

Showcase on Intergenerational Activities

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experimentcity

Innovative and sustainable re-uses of vacant land and buildings in Berlin for social, cultural and ecological purposes

It is the bottom-up approach to involving civil society and local resources to support sustainable urban development through culture and creativity that makes experimentcity truly unique. In 2009 experimentcity is being publicized by the European Commission as a best practice in the “Year of Innovation and Creativity”.

How to improve the living environment in a post-industrial city confronted with shrinking, ageing and diversifying populations, as well as a stagnating economy and enormous debts?

experimentcity was created by the non-profit *id22: Institute for Creative Sustainability* in Berlin to support sustainable development experiments in dynamic, post-wall Berlin. Since 2003, experimentcity links theoretical sustainable development discussions to on-the-ground demonstrations and participants, such as housing projects, construction initiatives, project developers, consultants, enterprises, students, citizens and supporting partners.

Today experimentcity in itself represents a network of hundreds of innovative projects, ranging from co-operative, intergenerational, ecological housing to a youth education and cultural centre installed in a large, abandoned locomotive train repair hall.

The Idea

The method focuses on taking sustainable development from theory into practice by unleashing the great, unexplored potential in Berlin’s vacant land and structures. Synergies found in bringing “non-used” spaces together with the resourcefulness of civil society has led these innovative land recycling groups to be increasingly recognized as partners in the City's development.

experimentcity unites and promotes hundreds of urban development projects through its annual networking event, EXPERIMENTDAYS, and the participative internet platform WOHNPORTAL.berlin.

The Aims

experimentcity aims to generate new forms of creative, sustainable urban development by helping communities develop in ways that do not lead to rapid gentrification and dramatic increases in real estate value. This initiative fosters cooperation among various actors (housing and construction project developers, consultants, enterprises, students, artists and environmental activists) resulting in new synergies that improve urban quality of life. An important goal is supporting integrative and intergenerational initiatives bringing together young and old as well as various population groups.

The focus is on how to do more with less, as well as how to engage and empower civil society in the design and management of urban spaces without completely excusing local government of its responsibilities to maintain certain qualities in the built environment.

How does experimentcity work?

experimentcity emphasizes the importance of communication platforms and public events as a means of supporting a culture of sustainability.

Each year experimentcity's **EXPERIMENTDAYS** organises a forum for discussion, networking and exploring innovative approaches to sustainable and participative urban development. This two-day event features project exchanges, workshops, discussions and excursions. EXPERIMENTDAYS 2008 saw more than 1000 visitors and some 100 project presentation stands. Around 200 persons were actively involved, and media and communication activities brought information about this event to over 30 000 people.

In addition, experimentcity hosts **WOHNPORTAL.berlin**, an online database to support networking between projects and to provide inspiration and examples for alternative uses of vacant urban spaces and co-operative and intergenerational housing. The internet platform is visited by approximately 500 persons per day and presents more than 120 sustainable development projects and initiatives.

Keys to success

What makes experimentcity so special is the combination of civil society and local resources to support sustainable development through culture and creativity. experimentcity has developed inclusive bottom-up and participative methods to re-using Berlin's vacant land and buildings for social, cultural or ecological purposes. This approach has helped improve quality of life and environment in the city and also promoted the urban regeneration of Berlin by helping to overcome any possible rivalry and stimulating cooperation from stakeholders.

experimentcity has received very positive praise from its participants, national and international partners, local and national media, and local and national governments. The experimentcity approach could be transferred to and become meaningful in the context of other large cities. The project has already cooperated with various international partners, including similarly thinking groups in Vienna, Ljubljana, Paris, Taipei, and Seattle.

Further information:

Websites of the project: www.experimentcity.net and www.wohnportal-berlin.de

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FIFTY-FIFTY

Junior and Senior Citizens Discovering Social Europe through International Voluntary Service

International voluntary service activities, social and cultural exchanges among young people and adults are true educational tools for solidarity and active citizenship both for volunteers taking part to projects abroad and for their hosting communities.

How to encourage active citizenship and international volunteering accessible for everyone, regardless of age, social condition, religious belief or anything else?

Three Italian organisations, Lunaria, Legambiente and the Federation of Evangelic Churches in Italy, engaged for many years in voluntary service activities and the management of social and environmental projects came together to tackle this question in an intergenerational project named “Fifty-Fifty” run 2006-2007. The project was co-funded by the European Commission DG Education and Culture – Active Citizenship.

The Idea

The idea of the project was to form teams of junior and senior volunteers, previously involved themselves in activities of the three partner organisations to work out material, educational support and promotion strategies and encourage local administration, associations and citizens to engage in organising or in participating in active European citizenship and international volunteering activities.

The Aims

The aim of the project was the enhancement of active European citizenship and international volunteering as effective ways of informal education and socialisation towards more solidarity, tolerance and sustainability across Europe.

International volunteering in form of work camps or middle and long term projects tackle a wide range of topics: from environmental protection to social work, from recreational activities with kids or older people to the promotion of cultural issues, from civic education to activities promoting human rights. Volunteers from various countries and different cultural backgrounds are working together with the local community towards a common goal. The act of helping can be seen as an expression of genuine solidarity. All these activities are based on exchange and intercultural learning.

Another important goal of international volunteering is the achievement of various “cross competences” such as working together, building relationships, active listening skills and constructive conflict management. As a part of informal learning these skills are useful especially for young volunteers in future working environments and in managing interpersonal relationships.

In addition, International volunteering exchanges have recently also been opened to senior citizens and to families in the European Union. From these new intergenerational cooperations a new platform for exchange and experiencing together emerge for all generations inside and outside of family bonds providing an opportunity to change stereotype images that exist between the different ages.

How did “Fifty-Fifty” work?

“Fifty-Fifty” organised **trainings**, where the experienced junior and senior volunteers received in a first step all necessary information about the whole range of international volunteering, senior exchanges and European Voluntary Services. In a second step intergenerational teams were built to work out **promotional material**. As a result a really inspiring booklet was created. The booklet with the title “*Nobody left out*” presents a description of all different forms of international voluntary service activities (work camps, medium and long term projects, socio-cultural exchanges on a bi- and on a multilateral level) including photos and extracts from reports of volunteers, expressing individual and group related experiences. The booklet makes also very well explicit that volunteering is a precious, all kind of boundaries overcoming relationship building experience where everyone is welcome: youth, senior citizens, migrants, families, social disadvantaged or disabled persons. The appendix contains examples of activities organised in the past, a short historical account of the first internal voluntary project, a profile of the organisations participating in “Fifty-Fifty” and some practical advice for organisations in starting up activities in the field of international voluntary services.

In a last step the “Fifty-Fifty” partnership organised 5 **local meetings** in Italy, which were carried out by junior and senior volunteers talking about their personal experiences and presenting the booklet as communicative and work instrument for local administrations and associations willing to engage in future international partnerships for European Voluntary Exchanges.

Keys to success

According to a senior volunteer:

“ First of all the intergenerational exchange can work both by mixing volunteers of different generations and by mixing the proposals themselves; for instance, by sending seniors working in a children house or the young people in hospice for elderly people.

Everybody is aware of the generational conflict between parents and children, but outside the families this conflict suddenly, for many reasons, often disappears. It is very likely that in an international volunteering environment the intergenerational exchange becomes a further incentive to emphasize the best side of every one’s age: on the one hand the enthusiasm and creativity of the youth, on the other hand the rationality and the experience of the seniors.” (Lunaria et al (ed.), 2007, p.20 f.)

As a requirement for the success of intergenerational volunteering Davide Di Pietro underlines the necessity of involving junior and senior volunteers right from the start of project development.

Material available:

Lunaria, Legambiente, FCEI (ed.): Nobody left out! A Handbook on European Voluntary exchanges, 2007. As a download available in Italian and English at <http://www.seven-network.eu/site/?q=node/95>

Materials to organise senior exchanges taking into account the intergenerational perspective:

Still Active handbook for volunteers (including reports from volunteers) also downloadable in French, German, Italian

http://www.seven-network.eu/site/files/10.Handbook_for_volunteers_english.pdf

Still Active! A Guidebook for the Organisations of the Civil Society interested in Hosting Senior Volunteers also downloadable in French, German, Italian

<http://www.seven-network.eu/site/files/6.Guidebook%20for%20organisation%20English.pdf>

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GRASSMOOR ALLOTMENT PROJECT (GAP)

An intergenerational gardening project in England

In Derbyshire (England) this community intergenerational allotment project promotes health and wellbeing in a creative way whilst developing gardening skills. The young and not so young work together in a positive way, sharing experiences and ultimately challenging the stereotypical portrayal of the opposite generation.

The brief was ‘How to improve communications between the generations and promote the health and wellbeing of all ages and reduce fear of crime’?

Representatives of Derbyshire Intergenerational Strategy (DIgS), North East Derbyshire District Council, Youth Opportunities Unlimited, Grassmoor Community Centre, Grassmoor Allotment Society and Grassmoor School met in April 2008 to look at ways to improve social cohesion whilst working on a health and wellbeing programme. To date the £500,000 funding from Derbyshire County Council has enabled 127 schools and 1 Children's Centre to take part in this type of project. Further funding has been given from Derbyshire Intergenerational Strategy (DIgS) for other projects of this type on digital photography, writing and drama.

The Idea

The model developed required all generations to co-operate in the design of an allotment and the crop planting that will take place over each of the seasons. The fruit and vegetables grown on the allotment are either taken home by the children to encourage healthy eating in the family or used to supplement the school kitchen. Exercise and a healthy diet are an intrinsic part of the agenda.

The Aims

The project aims to improve community cohesion and break down barriers by encouraging intergenerational relationships outside of the family network plus collaboration on a healthy living project. The scheme looks at taking positive practical action in educating young and older members for the prevention of and reduction in obesity in the community.

How does the allotment project work?

The Grassmoor Allotment Project (GAP) works with pre-school (to sow seeds only), primary school children and adults aged 43 -72 yrs. This model has also been used also with secondary schools, in plannification is a project with teenagers who are in danger of being excluded from school and a group of people from a 50+ forum and a project with college students to work with some older people in a care home in the near future to design and plant a garden suitable for the residents of a home

At the start of the scholastic year the students will have the opportunity to work with members of the allotment society on a plot adjacent to the school. This activity is timetabled each week in order to have regular organised sessions. Within the school setting lessons are organised to work on healthy eating and the benefits of regular exercise.

Getting to know you session

The new relationships are forged in a 'getting to know you' session which allows both generations to experience something new. So far we have run a 'willow weaving' activity to enable the young and older members to join forces and learn how to make a tepee from willow and string. Both generations had the opportunity to practically work together and use the end product to grow runner beans on at the allotment site. Another session we have run is an intergenerational educational visit to a Royal Horticultural Society garden in order to receive advice on allotment design. This allows the younger and older participants to collaborate on how the allotment will take shape over the coming year.

Working on the allotment

Once a week the whole class meet with the volunteers from the allotment society whereby they discuss the tasks of the day. They tend and plant as required and are also given the opportunity to visit other allotments on the site to identify and discuss the variety of crops grown by other members of the community. Students who attend a lunchtime gardening club within the school setting look after the daily watering on site.

Keys to success

According to Gill Clarke, Derbyshire County Council's Intergenerational Project Manager "the ultimate measurement of success is sustainability of intergenerational activity which will have a longitudinal impact on the relationships between the younger and older members of the community. Consequently this will reduce the fear of crime as communities become more tolerant towards each other". Also, in this case it will contribute to a lifestyle change for many of the participants, improving their health and wellbeing at the same.

Further commitment to this type of work was given in 2008 when Derbyshire County Council pledged more than £500,000 to schools and children's centres to emulate this project which is held up as a model of good practice.

This project received national acclaim when chosen as a demonstration of best practice for National Older People's day on the 1st October 2008 by the BBC's national flagship programme 'Breakfast TV'. Activity on the allotment was filmed on the previous day and the project was aired 'live' on the news with reports from the school (follow the link)

<http://news.bbc.co.uk/1/hi/uk/7645581.stm>

Material available

Derbyshire County Council is to date the only county in England to have an intergenerational strategy. The strategy was launched in September 2007 resulting in the production of a resource pack to offer advice and guidance to organisations wishing to set up an intergenerational project. This pack can be downloaded from our website free of charge at www.derbyshire.gov.uk/intergenerational.

See also a case-study on the project in more detail on:

www.eagle-project.eu/welcome-to-eagle/practice-showcase/intergenerational-practice-in-england

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Intergenerational Learning in Organisations (IGLOO)

An employability promoting project across ages within the European Programme of Lifelong Learning

In order to face the predicted lack of workforce and conflicts between the generations IGLOO tackles “two of the key European challenges set out by the Stockholm European Council, which are increasing cross-age participation in training and increasing cross-age participation in the labour market.”¹ Intergenerational learning in organisations can be regarded as means to respond to the need using the full human resource potentials in companies and balancing labour market inequalities.

How to prevent further segmentation and establish a new balance between the generations on the European labour market?

This is the key question of the multilateral Grundtvig project IGLOO running from 2007 until 2009 within the European Programme of Lifelong Learning. The partner consortium consists of 6 organisations from 5 different countries (Austria, Germany, Italy, Latvia, Spain). On a long term view the intergenerational learning / teaching model developed and piloted in different companies in the participating countries should be adaptable to all European countries.

The Idea

Both trends the displacement of older employees from the labourmarket and a deficit of younger employees will lead to a lack of skilled workforce in the future with harmful consequences for the companies and the economy as a whole. In addition companies do not sufficiently recognise the value of the company’s human capital. With retirement skills and tacit knowledge of the older employees tends to be lost for the company due to a lack of transmission to younger employees. And vice versa also the younger employees seldom transfer their “new” technological knowledge and skills to the older generation. IGLOO intends to develop new methods and approaches in order to facilitate and enhance intergenerational learning in further educational training in- and outside of companies.

The Aims

The aims of IGLOO are to raise the awareness of the importance of continuous knowledge exchange between younger and older workers and to point out the (economic) value of this exchange for companies and society by focusing on the future scarcity of skilled and experienced employees due to the changing population all over Europe. Planned outcome of this project is an innovative teaching and learning model that can be easily implemented in organisations and help keeping precious knowledge in the company as well as enhancing knowledge exchange and reducing conflicts between younger and older employees.

How did the project proceed?

The project started by doing a scientific **literature research** as well as a **best-practice-collection**. The literature report gives an overview of already existing activities and results concerning intergenerational learning, most accruing from the

¹ Spanning, Reingard: Intergenerational learning in organisations (IGLOO) – Literature report – University of Innsbruck, April 2008, p. 8

civic and community field. The research revealed several European and national activities and programmes which aim at improving/increasing the employability of older workers. With respect to intergenerational learning only a small number of companies were found. "Their resource policies include systematic succession planning, mentoring, apprenticeships, on-the-job training, coaching, intergenerational task forces and workshops. Flexible working time schemes are introduced to facilitate the transmission of know-how between workers close to retirement and their young successors." (Spanning 2008, p. 28)

The second research activity consisted in the realisation of a **requirement analysis** in different companies and organisations. In all participating countries personal interviews with human resource managers and executives as well as focus group discussions with employees of different ages were carried out. To sum up the level of implementation of intergenerational learning and exchange differ from very common in some countries (Austria, Germany) to barely existing in others (Latvia). Carrying out the survey and comparing the results allowed to draw a picture of intergenerational learning in specific countries, published in national reports and send as feed back to the companies involved. All results were analysed and put together to a general report.

Based on the outcomes of both research activities IGLOO creates a new learning / teaching model using learning techniques and approaches which support companies and organisations in their knowledge management and which helps them to enhance intergenerational learning and knowledge transfer. An important factor is the integration of ICT-components, like online training sessions. The model is piloted by different companies (SMEs, training companies, etc.). They are provided with tools and guidelines that show, how to improve the process of intergenerational learning by themselves. As an outcome for further exploitation an online handbook and training course for teaching intergenerational learning groups and promoting intergenerational human resource development will be presented at the final conference in September 2009 and disseminated via the project-website.

Keys to success

Each generation has its special knowledge and its specific competencies. Young people did acquire their knowledge recently in school, vocational training or at the university. By the promotion of a purposeful knowledge exchange older and experienced employees may obtain support in modern every day life. The younger employees in turn benefit from the experience from the older ones and receive in these fast moving times assistance in orientation. They may acquire knowledge much more efficient, which can only be achieved by long lasting professional experience.

In this pool of experience-, knowledge- and competence can be located a potential, which can be of use for the development of a company. But this will only succeed, if the learning between the generations is based on reciprocity and equal footing. This bridging promotes furthermore solidarity across ages and counteracts prejudices. Mutual acquaintance and acknowledgement provide the basis for employees of different generations to work together and jointly engage for the company, provided that the company promotes this approach.

Material available:

All results (literature report, national and general surveys on intergenerational learning in companies, online handbook, online training course) will be published in English, German, Italian, Spanish and Latvian on the website: www.iglooproject.eu.

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LIVE AND LIVE TOGETHER

An intergenerational shared-housing programme in Spain

In Spain known under the name *Viure i Conviure (Live and live together)*, this intergenerational home share programme between elderly senior citizens living alone and young university students promotes on the one hand the development of values such as solidarity, reciprocity, tolerance and respect of others, on the other hand the encouragement of elderly people to keep on living in their homes by the creation of caring relationships beyond family bonds.

How to address isolation of elderly persons living alone in the fairly large flats in the neighbourhood of Eixample in Barcelona?

Representatives of Obra Social de Caixa Catalunya, Barcelona City Council, and the Universities of Barcelona, Pompeu Fabra and Ramon Llull met at the start of the academic year 1996/97 to find a way how to tackle this question. Together they decided to test the idea of housing students coming to Barcelona in the homes of the elderly people, matched and followed up by a professional team of Obra Social de Caixa Catalunya. The professional team of Live and Live Together is composed by psychologists and social workers. Today the programme operates across Spain in 27 Cities and in cooperation with 34 university centres. The Live and Live Together programme is also associated to Homeshare International, an international network bringing together the experience of similar working programmes from around the world.

The Idea

Live and Live Together can be defined as a shared-housing programme with the participation of two generations:

- Senior citizens over 60 years living alone, willing to share their home and in the condition to provide an appropriate and free accommodation to a student
- officially matriculated university students under 30 years (in the case of post-graduate students up to 35 years), who in return for the accommodation offer companionship to the elderly person and agree to stay at home overnight.

The Aims

The overall aim of the programme focus on the promotion and facilitation of caring relationships of the members of two generations, who beyond family bonds usually would not meet each other.

How does Live and Live Together work?

From the start of the selection process through to the end of the academic year, a team of professionals (psychologists and social workers) give support to the senior citizen and to the student ensuring that the experience of living together is beneficial to both. The work is organised on two main tasks:

The formation of the pairs

The matching of the pairs takes place during the whole academic year. This task area includes the classification of the applications, the admission of the candidates, the selection and introduction of the pairs and finally after a trial month the formulation and the signing of the “cohabitation agreement” by both partners.

In the process of pair formation a professional team takes care of finding persons that can adjust to each other through personal similarities and common interests. The initial agreement is an important instrument recording a minimum of obligations of each party providing limits and trust at the beginning of the cohabitation. Examples of these obligations are: the young has to arrive home at 10:00 p.m. at maximum; they have to sleep there 6 days per week (they can go home on Saturday morning, but they have to come back on Sunday night); and they have to share some time with the elderly, taking dinner, or watching tv, etc. The elderly have to give the keys of the house to the young cohabitants, they have to leave them to use the washing machine and the kitchen (buying their own food).

The monitoring process

Monitoring through a reference professional for each party is offered on a regular basis during the whole time of cohabitation in order to assess the situation and the well-being of each participant. In general once a month, but also according to the needs of each case a staff member of Live and Live Together visits and talks to the elderly person at home. The students are interviewed at the programmes office. Being aware of the fact that when people live together, tensions and conflicts came up in every day life which have to be tackled. Psychologists or social workers take over the role of a mediator or an advisor supporting the participants in relationship building. Conflict handling through dialogue, reflection, negotiation and reconciliation is seen as a part of the learning process of living together which requires commitment and exercising tolerance on both sides

Criteria of Success

Beside the participants and the professional team the family of the elderly person is another integrated part of the project. It is important that the family has a positive attitude towards the cohabitation project and is prepared to help and take over responsibility when it is needed, for example in cases of health problems of the elderly person.

In a recent study on Live and Live Together carried out by Mecè Pérez Salanova and Joan Subirats (2007) the authors convincingly demonstrate that the impact of the programme goes far beyond the simple efficacy of the exchange from which they were originated. “The programme (...) starts from the basis of a number of traditional demands, such as physical safety and financial help, and, through daily life (cohabitation) routines, starts to incorporate and respond to other demands, such as loneliness and solidarity, which are much more closely linked to relationship shortfalls in today’s society. Achieving this transformation is the end goal of the programme and in turn the greatest benefit that Live and Live Together can offer to people who join it.” (Pérez Salanova, M. and Subirats, J., 2007, p. 68f.)

Material Available

Pérez Salanova, Mercè and Subirats, Joan. Live and Live Together. A person-to-person experience. Viure I Conviure Foundation, Autonomous University of Barcelona, Barcelona, 2007.

See also more information and resources on accomodation arrangements for students and others in exchange for providing companionship and independent living assistance to seniors at the webpage of Homeshare International:
www.homeshare.org

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“Video of Generations” A German Intergenerational Media Award

Video of Generations presents the diversity of authentic lifestyles of young and of older people and appeals against taboos, stereotypes and prejudices. The creative media work has proven to be a “catalyst” in conjunction with the dialogue of generations.

How to promote the dialogue across generations?

The competition “Video of Generations” brings both the young and older generation together and uses the dialogue facilitating aspect of creative media work to promote exchange and learning processes across generations.

“Video der Generationen” is a nationwide competition set up since 1998 with an intergenerational focus. Organised by the Centre of Films for Children and Young People in Germany (KJF) and funded by the Ministry for Family Affairs, Senior Citizens, Women and Youth, the project is unique to the media scene in Germany.

To date approx. 4000 participants with about 1000 productions have been involved in the project “Video der Generationen”. Among these 40 % were produced by intergenerational teams. The age of the participants range between the age of primary school up to far over the age of eighty. “Video der Generationen” is affiliated to the Projektbüro “Dialog der Generationen”, a National Service Centre for Intergenerational Practice and the European network age-culture.net.

The Idea

In the handbook edited for the 10th birthday of the competition the Federal Minister Family Affairs, Senior Citizens, Women and Youth, Ursula von der Leyen, remembers the initial idea of the project: “Film production needs teamwork. Who is making a film is telling a story.. Why not bringing the fascination for films together with Young and Old?”² “Video of Generations” provides a forum to encourage the dialogue between the young and the old generation. The pedagogical intention of the project is to identify common ground and to discover that differences can be mutually valuable.

The Aims

The competition aims at encouraging self-expression in media form, promoting authenticity and media competence of both the younger and the older generation. By inspiring the participants to “translate” the diversity of their lifestyles to media and to appeal against taboos, stereotypes and prejudices, the forum becomes an outlet to rightly correct the cliché image of the elderly and the youth created by mass media (e.g. helplessness, passiveness versus egoistic, cause problems).

How does “Video of Generations” work?

“Video der Generationen” is targeted at the following groups:

² Kinder- und Jugendfilmzentrum in Deutschland (KJF): Intergenerative Videoarbeit. Ein Praxishandbuch. KJF, Remscheid, 2008, p. 5

- Cross-generational Teams (up to 25 and over 50 years)
- Young people up to 25 looking at age and age-related every day life
- Older people (50+)

The promotion of intergenerational communication takes place on different levels:

1. The production phase

The competition category “intergenerational” and the prospect of the winning a prize motivates the young and the old to work jointly on projects. Among the most frequent forms of project realisation are witness portraits as well as films with biographically-based concerns. The actual process of the film production kicks off the dialogue which evolves between the young and the elderly: a team of mixed age groups offers the basis for various forms of learning and the opportunity to get to know oneself – and each other.

2. The festival presentation

The best films of “Video of Generations” are presented to the public at the annual “National Video Festival”. The productions of the “German Youth Video Award” will also be shown at this event. Combining both awards and providing free space for communication and exchange regarding the contributions from both the “Video of Generations” competition and the Youth Video Award offers an additional platform for lively debate.

Keys to success

The introduction of “Video der Generationen” has enriched the scene of the National Video Festival. This competition verifies that both generations are indeed enthusiastic about making films and keen to meet and exchange views on the artistic productions and different lifestyles with each other. On the question which films in particular facilitate the dialogue across generations Jan Schmolling, the director of the Centre of Films for Children and Young People (KJF) answers: “Especially those, which transport subjective perspectives, affect directly, cause irritations, are in a way “crazy”, as it is well-known promote awareness through laughing and are fun.”³

Material available:

The project website www.video-der-generationen.de updates the public on current projects on provides since 2007 an online database not only with the awarded productions but also with all films submitted. The idea here is again to promote communication between filmmakers across all ages.

KJF releases compilations on DVD of exemplary award-winning productions. These serve as viewing material for interested educators and offer media-makers incentive to continue with new projects.

A handbook on the implementation of intergenerational video productions (in German) available at the KJF

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³ Kinder- und Jugendfilmzentrum in Deutschland (KJF): Intergenerative Videoarbeit. Ein Praxishandbuch. KJF, Remscheid, 2008, p. 8

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YOUTH WITH IMPACT

An innovative programme on community participation in Switzerland

Youth with Impact integrates young people in society, enhances well-being and health, increases the identification with their local community, improves the relationship between generations and promotes respect and tolerance.

How to better involve young people in community development?

This question turned up 1996 in Moosseedorf, a little village nearby Bern. Together, young people and members of the local authority developed the project Youth with Impact which was implemented for the first time in 1998.

Within ten years, the local project has developed into a national program run by Infoklick.ch – almost 70 municipalities and several cantons contribute to the network and the further development of the concept. During the participation of Infoklick.ch in the Grundtvig learningpartnership “Network for Intergenerational Learning in Europe” (2003-2006) the project was presented to a wider European public.

The Idea

The idea behind Youth with Impact is simple: Once a year a committee of young people and adults organises a “Youth With Impact Day”. During this day, realistic projects are developed and afterwards carried out.

The Aims

The project aims are a better inclusion of young people in community development issues, giving them a voice and fostering a positive image of the young people towards the community where they live.

How does “Youth with Impact” work?

Step one: setting up an committee

In this committee young people and adults prepare the “Youth with Impact Day”: The young members define the topics of interest that are going to be discussed during the “Impact Day” and motivate peers to participate. The adults take care about the setting of the event and invite other adults that can help realising the projects. This first step requires between three and four preparatory meetings.

The most important precondition for the successful implementation of the project in a community is the political support of the local authority.

Step two: the “Youth With Impact Day”

During the “Impact Day”, each group works out a project for the community according to the topics set by the young members of the committee. Thanks to the dialogue between young people and adults, the developed projects are realistic and fundable.

Step three: the project-groups

After the “Impact Day” the committee initiates the projects together with other young people and adults that are interested. There are many successful examples of realised projects across Switzerland such as beach volleyball-fields, youth centres, skating rinks, and parties for young people.

Keys to success

According to Markus Gander, CEO of Infoklick.ch, the implementation of the dialogue across generations is essential for the success of the project:

“Young people indeed have good ideas, which are important ideas for the community development. What they *do not* have is the knowledge, the skills and the necessary contacts. They depend on the support of all people concerned and all generations to develop together sustainable solutions. People of different generations talking to each other promote in addition mutual understanding. The jointly implementation of projects in situ enhances the identification with the community and improves the local well-being. Such a direction of impact ties better the involvement of young people in social contexts than a tenor saying “we listen what you wants, we will tell you what is possible”. In order to increase the dialogue across generations it is in a first instance necessary to interact on an equal footing.”⁴

Material available:

Available: Project-description in German and French, Project-DVD in German, Start-Up-Kit for communities in German (available for CHF 30). All information will be available in French, German and Italian from August 2009 on.

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⁴ Gander, Markus: „Jugend mit Wirkung“. Ein Praxisbeispiel in: Jakob, Mariana Christen und Strohmeier, Rahel (Hrsg.). Werkstattheft Generationen im Blick. Hochschule für soziale Arbeit, Luzern, p. 22 f., 2007