	19%	70	81%
Given your time to help a charity, a local voluntary group or done some organised volunteering	10	31%	22	69%	34	40%	52	60%
Base	32				86			

Table E.16: Perception of other Generation						
	Older people have respect for young people		**The views of older people are not listened to enough**		**Society does not recognise the contribution that older people are still able to make**	
	Young		**Young**		**Young**	
	No.	**%**	**No.**	**%**	**No.**	**%**
Definitely Agree	23 (74)[13]	19% (12%)	28	24%	27	23%
Tend to Agree	63 (278)	53% (46%)	69	58%	57	48%
Tend to Disagree	21 (195)	18% (32%)	13	11%	17	14%
Definitely Disagree	5 (43)	4% (7%)	5	4%	7	6%
Don't Know	7 (10)	6% (2%)	4	3%	11	9%
Base	119 (601)		119		119	

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[13] Figures in brackets relate to a BMRB Omnibus Survey, March 2010.

Table E.16: Perception of other Generation						
	Older people are too set in their ways and ideas		There are skills that older people could teach me		I feel comfortable speaking to older people	
	Young		Young		Young	
	No.	%	No.	%	No.	%
Definitely Agree	10	8%	62	52%	64	54%
Tend to Agree	46	39%	50	42%	51	43%
Tend to Disagree	37	31%	3	3%	4	3%
Definitely Disagree	14	12%	1	1%	-	
Don't Know	12	10%	3	3%	-	
Base	119		119		119	

Table E.16: Perception of other Generation				
	I have nothing in common with older people		I believe I can learn from the experiences of older people	
	Young		Young	
	No.	%	No.	%
Definitely Agree	2	2%	66 (329)	55% (55%)
Tend to Agree	20	17%	52 (231)	44% (39%)
Tend to Disagree	47	39%	1 (29)	1% (5%)
Definitely Disagree	48	40%	- (7)	(1%)
Don't Know	2	2%	- (5)	(1%)
Base	119		119 (601)	

Table E.16 Perception of other Generation							
	The behaviour of young people today is no worse than it was in the past		Older people are admired and respected by young people		The views of young people aren't listened to enough		
	Older		Older		Older		
	No.	%	No.	%	No.	%	
Definitely Agree	52	24%	14 (33)	6% (6%)	46	21%	
Tend to Agree	59	27%	65 (152)	30% (29%)	97	45%	
Tend to Disagree	60	28%	89 (223)	41% (43%)	45	21%	
Definitely Disagree	38	18%	35 (94)	16% (18%)	11	5%	
Don't Know	7	3%	13 (18)	6% (3%)	17	8%	
Base		216	216 (521)			216	

Table E.16: Perception of other Generation						
	Most young people are responsible and well-behaved		There are skills that young people could teach me		I feel comfortable speaking to young people	
	Older		Older		Older	
	No.	%	No.	%	No.	%
Definitely Agree	51	24%	111	51%	127	59%
Tend to Agree	125	58%	81	38%	79	37%
Tend to Disagree	25	12%	13	6%	9	4%
Definitely Disagree	5	2%	7	3%	1	0%
Don't Know	10	5%	4	2%	-	
Base	216		216		216	

	I have nothing in common with young people		I believe I can learn from the experiences of young people	
Table E.16: Perception of other Generation				
	Older		Older	
	No.	%	No.	%
Definitely Agree	6	3%	106 (120)	49% (23%)
Tend to Agree	30	14%	88 (235)	41% (45%)
Tend to Disagree	81	38%	13 (80)	6% (15%)
Definitely Disagree	95	44%	4 (70)	2% (13%)
Don't Know	4	2%	5 (16)	2% (3%)
Base		216		216 (521)

	How negative or positive do you feel towards people over 50?		How negative or positive do you feel towards young people?	
Table E.17: Perception of other Generation (where 0 is extremely negative and 10 is extremely positive, and so 5 is neither positive nor negative)				
	Young		Older	
	No.	%	No.	%
0	(5)	(1%)	(13)	(2%)
1	(4)	(1%)	(2)	(0%)
2	(15)	(2%)	(3)	(1%)
3	(17)	(3%)	1 (10)	0% (2%)
4	2 (49)	2% (8%)	2 (27)	1% (5%)
5	10 (98)	8% (16%)	23 (80)	11% (15%)
6	9 (61)	8% (10%)	14 (77)	6% (15%)
7	38 (113)	32% (19%)	33 (102)	15% (20%)
8	34 (114)	29% (19%)	86 (106)	40% (20%)
9	15 (54)	13% (9%)	30 (48)	14% (9%)
10	11 (69)	9% (11%)	27 (47)	13% (9%)
Base		119 (601)		216 (521)

Table E.18: Perception of own Generation						
	The behaviour of young people today is no worse than it was in the past		Older people are admired and respected by young people		The views of young people aren't listened to enough	
	Young		Young		Young	
	No.	%	No.	%	No.	%
Definitely Agree	12	10%	5 (67)	4% (11%)	24	20%
Tend to Agree	31	26%	35 (279)	29% (46%)	64	54%
Tend to Disagree	48	40%	50 (201)	42% (33%)	21	18%
Definitely Disagree	23	19%	21 (50)	18% (8%)	6	5%
Don't Know	5	4%	8 (5)	7% (1%)	4	3%
Base		119	119 (601)			119

Table E.18 Perception of own Generation				
	Most young people are responsible and well behaved		There are skills that I could teach older people	
	Young		Young	
	No.	%	No.	%
Definitely Agree	15	13%	50	42%
Tend to Agree	53	45%	54	45%
Tend to Disagree	30	25%	9	8%
Definitely Disagree	16	13%	1	1%
Don't Know	5	4%	5	4%
Base		119		119

Table E.18 Perception of own Generation							
	Older people have respect for young people		The views of older people are not listened to enough		Society does not recognise the contribution that older people are able to make to society		
	Older		Older		Older		
	No.	%	No.	%	No.	%	
Definitely Agree	19 (65)	9% (12%)	60	28%	71	33%	
Tend to Agree	82 (213)	38% (41%)	83	38%	92	43%	
Tend to Disagree	81 (190)	38% (36%)	54	25%	31	14%	
Definitely Disagree	19 (40)	9% (8%)	11	5%	8	4%	
Don't Know	15 (14)	7% (3%)	8	4%	14	6%	
Base	216 (521)		216		216		

Table E.18 Perception of own Generation				
	Older people are too set in their ways		There are skills that I could teach young people	
	Older		Older	
	No.	%	No.	%
Definitely Agree	30	14%	120	56%
Tend to Agree	101	47%	80	37%
Tend to Disagree	50	23%	9	4%
Definitely Disagree	25	12%	3	1%
Don't Know	10	5%	4	2%
Base	216		216	

Table E.19: Apart from anyone you may live with, how often on average do you chat or talk with anyone:												
	Aged 11-16				Aged 17-25				Aged 50 or over			
	Young		Older		Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Every day or almost every day	64	54%	47	22%	82	69%	37	17%	35	29%	157	73%
At least once a week	29	24%	68	31%	28	24%	77	36%	46	39%	51	24%
At least once a month	10	8%	20	9%	4	3%	24	11%	12	10%	4	2%
Less often or never	13	11%	77	36%	3	3%	69	32%	24	20%	3	1%
Varies too much to say	2	2%	4	2%	1	1%	9	4%	1	1%	1	0%
Don't know	1	1%	-		1	1%	-		1	1%	-	
Base	119		216		119		216		119		216	

Table E.20: Roughly how many friends, other than members of your family, do you have who are:								
	Aged 25 or younger				Aged 50 or over			
	Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%
None	2	2%	103	48%	29	24%	9	4%
1	1	1%	5	2%	3	3%	4	2%
2-5	8	7%	52	24%	40	34%	21	10%
6-9	10	8%	16	7%	15	13%	27	13%
10 or more	97	82%	38	18%	30	25%	154	71%
Don't know	1	1%	2	1%	2	2%	1	0%
Base	119		216		119		216	

Table E.21: Roughly how many friends, other than members of your family, do you have who are:								
	How often, if at all, in the past year, have you felt that someone showed you a lack of respect because of your age, for instance by ignoring you, or patronising you?				How often, in the past year has someone treated you badly because of your age, for example, by insulting you, abusing you or refusing you services?			
	Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%
0 Never	31	26%	128	59%	70	59%	180	83%
1	33	28%	46	21%	23	19%	23	11%
2	19	16%	20	9%	15	13%	5	2%
3	15	13%	13	6%	6	5%	3	1%
4 Very often	18	15%	3	1%	4	3%	2	1%
Don't know	3	3%	6	3%	1	1%	3	1%
Base	119		216		119		216	

Table E.22: How is your health in general?		
	Older	
	No.	**%**
Excellent	21	10%
Very good	73	34%
Good	81	38%
Fair	28	13%
Poor	13	6%
Base	216	

Table E.23: Quality of Life and Health						
	I look forward to each day		**My age prevents me from doing the things I would like to**		**I feel that what happens to me is out of my control**	
	Older		**Older**		**Older**	
	No.	**%**	**No.**	**%**	**No.**	**%**
Often	187	87%	33	15%	19	9%
Not often	3	1%	30	14%	26	12%
Sometimes	25	12%	46	21%	47	22%
Never	1	0%	107	50%	124	57%
Base	216		216		216	

Table E.23: Quality of Life and Health						
	I feel free to plan for the future		**I feel left out of things**		**I can do the things I want to**	
	Older		**Older**		**Older**	
	No.	**%**	**No.**	**%**	**No.**	**%**
Often	172	80%	11	5%	166	77%
Not often	11	5%	26	12%	10	5%
Sometimes	20	9%	30	14%	34	16%
Never	13	6%	149	69%	6	3%
Base	216		216		216	

Table E.23: Quality of Life and Health						
	Family responsibilities prevent me from doing what I want to		**I feel that I can please myself what I want to do**		**My health stops me from doing the things I want to do**	
	Older		**Older**		**Older**	
	No.	**%**	**No.**	**%**	**No.**	**%**
Often	19	9%	168	78%	31	14%
Not often	21	10%	8	4%	25	12%
Sometimes	46	21%	37	17%	64	30%
Never	130	60%	3	1%	96	44%
Base	216		216		216	

Table E.23: Quality of Life and Health						
	Shortage of money stops me from doing the things I want to do		I feel that my life has meaning		I enjoy the things that I do	
	Older		Older		Older	
	No.	%	No.	%	No.	%
Often	48	22%	186	86%	207	96%
Not often	23	11%	11	5%	2	1%
Sometimes	74	34%	17	8%	7	3%
Never	71	33%	2	1%	-	
Base		216		216		216

Table E.23: Quality of Life and Health						
	I enjoy being in the company of others		On balance, I look back on my life with a sense of happiness		I feel full of energy these days	
	Older		Older		Older	
	No.	%	No.	%	No.	%
Often	206	95%	174	81%	86	40%
Not often	-		10	5%	27	13%
Sometimes	10	5%	27	13%	91	42%
Never	-		5	2%	12	6%
Base		216		216		216

Table E.23: Quality of Life and Health				
	I choose to do things I have never done before		I feel satisfied with the way my life has turned out	
	Older		Older	
	No.	%	No.	%
Often	119	55%	171	79%
Not often	16	7%	10	5%
Sometimes	61	28%	26	12%
Never	20	9%	9	4%
Base		216		216

Table E.23: Quality of Life and Health				
	I feel that life is full of opportunities		I feel that the future looks good for me	
	Older		Older	
	No.	%	No.	%
Often	174	81%	161	75%
Not often	8	4%	15	7%
Sometimes	29	13%	32	15%
Never	5	2%	8	4%
Base		216		216

Table E.24 (Those in secondary school only): What do you want to do when you finish year 11?		
	Young	
	No.	%
Do a course in school sixth form	10	34%
Do a course at college or sixth from college	12	41%
Do an Apprenticeship	1	3%
Get a job with training (full or part-time)	4	14%
Get a full-time job without training	-	
Not sure yet	1	3%
I'm deciding between a number of different options	-	
I have no plans	1	3%
Base		29

Table E.25 (Those in secondary school only): Do you think that you will go to university/higher education in the future?		
	Young	
	No.	%
Yes	25	86%
No	2	7%
Don't know	2	7%
Base		29

Table E.26 (Over 16s): What are you currently doing?		
	Young	
	No.	%
In school undertaking A-levels/ At sixth form college	25	28%
At further education college	6	7%
At University	9	10%
In professional job after University (Graduate)	4	4%
In work with on the job training	6	7%
In an apprenticeship	1	1%
In work with day release	1	1%
In work with no training	11	12%
Not in education, employment or training	9	10%
Other (please state)	18	20%
Don't know	-	
Base		90

Table E.27: Young people's Plans for the Future				
	'I think I will end up in a well-paid job'		'I think I will end up staying at home with a child/children and not working'	
	No.	%	No.	%
Strongly agree	37	31%	1	1%
Tend to agree	60	50%	2	2%
Tend to disagree	12	10%	37	31%
Strongly disagree	2	2%	77	65%
Don't know/no opinion	8	7%	2	2%
Base		119		119

Table E.27: Young people's Plans for the Future				
	'I think I will always find it hard to get a job'		'It is important for me to get a job'	
	No.	%	No.	%
Strongly agree	4	3%	94	79%
Tend to agree	29	24%	20	17%
Tend to disagree	52	44%	2	2%
Strongly disagree	30	25%	-	
Don't know/no opinion	4	3%	3	3%
Base		119		119

Table E.28: What People are Hoping to Gain from the Programme												
	Involvement in community/social activities				Involvement in positive activities				Practical skills			
	Young		Older		Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	108	91%	170	79%	108	91%	178	82%	104	87%	155	72%
No	11	9%	46	21%	11	9%	38	18%	15	13%	61	28%
Base	119		216		119		216		119		216	

Table E.28: What People are Hoping to Gain from the Programme												
	Personal Development skills				Supporting others' skills				Healthier lifestyles			
	Young		Older		Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	102	86%	138	64%	101	85%	170	79%	79	66%	135	63%
No	17	14%	78	36%	18	15%	46	21%	40	34%	81	38%
Base	119		216		119		216		119		216	

Table E.29: Participants by Local Authority				
	Young		Older	
	No.	%	No.	%
Ealing	3	16%	1	3%
Gateshead	2	11%	3	8%
Hammersmith & Fulham	-		3	8%
Luton	-		-	
Manchester	-		2	5%
Northamptonshire	2	11%	7	18%
Plymouth	5	26%	4	10%
Portsmouth	5	26%	6	15%
Reading	-		-	
Somerset	1	5%	3	8%
Wakefield	-		7	18%
Worcestershire	1	5%	3	8%
Base		19		39

Table E.30: To what extent would your agree or disagree with:												
	I have developed practical skills				I have developed skills in supporting others				I have developed a healthier lifestyle			
	Young		Older		Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Strongly Agree	3	16%	11	28%	5	26%	8	21%	1	5%	4	10%
Agree	11	58%	16	41%	12	63%	22	56%	7	37%	15	38%
Neither agree or disagree	1	5%	4	10%	1	5%	2	5%	5	26%	4	10%
Disagree	4	21%	8	21%	1	5%	7	18%	4	21%	9	23%
Strongly disagree	-		-		-		-		1	5%	2	5%
Don't know	-		-		-		-		1	5%	5	13%
Base		19		39		19		39		19		39

Table E.30: To what extent would your agree or disagree with:												
	My quality of life has improved				I am more involved in my local community				I am more involved in social activities			
	Young		Older		Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Strongly Agree	1	5%	7	18%	2	11%	3	8%	2	11%	3	8%
Agree	10	53%	19	49%	10	53%	19	49%	13	68%	18	46%
Neither agree or disagree	3	16%	4	10%	1	5%	6	15%	2	11%	7	18%
Disagree	5	26%	7	18%	6	32%	10	26%	2	11%	10	26%
Strongly disagree	-		1	3%	-		1	3%	-		1	3%
Don't know	-		1	3%	-		-		-		-	
Base		19		39		19		39		19		39

Table E.30: To what extent would your agree or disagree with:								
	I am more involved in positive activities				I am more likely to volunteer in the future			
	Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%
Strongly Agree	3	16%	3	8%	4	21%	5	13%
Agree	14	74%	25	64%	14	74%	27	69%
Neither agree or disagree	-		3	8%	-		3	8%
Disagree	2	11%	7	18%	1	5%	2	5%
Strongly disagree	-		1	3%	-		1	3%
Don't know	-		-		-		1	3%
Base	19		39		19		39	

Table E.31: To what extent would your agree or disagree with:												
	I feel more satisfied with my local area as a place to live				I feel safer when I am outside in my local area				I have more respect for older people			
	Young		Older		Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Strongly Agree	1	5%	4	10%	1	5%	2	5%	3	16%	3	8%
Agree	9	47%	23	59%	10	53%	17	44%	14	74%	22	56%
Neither agree or disagree	3	16%	6	15%	4	21%	9	23%	-		5	13%
Disagree	5	26%	6	15%	3	16%	7	18%	2	11%	7	18%
Strongly disagree	1	5%	-		1	5%	1	3%	-		1	3%
Don't know	-		-		-		3	8%	-		1	3%
Base	19		39		19		39		19		39	

Table E.31: To what extent would your agree or disagree with:												
	I have more respect for young people				Older people have more respect for younger people than I previously thought				Young people have more respect for older people than I previously thought			
	Young		Older		Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Strongly Agree	1	5%	3	8%	3	16%	3	8%	3	16%	5	13%
Agree	15	79%	27	69%	12	63%	21	54%	12	63%	23	59%
Neither agree or disagree	-		3	8%	2	11%	3	8%	2	11%	2	5%
Disagree	3	16%	4	10%	2	11%	8	21%	2	11%	6	15%
Strongly disagree	-		1	3%	-		1	3%	-		1	3%
Don't know	-		1	3%	-		3	8%	-		2	5%
Base	19		39		19		39		19		39	

Table E.31: To what extent would your agree or disagree with:								
	I have more in common with older people than I previously thought				I have more in common with younger people than I previously thought			
	Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%
Strongly Agree	2	11%	1	3%	1	5%	1	3%
Agree	15	79%	23	59%	13	68%	23	59%
Neither agree or disagree	-		5	13%	3	16%	5	13%
Disagree	2	11%	9	23%	2	11%	8	21%
Strongly disagree	-		1	3%	-		1	3%
Don't know	-		-		-		1	3%
Base		19		39		19		39

Table E.31: To what extent would your agree or disagree with:								
	I am more comfortable speaking with older people				I am more comfortable speaking with young people			
	Young		Older		Young		Older	
	No.	%	No.	%	No.	%	No.	%
Strongly Agree	3	16%	4	10%	1	5%	3	8%
Agree	11	58%	19	49%	13	68%	27	69%
Neither agree or disagree	3	16%	7	18%	3	16%	3	8%
Disagree	2	11%	6	15%	2	11%	5	13%
Strongly disagree	-		1	3%	-		1	3%
Don't know	-		2	5%	-		-	
Base		19		39		19		39