

Befriending as an Intergenerational Approach to Digital Skills Development

2022 – 2024
BESTIE Project Result 1:
A Good Practice Report



BESTIE

BEFRIENDING
FOR SOCIAL
+ DIGITAL
INCLUSION

www.bestieproject.eu

2022 – 2024
Befriending as an
Intergenerational Approach
to Digital Skills Development



Co-funded by the
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of the European Union

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BESTIE

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INTRODUCTION

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Welcome

ABOUT BESTIE

The BESTIE - Befriending for Social and Digital Inclusion project will evoke cooperation within the community on an intergenerational basis, bringing together seniors, migrants and young people, with the help of adult educators, to overcome the digital and social exclusion of these groups, by allowing them to work together on bridging key skills gaps

WHY A GOOD PRACTICE REPORT?

PR1 Befriending as an Intergenerational Approach to Digital Skills Development is a study/a good practice report.

It uses the transferrable learning of best practices of implementing peer to peer digital skills learning approaches to intergenerational and intercultural, between seniors, migrants and youth to empower other people and projects to make a difference.

CATEGORIES

A

Peer-to-peer approach to digital skills development

B

Peer-to-peer learning through social change

C

Peer-to-peer learning through art & culture



METHODOLOGY

Our case studies questions follow a 3-step approach:

Problem > Action > Result.

This structure ensured efficient learning, though understanding how these practical examples can be replicated and what to focus on when one wants to replicate these methods.



1

Problem

Each good practice is described. Each solves a certain community problem, addresses certain need, whether it is social, artistic, inclusion, heritage or digital skills oriented. Some of them are on micro, some on macro level, and they involve different participants

2

Action

Here we present the kind of solutions that were designed and who the key actors were.

It could be seniors, migrants, young people involved in the solution design/implementation.

3

Result

We highlight for each good practice what kind of outcomes the actions had and how it improved social competencies, digital or other competencies, as well as community cohesion.

TOPICS

BESTIE good practice case studies are derived from initiatives that come from various need, objectives and cover diverse topics.

For easier understanding and navigation, each case study is marked with the topics it covers

INTERCULTURAL

INTERGENERATIONAL

DIGITAL

INCLUSION

GENDER EQUALITY

RURAL SUPPORT

PARTICIPATION

LANGUAGE LEARNING

CULTURAL HERITAGE

ART

SOFT SKILLS

ANTI-HATE SPEECH

NATURE

A

Peer-to-peer approach to digital skills development





Rather than combating digital exclusion by simply offering more digital opportunities, BESTIE focuses on the best examples of community-based exchange in creating human interpersonal connections, while learning digital skills.

We learn that when digital skills are exchanged through peer-to-peer learning peer learning, it leads to improved attitudes towards technology and a more personalised, engaging, and collaborative learning experience.



Louth Super Connectors, Ireland

SOURCE: <https://www.louthcoco.ie/en/services/communities/programmes/louth-age-friendly/louth-super-connectors.html>

PROBLEM

Staying connected during and after COVID 19 poses a challenge for different groups. The Super Connectors programme was devised jointly in partnership with Age Friendly Louth, Louth PPN, and Healthy Louth in Ireland, who completed manuals and assigned tablets to different groups in the local area to help them and their members stay connected digitally in a time of isolation.

ACTION

The campaign was presented as a challenge to younger and older people.

"If you are a young person, please teach an older loved one how to use technology and pester your parents to gift or re-gift a device to an older relative or friend. And, older people we challenge you to overcome your fear of technology and stay connected this Christmas."

The Campaign challenged young people to become Super Connectors and teach an older loved one technology. It asked children and young people to use their 'Pester Power' to encourage parents to gift or re-gift a smart device to an older relative or friend and challenged older people to become super connectors by overcoming their fear of using technology and learn to use an app like Zoom to stay connected during the festive season and beyond.

The Campaign included:

- A video for social media platforms
- A press release to national papers and local papers
- RTE (national radio and television) supported the project, the first local designed project in Ireland under the Governments #Keep Well Programme.

RESULT

CLICK TO WATCH



<https://www.youtube.com/watch?v=iHR289ZqnF0&t=13s>



DIGITAL

INTERCULTURAL

ReDI School of Digital Integration Denmark

SOURCE: <https://www.redi-school.org/>

ACTION

ReDI offers free programs consisting of IT courses, coaching, and career activities and are taught by volunteers from the business and IT sector.

- ✓ Their Digital Beginners Program provides the fundamental skills for learning how to navigate and take part in our highly digital society. Participants develop their digital and personal skills.
- ✓ Their Tech-Career Program provides specialised IT competencies within various technological fields.
- ✓ Through career activities, coaching, and a mentorship program, participants also develop their professional profile, skills, and network.

BECOMING A VOLUNTEER TEACHER AT REDI SCHOOL

ReDI community is the magic behind ReDI School and their volunteers are creating a positive change in the world.

As volunteers, teachers at ReDI School support women with refugee and migrant backgrounds in creating new opportunities for themselves.

At the same time, they get the opportunity to shape and design the coursework in close cooperation with co-teachers and learners.

It is a fun experience, and the volunteers have an opportunity to build social and educational competencies, knowledge and skills.

PURPOSE

ReDI School is a non-profit tech school offering IT and tech education and networking for women with a refugee or migrant background. Our purpose is to promote and build digital empowerment for women who have limited access to digital skills and career networks in Denmark.

RESULT

ReDI provides access to digital education for free. They help speed-up job market integration for Newcomers and Locals, who cannot afford digital education. Through their volunteering scheme, they promote social and digital inclusion.



<https://www.youtube.com/watch?v=8TN4II0iAck>

Louth Age Friendly Programme Ireland

PROBLEM

Staying connected to events and people and having access to timely, practical information to manage life and meet personal needs is vital for active ageing. Lack of awareness of what is on offer, or how to access it, prevents many older people from accessing useful services or resources.

A reliable flow of accessible information about community news, activities, and opportunities keeps older people active and involved, and is critical for those who have few formal or informal networks to call on.

Information today is delivered in ways few could have imagined ten and twenty years ago — and many still don't know how to approach this change.

As more and more services and information move exclusively online, it is vital to make sure that older people stay connected.

Age-friendly communities recognise that not everyone has a smartphone or Internet access, and that information needs to be disseminated through a variety of means.

Older people have reported, through extensive consultation across Ireland, that they want to:

- Access information on services, entitlements, opportunities, and activities easily, and through a variety of means.
- Make informed decisions and choices about what really matters to them.

ACTION

The multi-agency Age Friendly Programmes are responding to this problem by:

- Providing accessible information systems via 'one-stop shop' kiosks, Directories of Services, and simplified local authority application systems on housing options, grants, and services.
- Developing and disseminating guidance to provide age-friendly information and communication.
- Encouraging public, voluntary, and commercial service providers to offer person-to-person assistance on request.
- Offering low-cost training on the use of smartphones and IT devices to older people.
- Providing Age Friendly Communication training to local government staff, customer-facing personnel, and many service providers.

RESULT

LMETB (Louth & Meath Education and Training Board) are running a 'Staying Connected Initiative'. This is to help people learn how to use technology. Expressions of interest can be made over the phone. Once expressions of interest are received these are passed onto the IT tutor, who then makes contact to arrange a support call and go through any issues which may need addressing.

Tutors are available to remotely support adult learners of all ages in staying connected with friends and family online.

The tutors provide one hour of phone support to anyone who needs assistance in using the internet or social media for chatting or messaging.

SOURCE: Louth County Council,
<https://agefriendlyireland.ie/>

Techfugees, France

INTERNATIONAL INITIATIVE

SOURCE:

<https://techfugees.com/fr/inclusion/>

DIGITAL

INTERCULTURAL



INCLUSION

PROBLEM

Wars and climate change are already forcing millions of people to leave their homes everyday (2/3 of current forced displacement), and by 2050, the World Bank estimates that 143 million people will be displaced by climate change only.

Facing this new reality (this is not a temporary « crisis »), Techfugees believes we must now work at enhancing resilience and preparedness within communities, and improve our ability to welcome people that are forcibly displaced. We no longer have the time to be FOR or AGAINST migration.

It is time to adapt and prepare. Only by building scalable, ethical & sustainable tools will we be able to tackle one of the biggest challenges of our Century.

ACTION

Techfugees is an international organization mobilizing a community of developers, humanitarians, and social entrepreneurs, creating sustainable digital solutions to contribute to the inclusion of displaced people.

Techfugees supports the regaining of the autonomy of displaced people through digital innovations made with, for, and by them.

RESULT

They have a variety of projects helping the digital and social integration of refugees, including their:

- *Fellowship Program* - #TF4WOMEN (NOW SISTECH GLOBAL) - TF4Women started with Techfugees France in 2018 and was Techfugees' first free program to help refugee women find jobs.
- *Digital Spark Program* - Digital Spark (or digital spark for purists) is a distance learning program on design (UX, UI), IT support, project management and data analysis accessible worldwide. Each participant gets free access to a self-learning platform and joins a local community of digital learners for help and advice.
- *Digital Corridor Program* - The Digital Corridor programme aims to promote access to employment in the technology sector for refugees through two different means: remote work and professional resettlement. Launched in 2021, it includes 1/ a three-month learning program for 30 people to train in data annotation, professional English, IT and so-called "soft" skills and find remote work opportunities (the springboard for job preparation) 2/ a job search support service for developers looking to leave a country in crisis.



MIX@GES

Intergenerational Bonding via Creative New Media, International Project

SOURCES: https://issuu.com/ibk-kubia/docs/manual_mixages_web

INTERNATIONAL

INTERGENERATIONAL

PROBLEM

The mix@ges project explored, in five European countries, how the artistic use of digital media can bring together both young and old. The European project invited young and older people to jointly discover the broad range of creative and artistic possibilities our contemporary digital world has to offer. In Scotland, Germany, Austria, Slovenia and Belgium the project partners implemented creative new media workshops in collaboration with national organisations such as museums, schools, youth or seniors' associations type.

ACTION

The workshops were guided by professional artists, media trainers and art educators and involved the creation of artistic media products including iPod movies, audio guides for a museum, art blogs, Tagtool performances, digital music and photography. All the workshops were evaluated by both participants and facilitators.

RESULT

The project delivered a plethora of experiences and explored innovative approaches to intergenerational activities in cultural and community settings. The findings of the project have been published in the manual "THE MIX@GES EXPERIENCE. How to promote intergenerational bonding through creative digital media". The reader will find in this manual both

DIGITAL

detailed descriptions of how the mix@ges workshops proceeded, and the project's findings and lessons learned, around eight inspirational themes.

https://issuu.com/ibk-kubia/docs/manual_mixages_web

CLICK TO READ





INTERGENERATIONAL

DIGITAL

ICT workshops for older people, Spain

WEBSITE: <https://www.fundacionwhynot.org/>

SOURCES: Why Not Foundation

PROBLEM

There is a need to train people over 55 years old at socio-digital exclusion risk -particularly in rural areas, in the use of ICT tools that help them perform daily tasks in different areas; such as leisure, health, online banking, virtual communication, and public administration. Using technology safely is also needed.

This is due to the main created need of using and having everything through the smartphone. Even though there are risks to take when surfing the internet, even higher when you are not yet in control of what you are doing within the apps, there are huge advantages also older people can have, when it comes to digital administration and communication activities.

ACTION

The main electronic devices used for the training were smartphones.

The course was scheduled on a two-week-session basis, something required towards social cohesion of the groups and durable individual learning outcomes.

The course was delivered on the Foundation facilities when the socio-sanitarian context allowed it. As the activity was locally deployed and the town is not quite big, it was easy to facilitate the training to all interested participants, being able to access the place without a problem

“Public target is basically older people, however, we like to talk about intergenerational activities, minding the fact that most of the volunteer people there are under thirty years old.

Nonetheless, I am a volunteer too instead of a participant; it is great to teach the peers since they also seem to connect and understand better the language and idioms I use. Of course it is also a great asset to be trained by the youth. They are dynamic in the sense of digitally fluid and full of vitality, which people above my age appreciate in terms of being treated as people with interests and needs, but not just someone to take care of, with no self-autonomy”,

says Koldo, the Fundacion Why Not volunteer.

RESULT

As an overall result, older people developed a local network that kept them in touch, both face-to-face and digitally speaking. The facilitator can give them the chance to create an online group on the platform that each group feels more comfortable with, at the end of the first sessions. That session can firstly be used to go through different models of communication tools on the smartphones, then they can vote which is the preferred one(s) on a debate, putting in common the pros and cons of the Apps they has being learning about.

INNOVADORASTIC

INTERNATIONAL

INTERGENERATIONAL

DIGITAL

PROBLEM

Even now that women in Spain count on normatives providing formal gender equality in enrolling studies or occupying professional scientific occupations, rates indicate there is still a significant difference amongst the percentages of female and male within these professional sectors.

There is a need for higher visibility of good practices and inventions from women in STEM careers, from history to current living examples.

ACTION

Gender approach is being applied in the program, as well as intercultural and intergenerational ones. Since this program gets adults working with next generations, sensitizing on women's history and using examples from all over the world.

This programme recognized the need to use role-modelling, as a specific peer-to-peer approach, to inspire young women to think about their roles in the use of digital tools and careers in digital sector.

WEBSITE: <https://innovadorastic.org/>

SOURCES: Fundación Cibervoluntarios



GENDER EQUALITY

RESULT

A set of teaching materials Developed by the 4 partner organisations and focused on the possibilities and digital tools for the various forms of employment (entrepreneurship, self-employment, job search, etc.) They are designed for mentors, facilitators and trainers, and consist of a guide for facilitators and training content for 12-hour face-to-face courses.

<https://eitic.innovadorastic.org/materials/?lang=en>

INCLUSION

GENDER EQUALITY

INTERGENERATIONAL

RURAL SUPPORT

DIGITAL



ExpertCLICK, Spain

PROBLEM

‘technological advances seem to leave elderly out of the scope’ now that everything is led through the Internet. These problems need to be tackled from a blended-learning perspective, as well as a person-centred approach. Another concern with seniors is to make them face security fears: ‘guide them on using secure passwords and the things we need to be aware of. How to proceed when we doubt the reliability of a profile or page’. Encouraging older people to explore and be curious, whilst exemplifying protocols of asking for orientation when they are stuck for any reason (feeling illiterate, insecure, suspicious). There are also needs of the elderly, related to health applications and certificates, such as ‘to know how to request and update COVID certificate and passport, or how to schedule a doctor’s appointment online’.

ACTION

The free service is based on ICT training for Spanish people over 55 years old, on a blended-learning modality. This means, face-to-face and online sessions in the use of domestic electronic devices and internet surfing, towards autonomy and independent meeting of daily needs through applications like banking, healthcare system, public administrative procedures, and informative consultation. The initiative is run by Fundación Cibervoluntarios and it is performed on a national level. Volunteers are often immigrants, motivated and dedicated to this work, for example Mario, from Venezuela. Mario explains that NGOs related to elder collectivity are the ones in touch to provide and call on the participants of training

activities. Even if they are seen normally as collaborators, here they are also active beneficiaries as professionals interested in knowing how to respond to their users’ and associates’ needs.

RESULT

Even though the project is still ongoing, it has been deployed many years from now, thus in terms of results Mario is able to give us some information about: ‘Results are incredibly good. Participants are always happy with the service since they truly had no idea how to even unlock a device; on how all this digital world works. Then, I daresay they got the idea and, well, to be completely honest if they do not practice afterward, they forget all the acquired skills.’

This is a sustainability concern that Mario explains can be actually prevented if the network gets strength along the training sessions: ‘I have seen in Municipalities, professionals also kept communication with elder people online on the information services channels. Also, some older people I met in the project, are still communicating digitally with their siblings and grandchildren. It seems quite interesting how people keep adapting to their environment no matter what it is, and how old they are.’

apart from the digital competencies, or the use of technological tools to promote, let’s say, their autonomy, the idea of becoming visible again: having a FaceBook or Instagram account, which is the most popular Social Network, towards connecting with their environment in all stages.

www.expertclick.org

Digital Inclusion for 65+ Greece

www.50plus.gr

PROBLEM

50plus Hellas is a non-profit organization founded in 2005, based in Chalandri, Athens.

They aim to promote the improvement in the quality of life through actions of empowerment and inclusion, training programs addressed to older people, and relevant professionals.

50plus Hellas participates in the "Digital Inclusion for 65+" Program, in collaboration with the organization 65+ Elder Rights Association from Turkey, with the aim of cooperation and the

exchange of good practices for the digital empowerment of people over 65 years old.

The need for digital skills and knowledge about handling smart devices and their applications is more pressing than ever. Through this project, older people will be trained in the use of applications to carry out daily transactions in matters of health, banking, shopping, access to public services, etc. The training of the participants will be carried out by young volunteers who will be trained appropriately for this purpose.

ACTION

A Capacity Building Programme was developed, tailored to the needs of older adults who wished to develop their digital skills in order to stay connected with the world. The programme was initially designed for face-to-face meetings, however, due to covid-19 restrictions, it was held online. The CBP consisted of 10 modules; topics included basic internet skills, e-banking, safety issues, applications, etc. Each module was presented to the participants on a weekly basis by professional trainers and a simple assignment was given for further practicing

RESULT

The key actors of the project were adults over 60 years old, who were the main target group of the project and young volunteers (15-17 years old) who were their learning facilitators and implemented the study groups.

Overall positive benefits from the implementation of this intergenerational programme can be seen in terms of improved digital skills of the older adults who participated, as well as in the emotional and social dimensions of well-being not only for the older learners, but also for the young facilitators.

The Knowledge Volunteers

Greece

www.50plus.gr

INTERGENERATIONAL

PROBLEM

“The Knowledge Volunteers” (TKV) project tackles the risk of exclusion of the growing aging population and the gap between generations, through ICT and intergenerational learning methodology.

TKV encourages the debate on the exclusion of the older generation, and at the same time raises awareness and concretely contributes to the recognition of how older adults can contribute actively to society using digital competencies.

The project was developed and coordinated by Fondazione Mondo Digitale, an Italian NGO, together with the University of Edinburgh and five organisations based in Europe and specialised in adult learning and volunteering: 50plus Hellas (Greece) Societatea Romana Pentru Educatie Permanenta (Romania), Fundaciòn Para el Desarrollo Infotecnologico de Empresas (Spain), Centrum vizualizace a interaktivity vzdelávání Ostrava (Czech Republic) and International Communication Volunteers – ICVolunteers (Switzerland). The project is funded by the European Commission’s Grundtvig Programme.

ACTION

The Knowledge Volunteers was designed to provide the opportunity to older adults to develop their digital skills and introduce them to the new digital reality, while promoting intergenerational dialogue and cooperation.

The “students” were older adults (over 60 years), while their “teachers” were young students, who had the task to guide them through the digital experience and help them use a computer,

enabling them to share a common language and common resources with the rest of the world.

The programme brought together people of all ages and promoted mutual understanding and solidarity while encouraging older people to actively participate in society through voluntary activities, thus strengthening their self-esteem, identity, and social relationships.

During 2 years of activities implementation, from October 2011 to September 2013, TKV raised awareness and changed elders’ attitude in using the PC, realising the enhancement of the digital competences of more than 1000 elders in 5 European countries. Generally each course was composed of 10 to 20 lessons of 1 to 2 hours, organised in both frontal lessons and practice, based on the learning programme curricula and didactic kit developed within the project.

RESULT

Intergenerational exchange and relations with young people encouraged the elders to learn about using ICT to communicate, stay informed and be autonomous and promoted their active participation in society enhancing their self-esteem.

The older learners evaluated the overall experience positively and were glad about the opportunity to socialize and meet new friends from the younger and the older generation alike. They declared the experience gave them the feeling they can actively and fully participate in their community exactly as their younger new friends do.

DIGITAL



BEST FRIENDS against Ageism

SOURCE: www.bestfriendsproject.eu

INTERNATIONAL

PROBLEM

Symplexis is a Greek non-for-profit organization that strives to ensure equal opportunities for all through actions and measures that build skills, empower and promote active engagement and participation focusing on the most vulnerable categories of the population and particularly those with fewer opportunities. Symplexis' mission is to elevate social cohesion through integrated actions and project-based activities that aim at promoting the inclusion of disadvantaged groups at risk of marginalization and exclusion, while promoting and protecting the rights of various types of population groups that face discrimination focusing on the empowerment and support of victims, awareness raising and information sharing at all level.

The BEST FRIENDS project aims to address the isolation of elderly people by developing an innovative curriculum and online games that promote intergenerational communication and learning. The project seeks to address the negative attitudes against elderly people and "Ageism" which are increasingly becoming a significant challenge of modern eras. In common words, let's build on 'intergenerational solidarity', which is becoming all the more important in these periods.

ACTION

the main objectives of the BEST FRIEND project are:

- To provide an innovative method for social workers, volunteers, and educators working with elderly people
- To break the isolation of elderly people through social participation and inclusion in EU

communities

- To improve the physical and mental health of older people through interaction with young children
- To enrich the learning processes of elderly people through their interaction with young children
- To promote intergenerational relationships, overcome stereotypes and enhance intergenerational solidarity against ageism through fun activities
- To increase children's self-confidence and sense of responsibility through respecting seniors.

SOLUTION

Following activities will be implemented in the frame of BEST FRIENDS project results:

- Focus groups with elderly people, social care workers and social care volunteers
- Records of Autobiographical Life Stories Videos
- Collection of good practices to provide organisations with a method to enhance planning in the field of intergenerational learning and to raise awareness at the local and national level about intergenerational learning as an area of professional and social action
- Staff training on Best Friends approach, good practices and methodological concepts
- Collection of tools for social care workers, volunteers, elderly people, educators.

On completion of this Training Program participants will be able to recognize the importance of Intergenerational Learning, demonstrate how to address ageism and take steps towards implementing an Intergenerational Learning activity involving young children and older people through a range of activities.

Caregiver Training for Immigrants Through Serious Game (MigCare)

SOURCE: www.migcare.org

INTERNATIONAL

PROBLEM

The aim of the project is to train immigrants through gamification processes so that they can work in the European caregiving sector and as a consequence have an easy integration into European society, and improved employability.

INTERCULTURAL



ACTION

Learners followed innovative online learning content (podcasts, videos, blogs). The content facilitated shared learning experiences between migrants, and social care sector workers across the partnership and VET trainers. Webinars, run by trainers and learners, were provided to a wide target group of workers.

RESULT

Migrants can take advantage of these career opportunities. The next step for this win-win relationship is the provision of qualitative tailor-made training services for migrants.

The aim of the project is to train immigrants through gamification processes so that they can work in the European care giving sector and as a consequence have an easy integration into the European society. The training that will be done with serious games through the online MigCare Academy will result in increased employability skills and will have a great short-term impact on skills levels of target groups.

Partners in the project was: University of the Peloponnese, University of Ioannina, Oxfam Italia Intercultura, Frontida Zois, Interactive 4D

DIGITAL

DIGITAL

INTERCULTURAL

Augmented Assessment as an Inclusive Education Practice

SOURCE: augmented-assessment.eu

INTERNATIONAL

PROBLEM

The Augmented Assessment Project aims to address the gap that exists in assessing newly arrived migrant students' prior knowledge in the fields of Science and Mathematics, by utilising augmented reality for assessment. This will be achieved by developing and piloting an innovative augmented toolkit in the form of an online library and a training course for teachers that will equip them with the necessary theoretical and practical knowledge for assessing newly arrived migrant students' prior knowledge.

Based on the above, it seems very likely that newly arrived migrants, who have extremely limited linguistic skills in the language of the host country, do not find the appropriate channels to communicate and express their knowledge to their teachers.

In the above-mentioned framework, teachers seem to need new approaches and tools to build communication bridges to assess newly arrived (and other) migrants' knowledge and to include them in their everyday classroom life.

ACTION

The project will address the above challenge by combining the representational tradition of Mathematics and Science with the multimodality that characterises immersive technologies.

On the one hand, research and practice in Science and Mathematics education emphasizes the important role of visual representation in understanding and learning. On the other hand, it is also emphasized that immersive technologies, such as Augmented Reality provide a variety of

multimodal means that can address diverse students' needs, concerning different learning styles, motivation, gender, language, culture, disabilities. This combination could provide to teachers a solution in their attempt to communicate, include and assess the knowledge of newly arrived (and other) migrant students.

The response of the project is an approach which promotes assessment for inclusion, combining:

- visual representations,
- multimodal assessment and
- immersive technologies
- in the field of Science and Mathematics.

RESULT

During the project, an online Library containing pools of augmented questions with the use of representations for Science and Mathematics will be created. This online Library will provide the questions in order to assess the prior knowledge needed for each grade based on the curriculum. Complementary to this, a professional development program for teachers will be designed and implemented that will contribute in the successful implementation of the online Library in real school environments and the future sustainability, replication and scaling up of the proposed practice.

The project focuses on the age group of 9-15 (4th to 6th and 7th to 9th Grade). This particular age group was chosen because it is mainly these students who are inappropriately placed at a school grade.

121 digital, Ireland

SOURCE: www.121digital.ie

PROBLEM

121 digital was started in 2010 and it is a not-for-profit social enterprise. Fintan Mulligan ran mobile phone lessons in schools in Bray and Cabinteely for adults. He started 121 digital to help his local community and quickly discovered an ongoing and wider demand for lessons. IT skills are transferred through the help of students in schools, universities, and IT colleges who volunteer their time.

ACTION

121digital was started to help the local community attain digital skills. The courses are for people still in the workforce and not only for those who are retired. The solution was to have young volunteers share their skills with the elderly community. In addition, 121digital provides 17 Tutor Guide documents to assist the Tutor in teaching their Learner. Tutors are encouraged to ask for support. Students are asked to bring their own devices to class.

RESULT

The students feel happy to have gained the digital skills they lacked. Some find that it was really needed to acquire these skills, but they weren't aware how much 'til the lessons started. They find it easier to locate services they want online. They feel more empowered and less afraid of the unknown. Also, lessons provided a social outlet as some are home often. The young tutors feel proud of such an accomplishment as teachers to the community. They feel valued as they have the skills to teach someone else. They form connections with the elderly as they hear their stories during class. The community feels enriched by the relationships formed through an intergenerational approach.





WHAT DID WE LEARN?

In today's digital world, intergenerational and intercultural peer-to-peer learning of digital skills is essential for progress. To bridge the gap between generations and cultures, a peer-to-peer approach to digital skills development is gaining traction. At the same time, to overcome digital skills gaps, diverse intercultural and intergenerational groups are proving to be successful at mutual mentoring and learning.

This approach involves tutoring and mentoring among peers who are interested in the same technology, and in sharing knowledge about interculturalism, or intergenerational supports.

Peer-to-peer learning has proven to be an effective way to develop digital skills quickly and efficiently. The practice allows individuals of different ages and backgrounds to benefit from each other's knowledge and experience. It also encourages collaboration between people of different generations and cultures by providing them with a platform to share their expertise.

This type of learning can be used in a variety of ways, such as introducing new technologies, teaching coding languages, or helping people understand the basics of online marketing. With this approach, both teachers and learners can benefit from each other's knowledge while developing their own intergenerational and intercultural communication and developing their mutual belonging.

B

Peer-to-peer
learning
through **social
change**



THERE ARE NO
BOUNDARIES OR
BORDERS IN THE
DIGITAL AGE.

Karim Rashid.



Culture Connect, Ireland

www.cultureconnect.ie

PROBLEM

Culture Connect was founded in 2010 in Drogheda, Co. Louth. It aims to promote the sharing of cultures between Irish citizens and immigrants Educate people to recognise the strength in cultural diversity.

A non-profit organisation creating cultural diversity, friendship networks and information exchange its mission is to promote interculturalism, community cohesion, racial equality and to provide appropriate services and programmes that meet the needs of a culturally and linguistically diverse community.

The Culture Connect information centre provides advice and support on issues such as housing, employment rights, social welfare entitlement and immigration. Advice can be provided in over 25 different languages – Polish, Lithuanian, Latvian,

Afrikaans Portuguese, Spanish, Russian and other languages to new communities with limited English. It also provides information to Irish citizens who may wish to know about other cultures in the community.

It provides support and mentoring for new second generation Irish and migrant youth to help them navigate their challenges.

2-way cultural awareness training is also available to support service providers and immigrant parents to minimise the various challenges they experience in working together.

Conversational/ESOL classes are designed to help new migrants engage with volunteers from the local community and develop their English. Facilities are generally tailored to meet the needs of both Indigenous Irish community and ethnic minorities within Louth. Advice and support is confidential and supported by a dedicated and experienced team.

ACTION

Culture Connect's Expanding Youth Horizons Initiative, was aimed at advancing the learning and development of vulnerable and academically at-risk children, aged 12 to 18yrs. It offered a unique opportunity that improved the academic prospects, achievements, self-esteem, and life opportunities of disadvantaged young children.

The goal of the programme was to help students in their 3rd and 6th years who were academically at risk to pass their Junior and Leaving certificate exams by teaching them the skills that they needed to succeed. The tutoring and support programme ran for 3 months while supporting students from disadvantaged schools/communities in Drogheda and its environs. It offered one-to-one and group learning support in Maths, English, Sciences and Irish.

Since 2011, Culture Connect has supported over 5,000 students, accommodating students from different nations each week.

RESULT

- *Improved confidence in participants.*
- *Enabling platform for academic interaction for participants outside the usual school environment.*
- *Great financial relief for disadvantaged parents who may not have been able to afford commercial grinds.*
- *Participants realising the importance of good grades and working very hard to achieve them in their exams.*
- *A social platform where students developed and built relationship with students from other schools was created.*

The programme was sponsored by Skills and Opportunity Funds (ULSTER BANK) while the second strand was sponsored by ESB Energy Generating Fund.



Louth County Library Ireland

<https://www.louthcoco.ie/en/services/library/>

PROBLEM

Louth County Library is providing access to information and guides individuals in their information seeking is a central role of the library service. The library team are expert guides and can ensure that the information accessed is appropriate, and relevant and supports users pursuing lifelong learning, job and business advice, and healthy living.

The public library is ideally suited to support ongoing learning in literacy, including digital literacy, through the provision of programmes and access to essential information and communications technology. The library can contribute significantly to the lifelong learning aspirations of users through the provision of both formal and self-guided courses.

The age profile in Ireland is changing. For example, the proportion of people in Ireland aged 65 years and over is expected to increase to 20% of the population between now and 2032.

Lifelong learning provides significant benefits for an aging population, resulting in improved quality of life, not just for the individuals, but also for the people around them. Library provides opportunities for all users to engage in lifelong learning through the delivery of services developed in collaboration with national and local partners.

ACTION

- **Migrant Women's Group:** Women's group for migrant and refugee women meets weekly.

This is a safe space for migrant and refugee women and mothers who want to meet other people, establish social interactions and share common issues and concerns.

RESULT

The library:

- ✓ Supports connected and informed communities and promotes civic participation by all sections of our communities, including new communities.
- ✓ Consolidates the role of public libraries as the public face of local authorities.
- ✓ Collects, explores, and celebrates the cultural memory of local people and communities, and develops and promotes local studies collections and archives through a national programme for enhanced digital access.



INTERGENERATIONAL

PARTICIPATION



The Balthazar Project, Denmark

PROBLEM

The Balthazar project, funded by the Danish Ministry of Education and Research, aims to make older adults and younger people meet and work together around projects with a positive impact on society and that need knowledge and skills from both parties to happen.

Balthazar project facilitates intergenerational encounters and project-based collaborations throughout several workshops and activities.

ACTION

Balthazar unfolds through a series of workshops for intergenerational teams, focusing on peer-to-peer sharing and learning of skills while tackling specific social challenges.

Balthazar enables people of different generations to meet and work together around projects that matter to society, by applying a People-Centred Design process.

Generation #1 includes already retired and soon-to-retire people who would like to engage with social challenges and be part of an intergenerational team. Generation #2 includes designers, researchers, and “makers” whose practices focus on improving people’s life through a People-Centred Design approach.

RESULT

The Balthazar project is a good example of this interest towards meaningful solutions and social impact, and of the holistic approach adopted at CIID. The project, funded by the Danish Ministry of Education and Research, was initiated by CIID-Research in collaboration with the FabLab Copenhagen and AeldreSagen; during the project, both CIID students and professionals participated in the process, building on a highly life-centred and learning by doing approach. The whole project is effectively documented and shared in the form of an interactive magazine developed by The Exposed, one of the start-ups hosted by the CIID Nest Incubator.



<https://ciid.dk/research/past-projects/balthazar-advisory-board-and-co-creation-of-good-senior-life>

The Ears to the Soul Volunteer Program INTERNATIONAL

Source: https://www.eoslhe.eu/wp-content/uploads/2020/12/FINAL-2020-Annual-Report_web.pdf

PROBLEM

The Ears to the Soul Volunteer Program, a phone hotline for the lonely, was launched in May 2020 by the Department of Social Work at the Faculty of Education, Matej Bel University, Slovakia, in collaboration with a local volunteer centre. The programme was developed using the concepts of service-learning in response to the existing coronavirus scenario, which includes heightened stress and a sense of powerlessness due to current events, as well as a growing sense of loneliness and social isolation. In this circumstance, older individuals have little social interactions due to the risk of contracting an infection when they interact with their family, friends, neighbours, etc. **The purpose of this programme was to support individuals in overcoming feelings of social isolation, sustaining social connections, and sharing their emotions.**

ACTION

The intended audience for the show was mostly lonely persons who felt alone and longed to connect with someone (mainly senior citizens, but also people in at-risk groups such as patients with chronic and oncological diseases and people with cardiovascular and respiratory problems). The programme took a one-on-one strategy, pairing up volunteers with lonely people to ensure an individualised approach, improved mutual understanding, and consideration of the person in need. The volunteer frequently called a particular person (three times a week). We gave social work students the chance to finish the programme in place of a paid internship, which they were unable to do during the summer semester. The program's pedagogical objective was to foster client communication skills, empathy, and social and personal responsibility. These represent some of the essential competencies for a social work graduate.

Students were chosen for the programme after being recruited based on a registration form that was completed and an introduction interview. After the interview, they took part in an online training session. Client and student pairs were gradually formed after the training. The major assignment for the students was to make phone calls to lonely people at least three times per week, always on their own initiative. Every week, students completed a form detailing the calls they had made. These also included a succinct review and assessment of client interactions. A lecturer from the Department of Social Work was given the responsibility of being each student's tutor.

The curriculum also required group supervision, which was designed to help participants reflect on their interactions with clients in difficult circumstances. Three months of working in the programme were scheduled after the training course. Students took part in the final online supervisory group meeting of the programme. Additionally, they had to complete the final written self-reflection and evaluation questionnaire, as well as wrap up the collaboration with the clients. After the partnership term ended, evaluation interviews with the clients were also undertaken.

RESULT

A total of 12 social work students participated in the programme from May to July 2020. Out of the 14 consumers that expressed interest in it, 12 people ultimately participated. With an average of 348 minutes per student, the students made 4,178 minutes of calls. The programme did not complete the requisite number of hours for professional social work practise in the field or facility, but the evaluation showed that it had achieved the required educational and service objectives.



DIGITOL

Digital Inclusion for Older People

INTERNATIONAL

PROBLEM

The problem needed to be solved is that our digitalized environments rely increasingly on the Internet to inform, communicate, shop, but also access services such as banking, e-health services, governmental and administrative services, etc. Yet, despite older Europeans growingly using the Internet, their presence online remains low in comparison to other age groups. Several projects nowadays provide the opportunity to older adults to develop their digital skills; however, we strongly believe that such initiatives should expand beyond the acquisition of basic capacities in operating computers, tablets, and other smart devices into developing media literacy, critical thinking, and a proficiency to identify reliable online information.

DIGITOL is an Erasmus+ funded project carried out between January 2020 and January 2022, and aimed to combat hate speech, stigmatization, and any form of discrimination within the EU by increasing the digital skills and critical thinking of older adults exposed to fake news.

ACTION

DIGITOL promotes mutual learning, social cohesion, and active citizenship and thus contributes to defending the European common values of solidarity and diversity.

Seniors (adults older than 55 years old) responded to an open call in order to work with younger people in intercultural and intergenerational environments, to share their views with them and engage debates on issues considered most important for social cohesion. They were asked to

fully participate in the Capacity Building Program (60 hours: June – August 2021) delivered by motivated and skillful ‘young ambassadors’, followed by the design and implementation of Pilot Actions, addressing concepts such as the importance of digital skills and the relevance of active engagement and participation for enhancing social cohesion of communities and cities (September 2021 – January 2022).

The Young Ambassadors were involved, not only in facilitating the delivery of the Capacity Building Program, but also in its very development. The training modules were co-designed by the project partners and the Young Ambassadors, making the whole experience as participatory and creative as possible.

RESULT

The training program was designed for older learners between 55 to 70 years old. Older people can still play a prominent role in their society but end up excluded either because the environment around them do not take account of their needs (for digital training, for instance), or because they have themselves internalized the ageist idea that they were ‘too old’ to fit in this new world.

The Digitol project achieved an inclusive digital world for all ages, at times where intense digital communications tend to facilitate the dissemination of fake news and made it clear that intergenerational approaches are extremely important for building a just society for all.

INTERGENERATIONAL

ANTI-HATE SPEECH

DIGITAL

www.digitol.eu

The Real Picture, INTERNATIONAL

PROBLEM

The Real Picture engages young people in discussion and social media public education campaign on the subject of migration in which recent migrants explain what forced them to leave their country of origin and what they went through during the dangerous journey from Sub-Saharan countries towards Europe.

The campaign runs counter the general perception often conveyed in misinformation campaigns and rash statements on the media and in social media that migrants not coming from war torn areas of Africa are economic migrants making the decision to embark on a dangerous journey in a frivolous manner. This project will ensure that the general public in the EU is made aware that other causes such as extreme poverty, persecution, famine and manipulation also

push people out of their countries.

The social media campaign will also address youths in Nigeria on the dangers of illegal migration routes to Europe that are not always a guarantee of reaching destination and then again reaching Europe does not mean an easy wealthy life from then on. This aims to reduce the susceptibility of youths in Nigeria to mental manipulation on this subject. Nigeria was chosen as a typical example of a country not presently a war zone but still the point of departure of Sub-Saharan migrants to Europe.

The Real Picture has been selected as Erasmus+ Good Practice Project.

https://therealpicture.internprize.eu/Media_Education

ACTION

The project engaged youths in staging the MARSAPROJECT social media campaign.

MARSAPROJECT used informative visual communication tool to provoke the community to discuss the topic of migration and to be aware of how much we tend to express ourselves about migration in a very light minded manner without any form of knowledge, insight or analysis that helps us really understand what we are talking about.

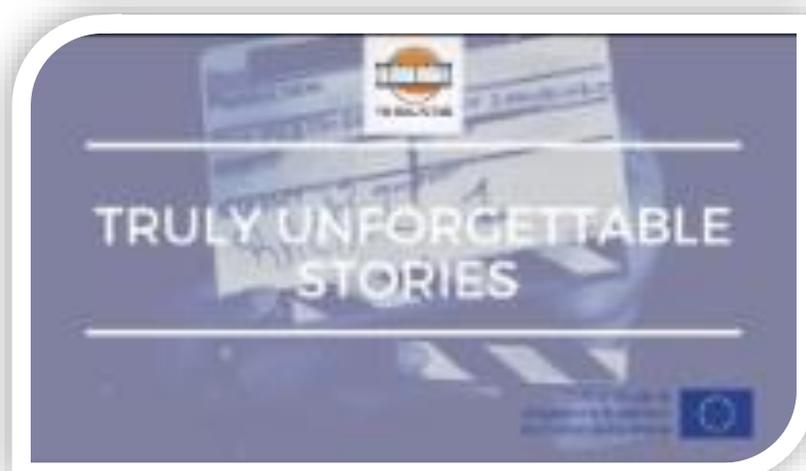
The campaign carried content developed by youths from five different countries by the MARSAPROJECT InternPrize project until it was later taken over by The Real Picture project that extended the lifetime of the campaign, widened its reach and scope.

In the area of Media Education the youths produced content about more responsibility in social media (with some focus on the subject of migration) while acquiring skills in media production, joint strategies and social media management

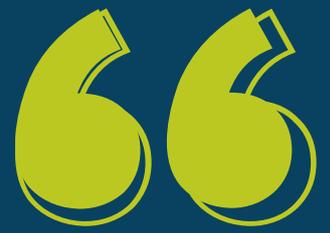
RESULT

LABA has joined forces with the PAPS class (Pôle d'accompagnement de la persévérance scolaire) of the Lycée de la Morlette in Cenon and the association Coulisses in La Rochelle, to produce two videos featuring young migrants who have arrived in Bordeaux: a documentary with testimonies, and the video clip of a song composed by the migrants as well as its backstage.

INCLUSION



<https://www.youtube.com/watch?v=r6DIAXGIICE>



LET'S GET INSPIRED: I fall and get up



<https://www.youtube.com/watch?v=PYSjkKrEfTU>



INTERCULTURAL

INTERGENERATIONAL

DIGITAL

PARTICIPATION



Age Action, Ireland

SOURCES:

- <https://www.ageaction.ie/about-us/our-vision-and-mission>
- <https://www.ageaction.ie/how-we-can-help/generations-together>
- https://www.ageaction.ie/sites/default/files/attachments/2021_annual_report.pdf

PROBLEM

As digital engagement grows, the elderly community needs to attain the skills necessary for the times. They're a vulnerable group often forgotten in strategies of the digital kind. Age Action aims to achieve fundamental change in the lives of all older people by empowering them to live full lives as actively engaged citizens and to secure their rights to comprehensive high-quality services according to their changing needs. They're driven by the equality and inclusion of elderly people in society.

ACTION

The Generations Together programme focuses on establishing new intergenerational projects and supporting existing projects. The programme supports a practice that creates opportunities for older and younger people to meet and learn from each other and to bridge the divide between generations. We work with youth groups and older groups in communities, schools, and cross-border projects.

The programme aims are:

- *To raise awareness and promote intergenerational work in Ireland*
- *To provide guidance, advice & support on intergenerational activities*
- *To provide training workshops*
- *To organize intergenerational events*
- *To take a collaborative approach to intergenerational work.*

RESULT

The benefits of intergenerational programmes are many. The elderly and other generations learn from each other and keep each other learning every day. By creating this environment communities combat age discrimination and stereotyping. Respect and understanding increase between generations. The formation of new friendships combats the isolation of the elderly.

Age action has helped over 20,286 elderly people in the community. They achieve their mission with the help of 1,099 volunteers involved in their activities. They've raised many issues that affect the elderly through contacting government officials, talking to the media, and publishing press releases. Age action influences policy thus giving the elderly dignity and security.

Failte Isteach Programme, Ireland

INTERCULTURAL

INTERGENERATIONAL

INCLUSION

PROBLEM

Fáilte Isteach is a Third Age community project with volunteers welcoming new migrants through conversational English classes. Fáilte Isteach works at breaking down the barriers that migrants and communities face by extending the hands of friendship and goodwill through the practical, welcoming, and inclusive way the programme is delivered. The programme provides more than the transfer of skills and knowledge - it is making a positive difference to everyone involved. There are Failte Isteach groups in every county in Ireland, and in Leitrim we host three classes across the county in the towns of Carrick-on-Shannon, Dromahair, and Drumshanbo.

ACTION

Classes are tutored entirely by volunteers who are encouraged to welcome participants to their community through language; identify needs through conversation and focus primarily on fluency and building confidence. Flexible classes allow our volunteers to support participants in their immediate language requirements while offering a warm welcome. Volunteers are made up of older Irish people in the communities.

The programme aims to utilize older volunteers' skills, talents, and expertise and harnesses their desire to contribute to society. Our volunteers are all adults but vary in life stage from those who recently finished school to retirees.

The classes are predominantly populated by Ukrainian students at the moment in Leitrim but we have had a wide range of nationalities and cultures in our classes. There are students from the Middle East, North and Sub-Saharan Africa, South America, Southeast Asia, and other European countries. We also encourage sharing of cultural traditions through conversation, food, and music. rational approach.



RESULT

The students felt that the classes brought immediate language and social integration benefits to them within specific, practical, and realistic learning situations thus further facilitating their motivation to learn English. Nearly all the successful students reported that they liked English. They claimed that such a liking stemmed from their satisfying English learning experiences in the classes. The students stressed that most Fáilte Isteach tutors tried to involve them as active participants in the learning process by taking the students' experiences and interests into account when developing a lesson or by adapting the learning materials to the student's individual objectives, needs, and capabilities. Furthermore, students were actively encouraged to assist each other.

Volunteers feel they assist in levels of well-being and boost the self-esteem of migrants. It's also a way to strengthen informal networks and social support systems. For the volunteers, social contact with a wide range of people can increase the chances of finding social support, useful contacts, and helpful information. Meeting up with other tutors and newcomers "from around the globe" exposes them to new experiences.

WHAT DID WE LEARN?



Positive social change initiatives create an environment for learning and growth that is based on peer-to-peer interactions. This type of learning is intergenerational, intercultural, and multi-dimensional in its approach. It encourages individuals to share their experiences and knowledge with each other, leading to a greater understanding of different cultures, perspectives, and beliefs.

Through this type of learning, people can become more aware of the challenges faced by different groups in society. This increased awareness can lead to greater empathy and understanding between people from different backgrounds. Furthermore, it can also help foster collaboration between individuals or organizations to bring about positive social change in their communities.

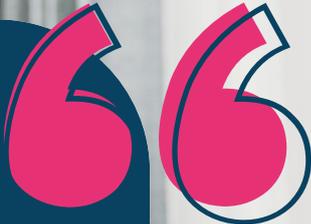
At the same time, peer-to-peer learning, when established first, is a powerful way to bring about positive social change. It can involve people of all ages, cultures, and backgrounds coming together to learn from each other and share their knowledge and experiences.

By encouraging intergenerational, intercultural, and peer-to-peer learning, we can create a more inclusive environment where everyone can benefit from the wisdom of others. We can also create an atmosphere that encourages open dialogue between different generations and cultures in order to foster understanding and empathy. Through this process, we can work together to develop solutions that will benefit our society as a whole.

C

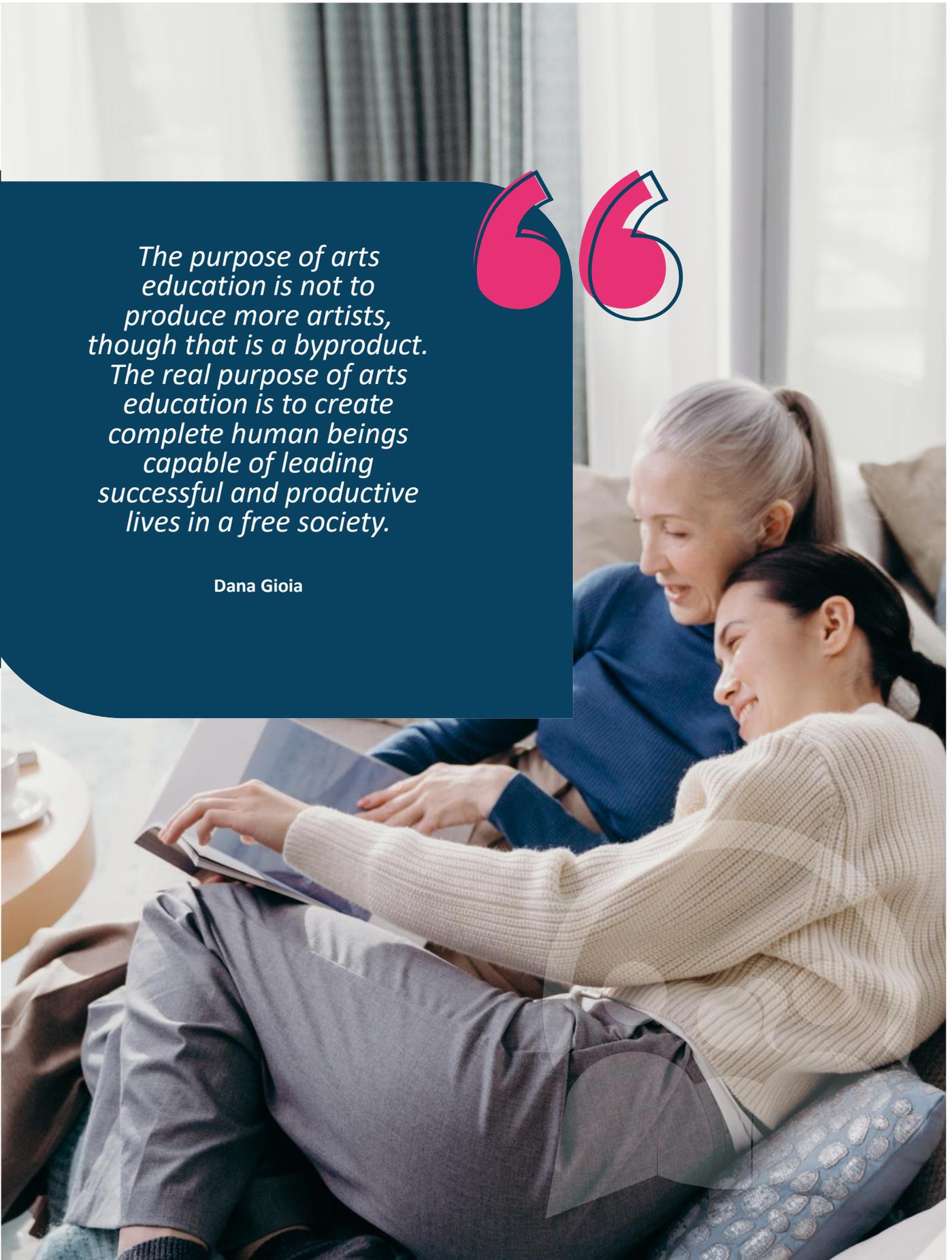
Peer-to-peer
learning
through art &
culture





The purpose of arts education is not to produce more artists, though that is a byproduct. The real purpose of arts education is to create complete human beings capable of leading successful and productive lives in a free society.

Dana Gioia



INTERGENERATIONAL

INCLUSION

LANGUAGE LEARNING

CULTURAL HERITAGE

Elderlearn:

When frail older people
become volunteers,
Denmark

PROBLEM

An intergenerational project, aimed at combatting the loneliness of the elderly, while also teaching them a new skill in language and culture.

ACTION

This combined development and research project will extend the initiative, Elderlearn, as well as generate knowledge about Elderlearn's significance for older Danes.

The Danish student visits the older volunteer for a conversation in Danish on a weekly basis. Through the conversation, Elderlearn creates meaningful relations, which allow frail older people to help others and be a resource for society through volunteering.

The purpose of Elderlearn is to combat loneliness among frail older people by connecting them with foreigners, who are in the process of learning Danish.

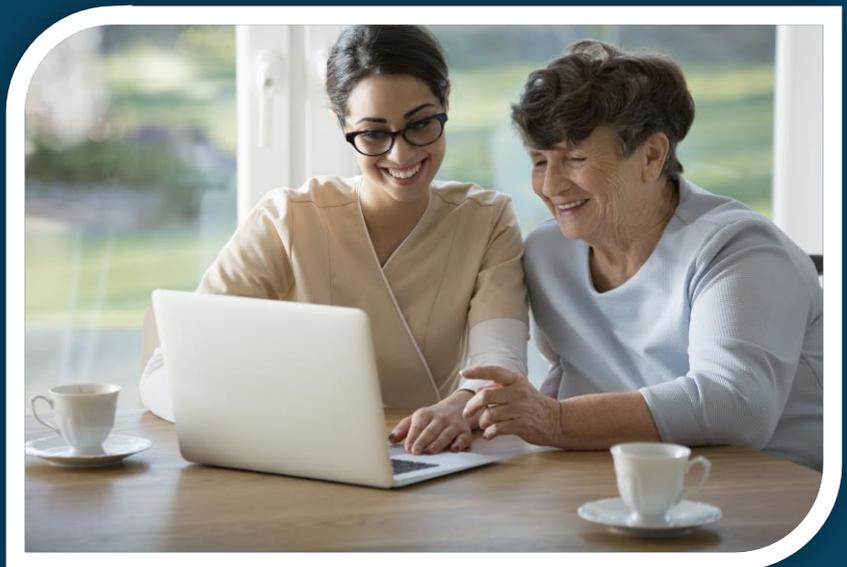
RESULT

Elderlearn has great importance for the social lives of older volunteers, both among the existing target group of nursing home residents and among home care recipients.

It investigates what constitutes good social relations between the older volunteers and the students, and how these relations are created.

Elderlearn uses this knowledge in the further development of the initiative.

Furthermore, the study illuminates how frail older people's experiences and competencies can be activated, benefitting themselves and the society which they remain part of.



Cafe Lingua, INTERNATIONAL

PROBLEM

WITH LEARNING LANGUAGES THE WHOLE WORLD BECOMES HOME!

- ✓ Café Lingua was born of the project Language Voices, an Erasmus+ funded project spanning two years, ending in 2019.
- ✓ The object of Language Voices was to establish a free language table event to teach migrants and refugees the language of their host country by enrolling native-speaking community members as volunteer tutors.
- ✓ The aim was to bridge gaps in non-formal ways of host country language education and cultural understandings between newcomers and native residents.

*Watch this video to
find out more*



ACTION

The birthplace of Café Lingua was in a café in Schaerbeek where it provided free non-formal language education to anyone interested in learning French, Dutch, English, Spanish, Arabic or Farsi. Eventually, at the end of 2019, it was deemed necessary to move the event to the refugee reception centre, Le Petit Chateau, where it would be more accessible by those in the most need. Since then Café Lingua grew exponentially. Until Covid it accommodated up to 80 newly arrived refugee learners and a rotation of up to 12 volunteers from a roster of 60, every Wednesday night and Thursday morning. Teaching tips and material for the tutors is supplied digitally via the Welcome Home International website, and the operation has become a favourite of residents in the centre.

RESULT

Language Voices was a very successful project and yielded from its Café Lingua in Brussels. It helped to promote and educate migrants on language and strive for social inclusion.

LANGUAGE LEARNING

INCLUSION

INTERCULTURAL



"A different
language is a
different vision of
life."

Federico Fellini





SOFT SKILLS

INTERGENERATIONAL

CULTURAL HERITAGE

From one generation to the next, Greece

SOURCE: <https://apogenia.gr/en/>

PROBLEM

The elderly have many stories to tell and share, but they usually don't have anyone to tell them to, whereas young children frequently don't have the experience of storytelling from their grandfather or grandmother.

As a result, a gap is created between the generations while popular wisdom and culture are no longer carried on from one generation to the other.

"From one generation to the next" is a pilot program organised on the island of Skopelos, with the participation of a Kindergarten and an Elderly Open Care Center, during which the kindergarten children learned about oral history and how to ask questions, through a process that resembles a game.

The objective of the program is to familiarise children with the methodology of oral history, and for them to spend time with men and women of the older generation, where they can find out how this coexistence can become interesting and fun.

ACTION

Using the methodology of oral history, they recorded fairy tales, stories from the daily life and the games the elderly individuals described to them. The innovation of this program lies in the fact that nothing similar has ever been done between these age groups.

The action was implemented in the framework of the "Points of Support" program which is co-funded by the TIMA Charitable Foundation, the John S. Latsis Public Benefit Foundation, the Hellenic Hope Charity and the Bodossaki Foundation. The artwork was included in the thematic album published in June by the non-profit organisation "Plegma".

RESULT

During these meetings, the children have the opportunity, with the guidance of teachers and a historian specialised in oral history, to collect information on the following subjects:

- Fairy tales
- Games they used to play in the past
- Personal stories – experiences.

These narrations serve as inspiration for the children, who then go on to create their own works of art.

Each action is completed with a small celebration between the elderly and the children, where they have the opportunity to sing and play games together, and the senior citizens will show the children the games they played when they were young.

Children and teachers are introduced to the world of oral history and learn how to ask questions / interviews around the themes of the program: everyday life, the games they played when they were little and the fairy tales they heard from their own grandparents.

Intergenerational Arts Working with Young and Older People Together

IRELAND

PROBLEM

The Intergenerational Arts Programme was started by the Sligo County Council Arts Service. There was a need for seniors to be more social and connect with the community. The same issue was there for the young people of the community. It was a necessity to form generational bonds that have been reduced because of the geographic or societal distancing of young and old.

ACTION

A Sligo County Council initiative through the Arts Service was planned and implemented. A solution was found by involving young people as volunteers in art classes with seniors in the community along with a facilitator. Intergenerational Arts were used to bring young and older people to interact in a way that allows them to share experiences, knowledge, skills, and creative practice and build cross-generational friendships.

RESULT

Participants of all ages were surprised at the genuine friendships developed, felt more included, and their sense of belonging increased too. They were happy to share complementary skills and abilities. They became more confident in expressing their opinions and trying out new challenges. Their sense of self-worth improved as they discovered skills, abilities, and qualities that had gone unnoticed or been forgotten. Some seniors experienced initial difficulties in manipulating brushes or pencils, but their manual control improved over time. The potential was seen to extend access to high-quality arts experiences through the development of further relationships with artists and arts organizations in the city and county.

ART

INTERGENERATIONAL



SOURCE:

<http://www.sligoarts.ie/ArtsinHealth/IntergenerationalArtsProgramme/>

Sligo Children's Community Garden

– The Sharing of Story and Tale

IRELAND

INTERGENERATIONAL

CULTURAL HERITAGE

NATURE

PROBLEM

The garden was founded by four local mums in response to the events of 2020. Sligo Children's Community Garden is a place where children and families can play, learn, and grow. They started an intergenerational project called The Sharing of Story and Tale. Some of the children don't have grandparents living near so this gives them that connection through storytime.

ACTION

The mums set up the garden as a non-profit and it's supported through family memberships of 15 a year. The Sharing of Story and Tale involves members of the older community calling in to share stories from the town's past and their experiences during youth. They roast marshmallows and sit around a fire sharing stories.

RESULT

Overall, the children connect with an older age group and learn about respect. It's also a great space for everyone's well-being. New friendships are formed through intergenerational interactions. It has become a great outdoor space for the community to connect. In the future, they'll like to add a sensory garden.



StoryTracks, Ireland

SOURCE: www.storytracks.ie

INTERGENERATIONAL

CULTURAL HERITAGE

PROBLEM

Fergal Nealon started StoryTracks in 2017 and has a visual storytelling background. He wanted to preserve local stories for the younger generations and those to come. Listeners can enjoy local stories pertaining to different regions of Ireland for free by downloading the app into their smartphones or tablets.



ACTION

StoryTracks are shared by volunteers as it runs as an app you must download. The app is free to download, and free to upload stories too. It has proven to be a great way to use digital platforms in a new innovative way. The stories are shared by seniors for the young to hear. There are also migrants sharing their stories for the local community to get to know them. It brings community cohesion and inclusion.

RESULT

Local stories get told to the next generations and tourists learn the history of the place they're visiting. The community is brought together through digital storytelling to the young, migrants, and tourists. StoryTracks has plans to build on stories, pick the best ones and launch a podcast. They're working with illustrator Annie West, who will be helping bring the audio to life through her world-famous cartoons.



The Concert'ô residence project

– Ricochet Sonore

FRANCE

INTERGENERATIONAL

CULTURAL HERITAGE

INCLUSION

ART

PROBLEM

The Concert'ô residence project essentially responds to a double problem:

- ageing of the population, and keeping people at home as late as possible: half of the residence's accommodation is reserved for retired people, with adapted accommodation and the possibility of modulating the accommodation for shared accommodation, hosting relatives, etc.

- social links: the Concert'ô residence is located in an urban area that has undergone major urban redevelopment. In such a context, the links between people can be weakened or even non-existent, with the appearance of isolation phenomena. The proposed programme of cultural actions aims above all to strengthen knowledge between neighbours and thus indirectly solidarity between them.

Beyond that, the objective here is to allow people to fully exercise their cultural rights, within the residence but also within their neighbourhood, the porosity with the latter being worked on.

ACTION

After having carried out an initial cultural diagnosis on its arrival at the residence in September 2015, the Ricochet Sonore association offers weekly cultural activities within the three spaces it has at its disposal in the Concert'ô residence:

- weekly cultural activities, aimed at the residents of the residence and their relatives: activities (musical quizzes, musical listening sessions with commentary, etc.), intimate concerts and meetings with musicians, but also discoveries of cultural projects in the neighbourhood, outings to shows, etc.
- year-round group music workshops, in the format of a music school, for residents of the residence and the neighbourhood, with music initiation, guitar, keyboard, drums, etc.

RESULT

The intergenerational aspect is at the heart of the project due to the very composition of the residence. The association's choice was not to offer activities by age group but "for all", which means that people are not stigmatised, particularly because of their age. The links between generations are therefore fairly natural, although there is a greater presence of retired people, who have more free time.

The intercultural dimension is very present, due to the composition of the residence, which, like French society, welcomes people of various origins, some of whom have recently arrived in France. The association regularly seeks to highlight these origins and to encourage knowledge between neighbours, particularly through the culture and music of the countries concerned.





INTERGENERATIONAL

DIGITAL

ART

Mahon Intergenerational Photography Group, Ireland

PROBLEM

This was an Intergenerational Digital Photography Project. The older people and younger participants met on a weekly basis with a digital photography tutor, a development worker for older people and a youth worker. The group learned digital photography skills and put together a thematic exhibition, 'Young and Old', which was displayed publicly.

Before the larger digital photography group came together, the younger and older participants met separately. This facilitated session aimed to establish and record any existing attitudes and prejudices.

A mid-point review was also held at which stage both groups were reminded of their original comments. This was an opportunity to observe if there was any difference in opinion. A DVD captures the views and learning of the participants. It highlights the stereotypical views that can exist prior to engaging with another age group, and how after some time the preconceived ideas can be transformed, with mutual respect developing.

SOURCE:
https://www.ageaction.ie/sites/default/files/attachments/mapping_report_november_2012_web.pdf

ACTION

The group met once a week in Mahon CDP at an agreed time that was suitable to both older and younger people. The youth worker and development worker were present and the photography tutor led the session. The tutor taught the group new skills in relation to digital photography. In later weeks, they worked towards creating images for a public photography exhibition, based on a theme of 'Young and Old'.

RESULT

Both age groups were able to contribute in a meaningful way to the group as a whole but also on an individual level whereby, in one particular case, one of the younger people assisted an older man with operating his camera, in return, the same man gave the younger person a brief history on the subject of his photograph, which was of an old manor house in the area. This was a clear demonstration of the fact that both generations have a lot to teach each other and learn from each other.

Some positive relationships were established which has led to a reduction in the divide between the age groups.

The gender balance and age balance worked well and has been repeated with the formation of a new group. The involvement of the different workers, i.e. youth worker and development worker for older people, was beneficial as each worker knew the participants well. This was a vitally important component.

The medium of digital photography was a good focal point as all participants had an interest in learning more on the subject. Working towards the exhibition introduced a new energy into the group and having the theme of 'young and old' encouraged the participants to view their images in a new light.

WHAT DID WE LEARN?



Arts and culture provide a powerful platform for peer-to-peer learning, as they are able to bridge the gap between generations and cultures.

Through art and culture, we can learn from each other's experiences, values, and beliefs. It is an effective way of creating intergenerational and intercultural understanding.

Peer-to-peer learning through art & culture encourages freedom of expression and individuality. It creates a pleasant environment and thus preconditions for learning are created. This type of learning helps us to discover our own identity while also allowing us to explore the perspectives of others. It also provides a platform for exchanging ideas, which can lead to new ways of thinking about our world.

Learning through arts and culture is an efficient way to gain knowledge as it encourages intergenerational and intercultural exchange. It allows people of different backgrounds to learn from each other, creating a more diverse and vibrant learning environment.

By using arts and culture as a medium for learning, we can create an environment that encourages creativity, critical thinking, collaboration, problem solving and communication skills - all essential skills for success in today's world.

It is possible to embed these facts into the learning of digital skills and produce stronger impacts and better learning outcomes.

THERE ARE NO BOUNDARIES OR
BORDERS IN THE DIGITAL AGE.

Karim Rashid





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