



“FLOURISHING”

The Good Practice E-booklet



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Table of Contents

<u>PROLOG.</u>	03
<u>THE PARTNERSHIP</u>	04
<u>1.PRACTICAL GUIDE TO COMPLETING INTERGENERATIONAL ACTIVITY WORKSHOPS</u>	05
<u>1.1 Practical Guide Description and Objectives</u>	05
<u>1.2 Concepts & Definitions</u>	06
<u>1.3 Key Elements for a Successful Intergenerational Activity</u>	08
<u>1.4 Measurement of Impact: Indicators and Evaluation Tools</u>	11
<u>1.5 References</u>	14
<u>2. EXAMPLES OF INTERGENERATIONAL ACTIVITIES</u>	15
<u>2.1 Kamishibai</u>	16
<u>2.2 Creation of Blazon</u>	18
<u>2.3 Video Creation</u>	20
<u>2.4 Vegetable Gardening and Cooking</u>	22
<u>2.5 Maintenance of Community Gardens</u>	24
<u>2.6 City Tour</u>	26
<u>2.7 Creation of a Comic Strip</u>	29
<u>2.8 Creation of Christmas Baubles</u>	31
<u>2.9 Storytelling</u>	33
<u>2.10 Scrapbooking</u>	35

Table of Contents

<u>3. COMPARATIVE ANALYSIS OF FLOURISH CENTERS AFFINITY SPACES</u>	37
<u>3.1 Introduction</u>	37
<u>3.2 Workshop Implementation</u>	39
<u>3.3 Evaluation</u>	41
<u>3.3.1 Evaluation Results</u>	45
<u>3.4 Good Practices</u>	55
<u>3.4.1 Preparation</u>	55
<u>3.4.2 Content</u>	55
<u>3.4.3 Participant Engagement</u>	55
<u>3.4.4 Methods and Techniques</u>	55
<u>3.4.5 Evaluation</u>	55
<u>3.4.6 Conclusion</u>	56

Prolog.

In a rapidly changing world, where advancements in technology continually reshape our lifestyles, education, and social interactions, the significance of intergenerational learning is increasingly evident.

FLOURISH CENTERS, is an Erasmus+ project emerged as a result of a collaborative effort between five forward-thinking organizations, taking into account the dynamic nature of the context.

Our consortium is composed of members from various regions in Europe, including France (Pistes Solidaires), Cyprus (Synthesis), Greece (Innovation Hive), Austria (AIS), and Italy (EXEOLAB). Motivated by a common vision and a strong dedication to promoting positive transformation, we initiated a journey that would surpass geographical boundaries and endure across generations.

We have been designing and implementing innovative educational activities, designed by experienced educators and enhanced by the valuable insights of our senior members, we have successfully expanded the horizons of learning, resulting in a profound intellectual and emotional growth for all participants involved.

This Practical Guide serves as evidence of our collaborative endeavour, useful resource that stems from the deep conviction that education transcends age and generation. This represents our dedication to promoting awareness, understanding, and mutual development. Within this publication, we provide educators and facilitators with a comprehensive guide that outlines the necessary steps for effectively planning and executing intergenerational activity workshops. We provide valuable insights, effective strategies, and practical tips to ensure that these activities are not only educational but also seamlessly integrated into different educational environments.

We cordially extend an invitation to join us on this extraordinary journey through this publication. May these activities act as catalysts for initiating change, stimulating discussions, establishing connections, and fostering a passion for continuous learning.

THE PARTNERSHIP

5 organisations from 5 EU
countries organised
intergenerational workshops in
their home towns.

pistes s→olidaires

Pau, France



Austrian Association of
Inclusive Society

Vienna, Austria



Nicosia, Cyprus



innovation hive

Larissa, Greece



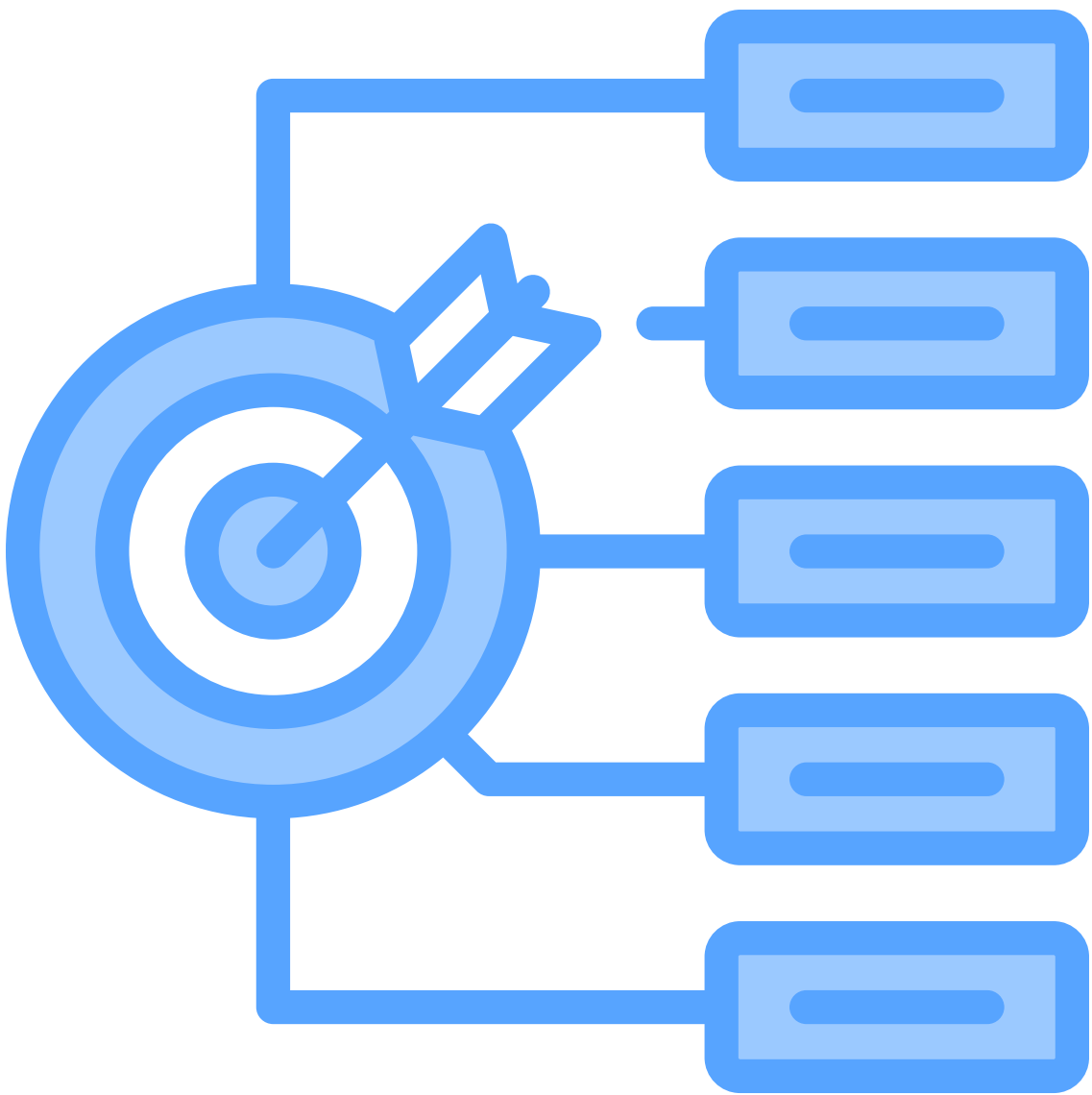
Potenza, Italy

1. PRACTICAL GUIDE TO COMPLETING INTERGENERATIONAL ACTIVITY WORKSHOPS

1.1 Practical Guide Description and Objectives

This practical guide will provide adult educators the most important steps and elements for the best implementation possible of intergenerational workshops

This learning unit is consisted of a theoretical part helping in defining the main concepts and elaborating the different steps and actions to be considered in implementing the workshops going from preparation to evaluation and a more practical guide with concrete ready to use intergenerational activities that could be used or inspire the adult educators in developing other similar activities.



Objectives of the Guide:

- 1. Defining Practical Guide, Intergenerational activity and workshops concepts within adult education
- 2. Identifying the key elements for a successful intergenerational activity
- 3. Providing concrete examples of intergenerational activities for adult educators
- 4. Identifying the indicators and the evaluation tools for the measurement of impact of workshop implementation

1.2 Concepts & Definitions

This topic aims to define the main concepts of this learning unit and will cover the following:

- What is an intergenerational activity?
- What is a workshop?
- What is the difference between activity & workshop within FLOURISH Project?



What is an Intergenerational Activity?

We can also talk about “Intergenerational solidarity” that is based upon reciprocal relationships between different generations and enables an interactive exchange of knowledge, skills, attitudes and values, i.e. a true approach to lifelong learning. It recognizes that learning is a process that takes place throughout the life course and that people may have different needs and interests at different stages of life. A reciprocal relationship in the situation of support or learning should be such that there is no helper and no cared-for person, but two people who mutually and equally enrich each other through the presence of the other.

What is a Workshop?

A workshop is a period of discussion or practical work on a particular subject in which a group of people share their knowledge or experience. It provides a way to create an intensive educational experience in a short amount of time. It can introduce a new concept, spurring participants to investigate it further on their own, or can demonstrate and encourage the practice of actual methods.

A workshop is also a great way to teach hands-on skills because it offers participants a chance to try out new methods and fail in a safe situation. Failure is often the best teacher, and failure in this instance doesn't carry a cost. At the same time, feedback, from both the presenter and peers in the group, helps a participant understand what she can do to avoid failure in a real situation.



What is the Difference Between Activity & Workshop within FLOURISH Project?

Within FLOURISH project, a workshop is composed of one or several intergenerational activities in order to achieve a common goal.

The goals of the project are the following:

- Developing intergenerational communication and interpersonal skills
- Sharing knowledge about cultural heritage
- Developing digital competences for intergenerational socialization
- Creating multimedia material for cultural communication

1.3 Key Elements for a Successful Intergenerational Activity

This topic aims to identify the key elements for a successful intergenerational activity and will cover the following:

- What are the main elements while setting up intergenerational activities?
- What are the methodological principals for implementation?
- What are the benefits for the target groups?
- Some recommendations & tips for a better implementation

What are the Main Elements while Setting Up Intergenerational Activities?

In each activity conception, there is a list of elements that should be taken into consideration while creating or setting up an intergenerational activity.

Here is the list of the main elements:

- Recommended number of participants,
- Recommended duration of the activity,
- Objectives that may be achieved with the activity,
- Materials needed (by pair or group of a certain size),
- Directions, including steps to take before and during the intergenerational opportunity.
- Special considerations that may apply to the participants (e.g. environmental or safety considerations),
- Key conversation questions to help facilitators generate conversation among participants,
- Variations on the activity.

What are the Methodological Principals for Implementation?

In each activity, the facilitator or the trainer should follow a methodology in order to achieve the objectives of the activity.

The methodological principals that could be applied during the implementation could be inspired from the following:

- Preparing the activity is essential to a successful interaction between the participants. The materiel, administrative and logistic preparations are included in this step
- Involving the participants in the preparation of the sessions
- Organizing the activities from collaborative work dynamics
- Maintaining a common structure in all sessions (Review of the previous session, presentation of the session and its objectives, activity, evaluation with the participants)
- Evaluating the session among the facilitators to reflect on how the session went on and the improvements that could be done for the next one.
- Giving visibility to the project within the educational center and the community.



What are the Benefits for the Target Groups?



In intergenerational activities, each target group has his own role and get some specific benefits from this teamwork installed and the activities implemented. We can list some of them in the following section.

An opportunity for seniors to:

- Stay active and healthy and continue to participate in community life,
- Pass on their skills and knowledge to younger generations,
- Feel a sense of belonging,
- Enjoy the enthusiasm and fun of young people.

An opportunity for young people to:

- Develop social, emotional, cognitive, and motor skills,
- Learn about seniors and aging,
- Share their competences and knowledge linked to the modern world,
- Enjoy individual attention.

Some Recommendations for a Better Implementation

According to the research done over several studies and practical guides, we noticed the following elements to be taken into consideration while setting up intergenerational activities:

- The maximum duration of a workshop is recommended to be 1h30 min. It is recommended to meet every second week during the implementation
- The number of participants is another key factor in planning the activity. Most activities are best with a small to medium size group of youth and adults (3–4 from each age) in order to minimize noise and distraction and maximize young/senior partnerships.
- The content of the workshops should be chosen to encourage interaction between seniors and young people. Each workshop should respond to one goal only at a time.
- The human resources team should be always adapted to the number of participants: 1 adult educator/facilitator for 8 participants maximum



Tips & Tricks

The following are a few final ‘tips and tricks’ for implementing your intergenerational activity:

1

Preparation is key! Before your activity begins, take the time to prepare your location. Set up any supplies for the day, clear the room of any accessibility barriers, turn on the coffee pot etc.

2

Keep organized. Have information related to your project (i.e. schedules, forms, participant information etc.) in a designated, easily accessible location.

3

Be flexible. Be willing to change your strategy depending on the dynamics of the group – not all activities go according to plan!

4

Have a contingency plan. Hosting your activity in an outdoor location? Expecting a guest facilitator? Have a backup plan ready for when something does not turn out as expected!

5

Create spaces that foster conversation. For example, alternate seating so different persons are sitting next to each other. If you are working with an activity that requires the use of supplies, consider having only enough supplies to share so participants need to interact.

6

Develop promotional materials. Options include printed posters, newsletters, articles, information emailed using distribution lists, website announcements and social media posts. Using eye-catching visuals and photos can make your promotions stand out.

1.4 Measurement of Impact: Indicators and Evaluation Tools

Evaluation is one of the most important aspects of activity planning. Effective evaluation practices can help you make improvements and provide invaluable feedback to why you are engaging with an intergenerational project. Evaluation should be considered from the very beginning to the very end of your project.

When formulating your evaluation processes, consider what kind of information would be useful to you for future planning purposes.

The following are examples of evaluation types that can be incorporated throughout a project's implementation to measure the progress:

- Indicators and Evaluation tools
- Quantitative Indicators
- Quantitative Indicators indicate a quantity. The quantity can be a pure number, an index, ratio or percentage. Quantitative indicators are very widely used in development activities/projects as they give a very clear measure of things and are numerically comparable and compare the performances or achievements of two or more programs/projects.

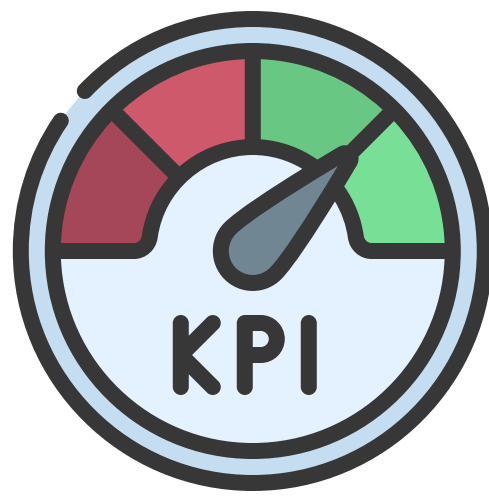


Here is a list of questions that can help the facilitator to obtain quantitative data:

(Interval scale question from very likely to not likely)

- Was the workshop material and content helpful to you?
- Was the workshop interactive and engaging?
- Did the workshop meet your expectations?
- How well do we think we achieved the goal of the workshop today?
- How much more knowledge or understanding have you gained from the workshop in comparison to before you started?
- How likely are you to recommend our workshops to a friend/colleague?

Indicators and Evaluation tools



Qualitative Indicators

Qualitative Indicators do not show numeric measures as such. Rather, they depict the status of something in more of qualitative terms. To many people, qualitative indicators do not seem appealing. But it is also true that some things are better captured by a qualitative indicator than a quantitative one.



Here is a list of open-ended questions that can help you to obtain qualitative data:

- What did you like most about the workshop?
- What did you like least about the workshop?
- What do you hope to learn and take away from this workshop?
- How do you think this workshop could have been improved?

Qualitative Vs Quantitative Indicators

There is neither comparison, nor competition between quantitative and qualitative. Both have their respective values and their respective importance. We should not strive to find “which one is better?” Rather we should strive to find which one is more suited for which purpose. Good evaluation tool does not involve “Quantitative OR Qualitative”; it involves “Quantitative AND Qualitative”

General Questions

On the other hand, here is a list of questions that can help the facilitator to obtain general data, not related specifically to the content of the activity but to the workshop setting: (On a scale of 1 – 10, with 10 being excellent)

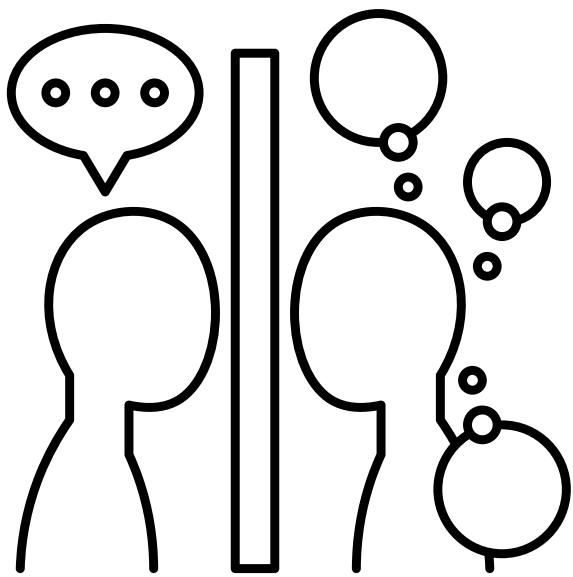
- How do you rate the venue and the facilities of the workshop?
- How would you rate your facilitator’s skills in making sure the workshop was engaging and interesting?)
- Overall, how would you rate the workshop?





Tips & Recommendations

To conclude this section, we invite you to take into consideration the following tips and advices while preparing and delivering the evaluation forms:



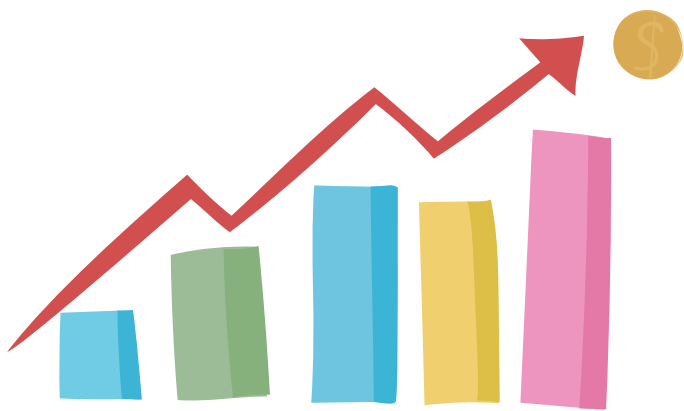
Provide Opportunity for Reflection

Encourage participants to reflect on their experiences. Suggestions include offering time at the end of a session to complete journal entries or to discuss the day’s learnings as a group.



Collect Testimonials

Anecdotal evidence of participant experiences can provide important learning opportunities and attract participants to future program offerings.



Data Collection

For example, track the number of participants attending your activities and record participant demographic information. Consider what type of data would be most useful to your organization and your project implementation.



Pre- and Post- Activity Surveys

Identify what information is needed to determine the success of your workshops and incorporate this into pre- and post- project surveys.

Are you planning for a specific learning outcome?
An observed change in participant attitudes?



Collect Feedback from Program Staff and Instructors

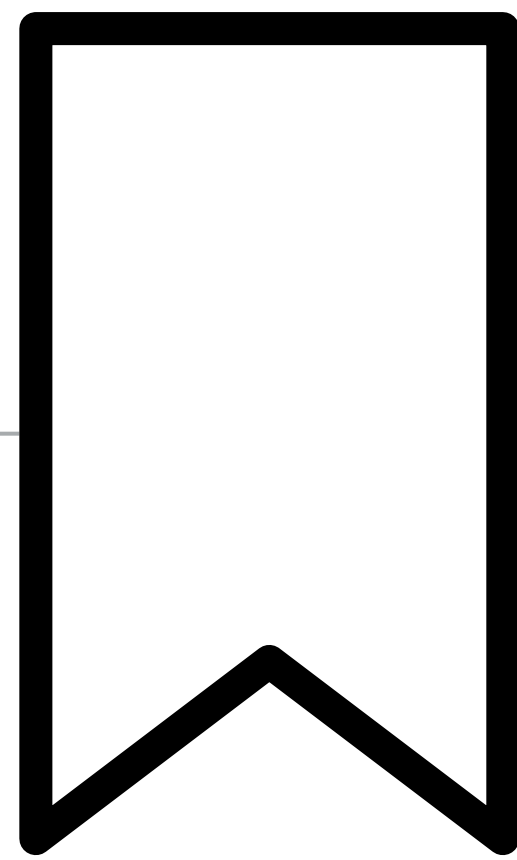
Check in with your activity facilitators for updates on the progress of your program. Schedule regular meetings or request interim progress reports.



If you Have Extra Questions You’d Like to Ask your Attendees, by all means, Ask!

It’s a great way to get honest and accurate feedback. That said, just be mindful of how many questions you ask. The longer your survey is, the less likely people are to complete it.

1.5 References



- Intergenerational Activity:
<https://generationsworkingtogether.org/downloads/5bebf57b90d25-Intergenerational-Activity-Guide2018-St-Monica-Trust.pdf>
- Workshop:
<https://ctb.ku.edu/en/table-of-contents/structure/training-and-technical-assistance/workshops/main>
- Intergenerational Programming Toolkit By Edmonton
<https://www.edmonton.ca/public-files/assets/document?path=PDF/afe-intergenerational-toolkit.pdf>
- Toolbox for intergenerational activities
<https://faafc.ca/initiatives/intergenerationnel/coffre-a-outils/planification-dune-activite/>
- Qualitative & Quantitative indicators
<https://www.sfcg.org/Documents/dmechapter4.pdf>

2. EXAMPLES OF INTERGENERATIONAL ACTIVITIES

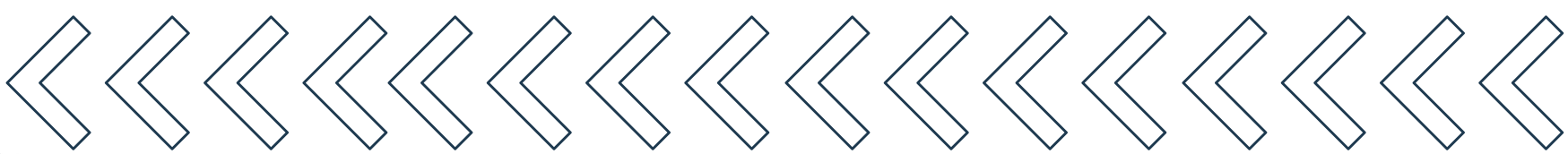


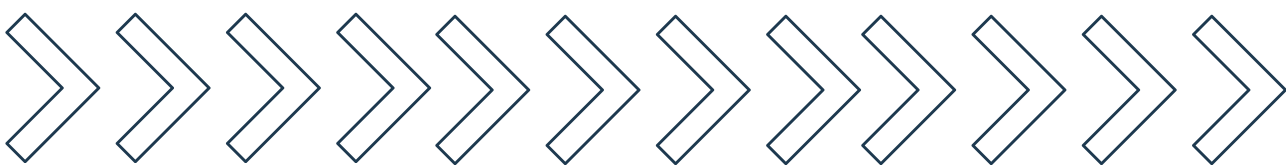
In an era marked by swiftly evolving technology and shifting social dynamics, educators play a crucial role in facilitating learning experiences that transcend generational boundaries. This Intergenerational Learning Activities Manual is designed to equip educators with innovative tools for bridging the divide between young learners and seniors, thereby fostering connection, empathy, and the exchange of knowledge.

As educators, we have the ability to create lasting connections and facilitate meaningful learning experiences that go beyond age. Educators have the opportunity to unlock the full potential of holistic development by embracing intergenerational learning. This approach allows for a mutually beneficial exchange between the younger and older generations, resulting in enrichment for both parties involved. This guide aims to assist you in establishing connections, fostering a commitment to continuous learning, and ultimately contributing to a more promising future for all individuals involved.



Name of the Activity	Kamishibai
Number of participants	10 participants (5 young people and 5 seniors) by groups of 2
Duration	approximately 3 hours
Topic or objective of the activity	Introduce seniors to new technology by enabling them to create a digital “ Kamishibai” while having a good time with a young person
Preparation	<ul style="list-style-type: none">• find a room (library, leisure centre...)• invite participants• preparing ice-breaking activities in advance• provide a snack• get a physical Kamishibai as an example• assemble the equipment required for the activity (see equipment section).
Material	table, chairs, computer / tablet, canva software, kamishibai
Methodology	<p>Definition of a kamishibai</p> <p>Kamishibai (pronounced kah-mee-shee-bye) is a traditional form of Japanese storytelling that combines visual and oral elements. The word "kamishibai" translates to "paper theater" in English. This storytelling technique typically involves a storyteller who uses illustrated cards or boards to visually depict the story while narrating it to an audience, often children.</p> <p>The activity step by step:</p> <ul style="list-style-type: none">• set up the room (chairs, table, snacks)• welcome participants• ice-breaker activity• list everyone's expectations and fears• take stock of everyone's knowledge about kamishibai• show an example of a kamishibai• explain how to reproduce it on canva• create groups according to their wishes• make materials available• be at their disposal if needed• visualize each group's kamishibai• close the day with a debriefing,• send a questionnaire to participants to obtain their feedback <p>There are several possible solutions for the kamishibai theme:</p>



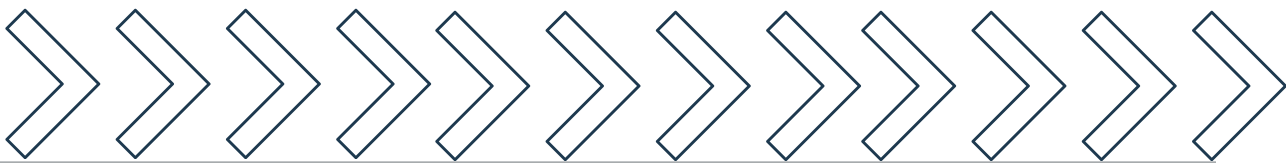


Methodology	<p><u>Version 1</u></p> <p>Create a kamishibai based on a poem. Using a collection of poems, the group chooses one and illustrates each verse/stanza to create a kamishibai.</p> <p><u>Version 2</u></p> <p>Create your own kamishibai based on various elements. To do this, you'll need the following cards (example: 5 landscapes, 5 characters, 5 animals, 5 events...) groups draw 2 cards from each section and create a story based on their cards (And don't forget to take a few photos for the scapbooking workshop)</p>
Evaluation	<ul style="list-style-type: none">• How to evaluate the activity with the participants? Thanks to the questionnaires distributed at the end of the day• What are the debriefing questions that can be used, if any? Did you enjoy the day? Did you find the workshop topic interesting? Would you come back to take part in this type of workshop? Did this workshop enable you to learn more about new technologies?• Is there any additional material that can used for evaluation? Their opinions, see if participants return to future workshops Using different emojis: at the end of the day, give them several cards with different emotions, and ask them to select one that represents their state of mind following the workshop.
Annexes	<p>Please share all the annexes that can be used during the activity if any. It could be templates, pictures, videos, or any other document useful for the implementation of the activity</p> <ul style="list-style-type: none">• Tutorial for using canva , “Tutorial for beginners” https://www.youtube.com/watch?v=6M8axhCQP7M• Know what a kamishibai is, “What is Kamishibai?” https://www.youtube.com/watch?v=v6URceEr_zc
References	

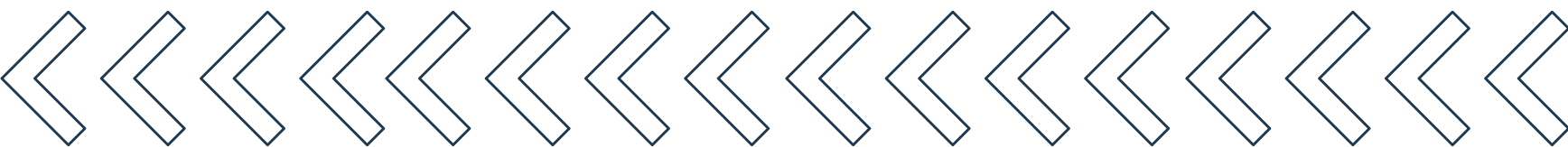
2.2 Creation of Blazon

Name of the Activity	Creation of Blazon
Number of participants	10 participants (5 young people and 5 seniors) by groups of 2
Duration	about 2 hours
Topic or objective of the activity	Use historical elements to create common activity between seniors and young people
Preparation	<ul style="list-style-type: none"> • find a room (library, leisure center...) • invite participants • preparing ice-breaking activities in advance • provide a snack • assemble the materials needed for the activity (cf: material section)
Material	tables, chairs, ice-breaking activities, computer, printer, colored cardboard & paper, scissors, pens, markers, glue...
Methodology	<p>Definition of Blazon</p> <p>In the context of heraldry, a "blazon" refers to a formalized description or depiction of a coat of arms or heraldic emblem. It involves specifying the colors, symbols, and arrangement of elements on a shield or other heraldic device. This description is typically written in a specific, standardized language using heraldic terminology.</p> <p>The activity step by step:</p> <ul style="list-style-type: none"> • set up the room (chairs, table, snacks) • welcome participants • ice-breaker activity • list everyone's expectations and fears • explain what a blazon is, where it comes from, what it's for... • show examples of what is expected of them • explain the rules governing the blazon: shape, colors, etc. • create groups according to desires and chosen themes • allow time for research on the Internet • help them print some of the images if they wish • make equipment available • be at their disposal if necessary



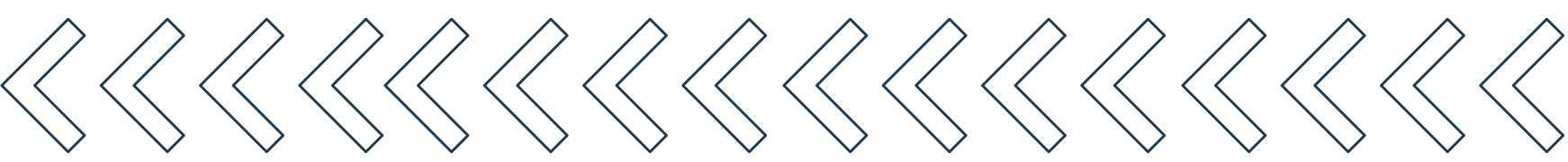


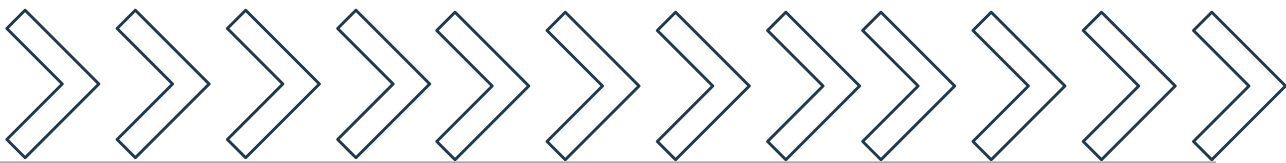
Methodology	<ul style="list-style-type: none">• once the pairs finished their work, make a common presentation in plenary• close the day with a debriefing,• send a questionnaire to participants to obtain their feedback. <p>(And don't forget to take a few photos for the scapbooking workshop)</p>
Evaluation	<ul style="list-style-type: none">• How to evaluate the activity with the participants? Thanks to the questionnaires distributed at the end of the day• What are the debriefing questions that can be used, if any? Did you enjoy the day? Did you find the workshop topic interesting? Would you come back to take part in this type of workshop? Did this workshop enable you to learn more about new technologies?• Is there any additional material that can used for evaluation? Their opinions, see if participants return to future workshops Using different emojis: at the end of the day, give them several cards with different emotions, and ask them to select one that represents their state of mind following the workshop.
Annexes	<p>Please share all the annexes that can be used during the activity if any. It could be templates, pictures, videos, or any other document useful for the implementation of the activity</p> <ul style="list-style-type: none">• Video explaining the coat of arm, “What is a coat of arms” https://www.youtube.com/watch?v=urS_slZWlws
References	



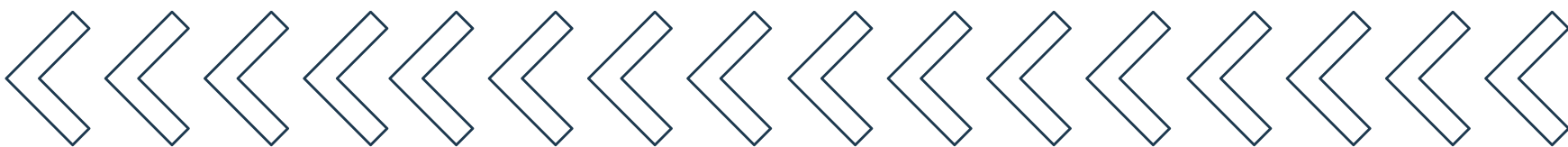


Name of the Activity	Vidéo creation
Number of participants	10 participants (5 young people and 5 seniors) by group of 2, it's important to have the same number of seniors and young people
Duration	about 6 hours
Topic or objective of the activity	Discover the process of video creation
Preparation	<ul style="list-style-type: none">• find a room (library, leisure center...)• invite participants• preparing ice-breaking activities in advance• provide a snack• assemble the materials needed for the activity (cf: material section)• make sure all necessary equipment is in working order provide
Material	table, chairs, ice-breaking activities, video topic list, computer, video editing software(canva), camera, tripod, microphone, phone
Methodology	<p>The activity step by step:</p> <ul style="list-style-type: none">• set up the room (chairs,table,snacks),• welcome participants,• ice-breaker activity,• list everyone’s expectations and fears,• check everyone's knowledge of video creation process• show examples of what is expected from them,• present the videos on the video creation process created within FLOURISH project (cf, annexes)• discuss ideas for video themes,• create groups according to desires and chosen themes,• allow time to research information on the Internet,• make equipment available,• be at their disposal if needed,• close the day with a debriefing,• send a questionnaire to participants to obtain their feedback. <p>Video themes can focus on an element of your town's cultural heritage, but can also cover other subjects such as the environment, History, Food, social subjects, etc.</p> <p>(And don't forget to take a few photos for the scapbooking workshop)</p>





Evaluation	<ul style="list-style-type: none">• How to evaluate the activity with the participants? Thanks to the questionnaires distributed at the end of the day• What are the debriefing questions that can be used, if any? Did you enjoy the day? Did you find the workshop topic interesting? Would you come back to take part in this type of workshop? Did this workshop enable you to learn more about new technologies?• Is there any additional material that can used for evaluation? Their opinions, see if participants return to future workshops Using different emojis: at the end of the day, give them several cards with different emotions, and ask them to select one that represents their state of mind following the workshop.
Annexes	<p>Please share all the annexes that can be used during the activity if any. It could be templates, pictures, videos, or any other document useful for the implementation of the activity</p> <ul style="list-style-type: none">• Video editing software tutorial, “how to create video with canva” https://www.youtube.com/watch?v=tECa1RO22Qo• Pre-Production video process: https://www.youtube.com/watch?v=IKQB7v_UZQQ• Production video process: https://www.youtube.com/watch?v=3vh1pl7cGCM• Post Production video process: https://www.youtube.com/watch?v=aYLAuPhM7W8
References	



Name of the Activity	Vegetable gardening and cooking
Number of participants	8 participants (4 young people and 4 seniors) by groups of 2
Duration	The activity will take place over two parts, the first dedicated for vegetable gardening, the second for cooking. It is a long term activity.
Topic or objective of the activity	Encourage a new outdoor activity that lasts over a long period to create a strong link among seniors and young people.
Preparation	<p>Gardening:</p> <ul style="list-style-type: none"> • find a community garden that can be used by the group, • make sure we have the necessary equipment, • start the activity in the right season, • participants should wear appropriate clothing for the activity (participants can bring their own). <p>Cooking</p> <ul style="list-style-type: none"> • find adequate premises for cooking, • bring the necessary equipment (participants can bring their own), • bring the necessary ingredients for the cooking workshop.
Material	Gardening equipment, seeds, clothing, kitchen utensils, kitchenware..
Methodology	<p>Preparatory session for the gardening period :</p> <ul style="list-style-type: none"> • provide a meeting place (the community garden), • welcome participants, • ice-breaker activity, • list expectations and fears, • explain how the activity will unfold, • set up teams, • show videos that will help them with the activity, • set a working schedule that the participants can use independently to come over the gardening period in an autonomous way but in senior-youth pairs. <p>First session of gardening:</p> <ul style="list-style-type: none"> • gather at the site • distribute materials (gloves, seeds, etc.), • start planting the seed to show how it's done, • let the teams do it, • be at their disposal if needed.

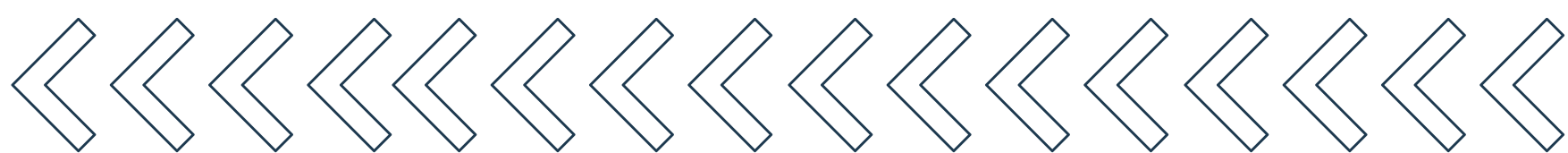


Methodology	<p>The following gardening session should be done according to the schedule elaborated during the preparatory session.</p> <ul style="list-style-type: none">• picking products and Cooking session• recontact the same teams and give them an appointment,• picking products from the community garden• come up with an idea for a recipe using the vegetable you planted earlier,• provide them with the recipe,• provide the additional ingredients needed for the recipe• be at their disposal,• taste the teams' dishes,• close the day with a debriefing• send a questionnaire to participants to get their feedback. <p>(And don't forget to take a few photos for the scrapbooking workshop)</p> <p>Here are few ideas :</p> <ul style="list-style-type: none">• plant pumpkins → pumpkin soup• plant carrots→ carrot soup• plant strawberries → strawberry tart
Evaluation	<ul style="list-style-type: none">• How to evaluate the activity with the participants? <p>Thanks to the questionnaires distributed at the end of the day</p> <ul style="list-style-type: none">• What are the debriefing questions that can be used, if any? <p>Did you enjoy the day? Did you find the workshop topic interesting? Would you come back to take part in this type of workshop? How was the process over the gardening period? Did you enjoy the activity over a long period?</p> <ul style="list-style-type: none">• Is there any additional material that can used for evaluation? <p>For this long term activity, you can establish a suggestion box in the community garden that will be used by the participants who will come autonomously to the gardens and leave comments to the facilitator</p> <p>This box will help maintain the link among the group and the facilitator and provide suggestions for the recipe.</p>
Annexes	<p>Please share all the annexes that can be used during the activity if any. It could be templates, pictures, videos, or any other document useful for the implementation of the activity</p> <ul style="list-style-type: none">• Instructional video “ How to sow a seed directly into garden ? “ https://www.youtube.com/watch?v=3FGxEYWAPf8
References	<p>Gardeniser Project: for more information, training and good practices for the community garden facilitator https://gardeniser.eu/en</p>



2.5 Maintenance of Community Gardens>>>>>

Name of the Activity	Maintenance of community gardens
Number of participants	8 participants (4 young people and 4 seniors) by groups of 2
Duration	A whole day, or on two different half days. The activity will take place in two parts
Topic or objective of the activity	Encourage a new outdoor activity that lasts over a long period to create a strong link among seniors and young people.
Preparation	<ul style="list-style-type: none">• find a community garden that can be used by the group,• determining the meeting place,• make sure we have the necessary equipment,• start the activity in the right season,• send preparation videos to participants,• participants should wear appropriate clothing for the activity (participants can bring their own),
Material	Gardening equipment, clothing, label / panels, printer, phone / tablet / computer
Methodology	<p>The activity will take place in two stages. First, we'll go to the vegetable garden to identify the plants. Then we will create the display panels and the teams will go to the vegetable garden to display them.</p> <p>First part : Identifying plants / vegetables</p> <ul style="list-style-type: none">• gather at the site• explain how the activity will go,• distribute materials (gloves, photo camera, etc.),• share with them applications that could help them identify plants, vegetation, etc,• set up teams, assign them to a specific zone,• take photos of plants and vegetables in the area• take the time to look at the vegetables• save photos,• be at their disposal if needed <p>Second part : creation of display panels</p> <ul style="list-style-type: none">• gather at the site,• providing equipment for research,• teams must research the plants they have photographed,

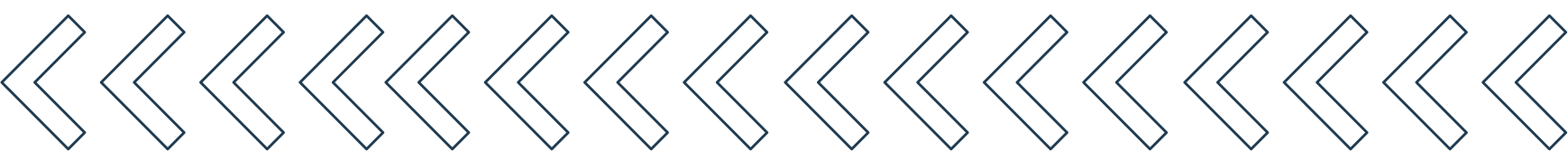


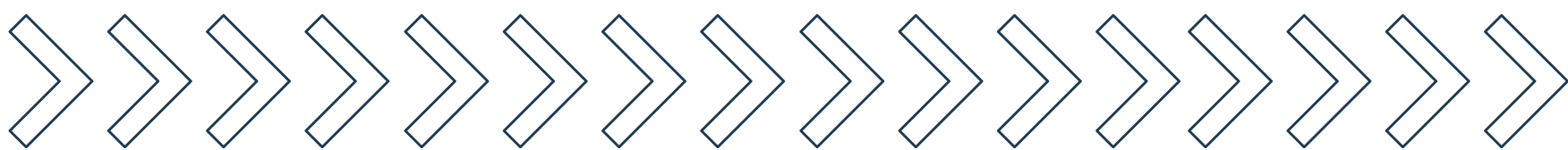


Methodology	<ul style="list-style-type: none">• note the name of the plant and some information about it, such as its origin, provenance, etc.• create labels and signs with canva, complete the display panels• once the panels are finished, ask young people to create a google calendar with their partner and share it,• check that agendas have been shared between groups,• close the day with a debriefing,• send a questionnaire to participants to get their feedback. <p>The gardening session to place the panels must take place according to the pairs' availability.</p> <ul style="list-style-type: none">• get to the garden and display the signs near the plant / vegetables. <p>(And don't forget to take a few photos for the scrapbooking workshop)</p>
Evaluation	<ul style="list-style-type: none">• How to evaluate the activity with the participants? Thanks to the questionnaires distributed at the end of the day• What are the debriefing questions that can be used, if any? Did you enjoy the day? Did you find the workshop topic interesting? Would you come back to take part in this type of workshop? Did this workshop enable you to learn more about new technologies?• Is there any additional material that can be used for evaluation? For this activity, you can establish a suggestion box in the community garden, that will be used by participants who come to the gardens independently, but also by passers-by who will give their opinions on the effectiveness of the panels and leave comments to the facilitator. This box will maintain the link between the group and the leader and provide suggestions for the recipe.
Annexes	<p>Please share all the annexes that can be used during the activity if any. It could be templates, pictures, videos, or any other document useful for the implementation of the activity</p> <ul style="list-style-type: none">• Website, "How to identify Plant in 10 step", https://www.masterclass.com/articles/how-to-identify-a-plant
References	<p>Plantsnap : app that lets you identify plants using the photo camera, https://www.plantsnap.com/blog/vegetable-plants/</p>

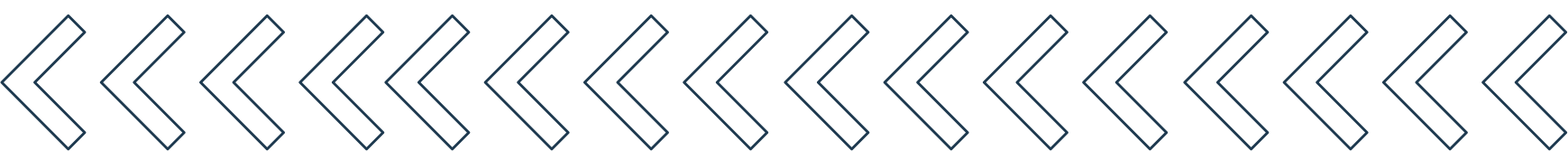


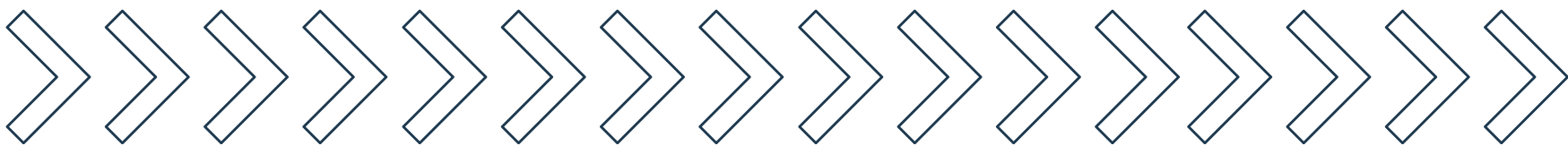
Name of the Activity	City tour with QR codes
Number of participants	8 participants (4young people and 4 seniors) by groups of 2
Duration	4 hours
Topic or objective of the activity	create links between the seniors and young people through sports activities, while learning about new technologies
Preparation	<ul style="list-style-type: none">• determine the route and its key points• create QR codes for each step (version 1)• invite participants• determine ice-breaker activities• assemble the materials needed for the activity (cf: material section).• obtain city maps• install QR codes in desired locations (version 1)• determine the monuments / places to be visited (version 2)• contact participants• prepare ice-breaker activities• make sure every participant has a bike (version 2)
Material	City map, bikes, helmets, pens, printed QR codes, phones or tablets
Methodology	<p>Common task</p> <p>The activity step by step :</p> <ul style="list-style-type: none">• welcome participants• introduce themselves• ice-breaking activities before the departure• explain the route, locate yourself on the map• create groups according to their wishes• ensure that each team has a telephone and can contact us if necessary• allow time for participants to familiarize themselves with the map• be available to them if needed <p>(And don't forget to take a few photos for the scrapbooking workshop)</p> <p>There are several possible options s for the city tour :</p> <p><u>Version 1 : Explore the city using QR Codes</u></p> <ul style="list-style-type: none">• give the maps to the groups,• go to the first point indicated,



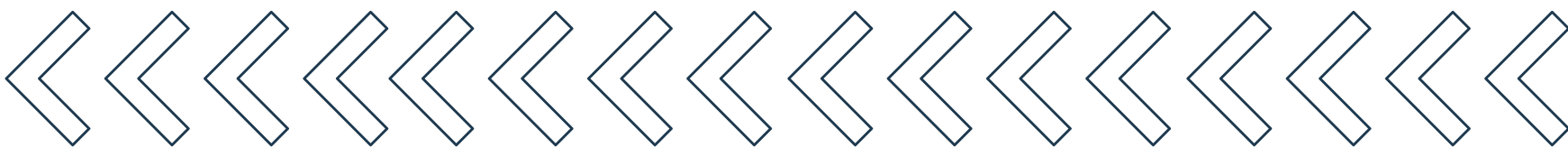


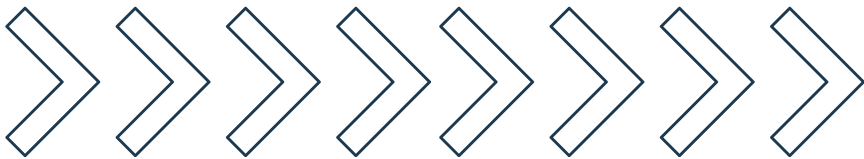
Methodology	<ul style="list-style-type: none">• find the QR code to scan,• scan the qr code and see the next destination,• identify the second destination on the map,• go to the next destination until the QR CODE indicates the final destination (where the host will be waiting),• first team to complete the course wins. <p>The QR codes must be placed in a visible place so that the team does not get stuck in its race.</p> <p>The locations must also be well chosen, so that they can visit the city and have fun at the same time</p> <p><u>Version 2 : The city_photo race</u></p> <ul style="list-style-type: none">• make sure that everyone has a bike, a helmet and one phone per group,• setting a time and place to meet,• give the maps to the groups and a list of the monuments / places they need to photograph,• choose a monument / place from the list and cycle there,• once we arrive at your destination, take a photo with your partner in front of the monument,• try to take photos of as many monuments as possible before arriving at the meeting point,• go to the meeting point,• the team that visited the most places won,• close the day with a debriefing,• in the days that follow, send a questionnaire to participants to obtain their feedback. <p>if the teams get lost, they can use google maps while showing the seniors how to use it.</p> <p>(And don't forget to take a few photos for the scrapbooking workshop)</p>
Evaluation	<ul style="list-style-type: none">• How to evaluate the activity with the participants? Thanks to the questionnaires distributed at the end of the day• What are the debriefing questions that can be used, if any? Did you enjoy the day? Did you find the workshop topic interesting? Would you come back to take part in this type of workshop? Did this workshop enable you to learn more about new technologies?



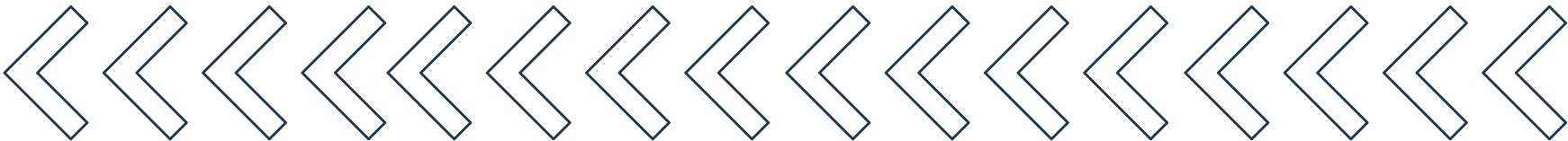


Annexes	<p>Please share all the annexes that can be used during the activity if any. It could be templates, pictures, videos, or any other document useful for the implementation of the activity</p> <ul style="list-style-type: none">• a map of the city (with key points)• a site to create QR codes: https://fr.qr-code-generator.com/• the google map application, https://play.google.com/store/apps/details?id=com.google.android.apps.maps&hl=fr&gl=US• video tutorial , “How to scan QR Code” (version) https://www.hellotech.com/guide/for/how-to-scan-qr-code-iphone-android
References	



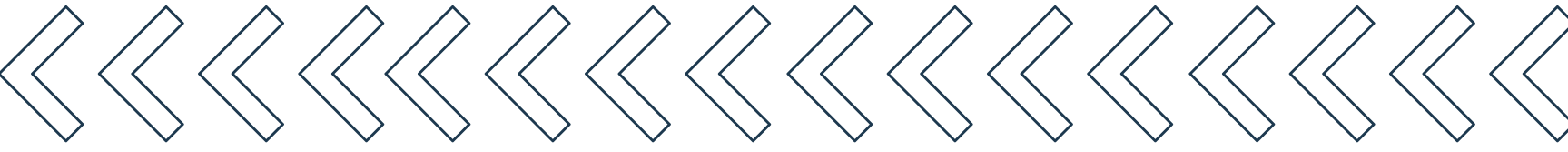


Name of the Activity	Creation of a comic strip
Number of participants	10 participants (5young people and 5 senior) by groups of 2
Duration	3 hours
Topic or objective of the activity	Discover a cultural activity, the comic strips creation, within an intergenerational context
Preparation	<ul style="list-style-type: none">• find a room (library, leisure centre...)• invite participants• prepare ice-breaking activities in advance• provide a snack• get examples of comics strip• assemble the equipment required for the activity (see equipment section).
Material	table, chairs, computer / tablet, canva software, examples of comics strip
Methodology	<p>Definition of a comic strips</p> <p>A comic strip is a form of sequential art that consists of a series of illustrated panels or frames, typically arranged in a linear sequence from left to right and top to bottom. Comic strips are usually found in newspapers, magazines, and online platforms and are a popular medium for telling short, humorous, or dramatic stories.</p> <p>The activity step by step:</p> <ul style="list-style-type: none">• set up the room (chairs, table, snacks)• welcome participants• ice-breaker activity• list everyone's expectations and fears• identify everyone's knowledge about comic strip• show an example of a comic strip• explain how to reproduce it on canva• create groups according to their wishes• make materials available• be at their disposal if needed• share each group's comic strip in plenary• close the day with a debriefing,• send a questionnaire to participants to obtain their feedback <p>There are several possible solutions for the comic strip theme</p>





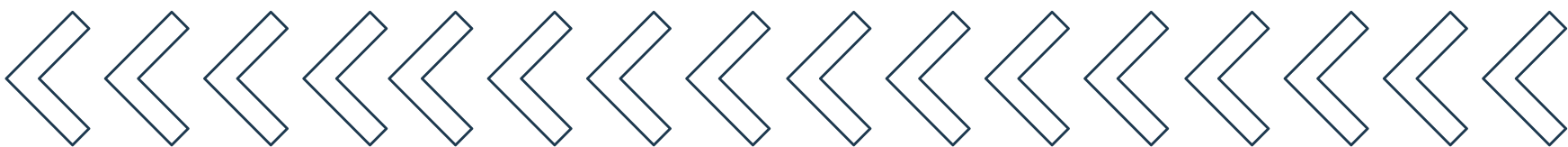
Methodology	<p><u>Version 1</u></p> <p>They can create their comics based on a film or series they like and keep only their favorite moments.</p> <p><u>Version 2</u></p> <p>They can create their own comic strip based on various elements. To do this, you need to provide them with several cards, like for example:</p> <ul style="list-style-type: none">• 5 cards on landscapes,• 5 cards with characters,• 5 cards with animals,• 5 cards with events...) <p>Each group choose one theme create a comic strip based on their cards</p> <p>(And don't forget to take a few photos for the scrapbooking workshop)</p>
Evaluation	<ul style="list-style-type: none">• How to evaluate the activity with the participants? Thanks to the questionnaires distributed at the end of the day• What are the debriefing questions that can be used, if any? Did you enjoy the day? Did you find the workshop topic interesting? Would you come back to take part in this type of workshop? Did this workshop enable you to learn more about new technologies?• Is there any additional material that can used for evaluation? Their opinions, see if participants return to future workshops Using different emojis: at the end of the day, give them several cards with different emotions, and ask them to select one that represents their state of mind following the workshop.
Annexes	<p>Please share all the annexes that can be used during the activity if any. It could be templates, pictures, videos, or any other document useful for the implementation of the activity</p> <ul style="list-style-type: none">• Tutorial for creating a comic strip on canva , “Free Comic Strip Maker Create Comic Strips Online “ https://www.canva.com/create/comic-strips/• Know what a comic strip is, “ Comic Strip Definition, History & Examples”https://study.com/academy/lesson/what-is-a-comic-strip-definition-history.html
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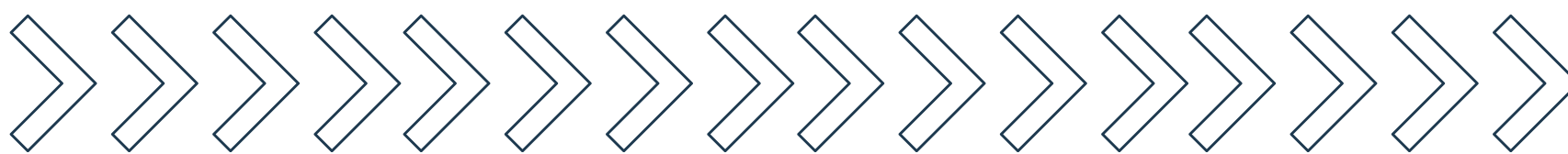


Name of the Activity	Creation of christmas baubles
Number of participants	10 participants (5young people and 5 senior) by groups of 2
Duration	2 hours
Topic or objective of the activity	Create Christmas baubles within an intergenerational context
Preparation	<ul style="list-style-type: none">• find a room (library, leisure centre...)• invite participants• prepare ice-breaking activities in advance• provide a snack• assemble the equipment required for the activity (see equipment section).
Material	tables, chairs, ice-breaking activities, computer, printer, colored paper, old christmas ornaments , scissors, pens, markers, glue...
Methodology	<p>Like the Christmas tree, Christmas baubles originated in Germany. Hans Greiner began to make glass Christmas ornaments called baubles during the 1800s. These were the first manufactured Christmas ornaments.</p> <p>The activity step by step:</p> <ul style="list-style-type: none">• set up the room (chairs, table, snacks),• welcome participants,• ice-breaker activity,• list everyone's expectations and fears,• explain the agenda, present the material available to them,• show examples of what is expected of them,• explain the history of Christmas ornaments,• create pairs groups according to affinities,• show them tutorials to help them make their Christmas baubles,• allow time for research on the Internet,• help them print some of the images if they wish,• make equipment available,• they can also customize and paint old baubles to make them reusable,• be at their disposal if necessary,• close the day with a debriefing,• send a questionnaire to participants to obtain their feedback. <p>(And don't forget to take a few photos for the scrapbooking workshop)</p>

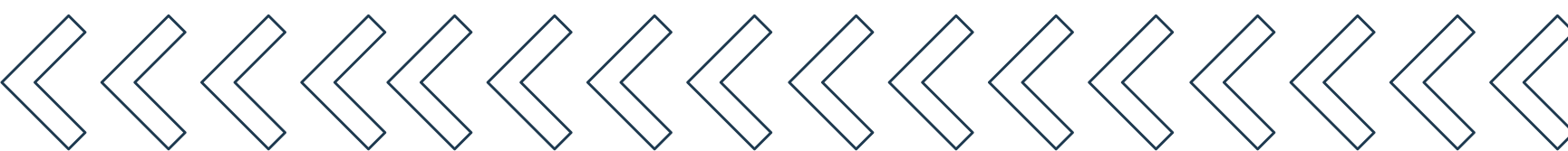
Evaluation	<ul style="list-style-type: none">• How to evaluate the activity with the participants? Thanks to the questionnaires distributed at the end of the day• What are the debriefing questions that can be used, if any? Did you enjoy the day? Did you find the workshop topic interesting? Would you come back to take part in this type of workshop? Did this workshop enable you to learn more about new technologies?• Is there any additional material that can used for evaluation? Their opinions, see if participants return to future workshops Using different emojis: at the end of the day, give them several cards with different emotions, and ask them to select one that represents their state of mind following the workshop.
Annexes	<p>Please share all the annexes that can be used during the activity if any. It could be templates, pictures, videos, or any other document useful for the implementation of the activity</p> <ul style="list-style-type: none">• tutorial for creating a christmas bauble, “ DIY Paper Bauble ” https://www.youtube.com/watch?v=urS_slZWlws• tutorial creating several christmas ornaments “ 5 DIY Christmas Ornament ” https://www.youtube.com/watch?v=hN5gl-Nx9EY
References	

Name of the Activity	Storytelling
Number of participants	10 participants (5young people and 5 senior) by groups of 2
Duration	3 hours
Topic or objective of the activity	learn a new method of storytelling in an intergenerational context
Preparation	<ul style="list-style-type: none">• find a room (library, leisure center...)• invite participants• prepare ice-breaking activities in advance• selecting stories for reuse• create the cards with emotions and short stories• provide a snack• assemble the equipment required for the activity (see equipment section).
Material	table, chairs, computer / tablet / phone, printed stories, papers, pens
Methodology	<p>Definition of storytelling:</p> <p>Storytelling is the vivid description of ideas, beliefs, personal experiences, and life- lessons through stories or narratives that evoke emotions and insights.</p> <p>The activity step by step:</p> <ul style="list-style-type: none">• set up the room (chairs, table, snacks),• welcome participants,• ice-breaker activity,• list everyone's expectations and fears,• identify everyone's knowledge about storytelling,• create pairs according to their wishes,• place the different cards on the opposite side: There are 2 types of cards, one type with emotions and one type with short stories• each group chooses an emotion card and a story card• let them work in pairs: they have to prepare telling the story with the emotions they picked• be at their disposal if needed, in the plenary, each pair gets up and tells its story, and the others have to guess which emotion was intended to be conveyed,• close the day with a debriefing,• send a questionnaire to participants to obtain their feedback.



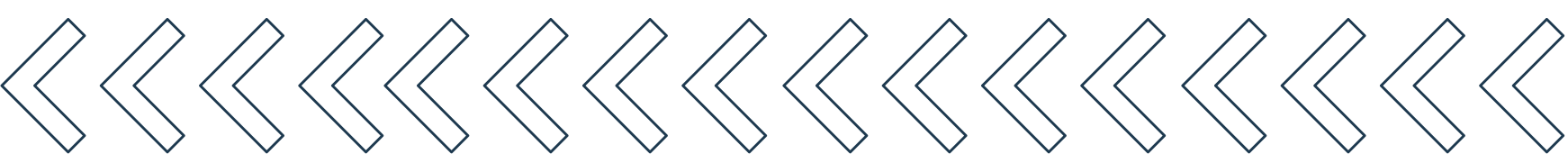


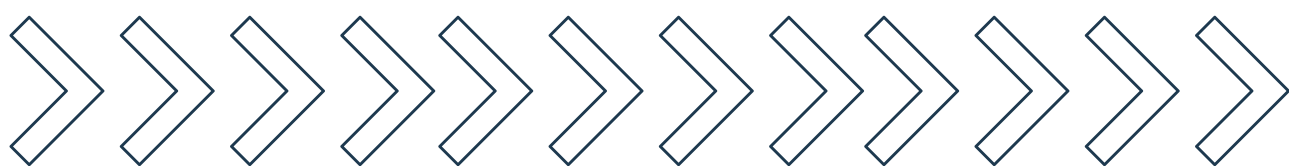
Methodology	<p>The story can be based on a tale but also on a poem, an event, or a personal experience.</p> <p>(And don't forget to take a few photos for the scrapbooking workshop)</p>
Evaluation	<ul style="list-style-type: none">• How to evaluate the activity with the participants? Thanks to the questionnaires distributed at the end of the day• What are the debriefing questions that can be used, if any? Did you enjoy the day? Did you find the workshop topic interesting? Would you come back to take part in this type of workshop? Did this workshop enable you to learn more about new technologies?• Is there any additional material that can used for evaluation? Their opinions, see if participants return to future workshops Using different emojis: at the end of the day, give them several cards with different emotions, and ask them to select one that represents their state of mind following the workshop.
Annexes	<p>Please share all the annexes that can be used during the activity if any. It could be templates, pictures, videos, or any other document useful for the implementation of the activity</p> <ul style="list-style-type: none">• example of story weaving “ basics of story weaving for beginners “ https://www.youtube.com/watch?v=UkUwWfk09OE• Know what a storytelling is, “ What is storytelling ? “ https://blog.genial.ly/en/what-is-storytelling/
References	https://storycomp.eu/



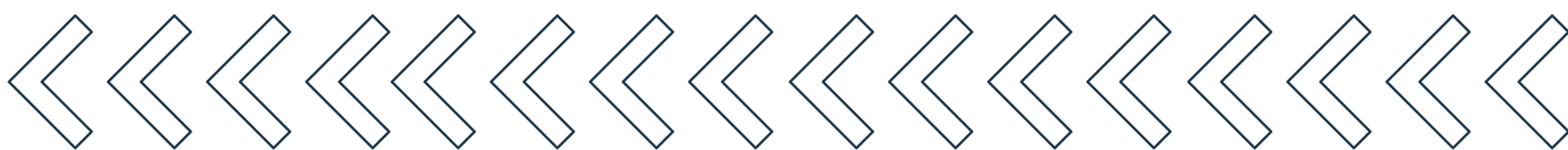


Name of the Activity	Scrapbooking
Number of participants	10 participants (5 young people and 5 seniors) by groups of 2
Duration	2 to 3 hours
Topic or objective of the activity	Use digital tools to create scrapbooking in an intergenerational context
Preparation	<ul style="list-style-type: none">• find a room (library, leisure center...)• invite participants• prepare ice-breaking activities in advance• get empty photo albums,• provide a snack• assemble the materials needed for the activity and make sure they are in working order (cf: material section)
Material	tables, chairs, ice-breaking activities, computer, printer, colored paper, materials such as scissors, paint, pens, felt-tip pens, glue...
Methodology	<p>This activity can be done after the participants have taken part in other intergenerational workshops and that the facilitator has taken several photos of the previous workshops. It can be used as a conclusion workshop.</p> <p>Definition of Scrapbooking:</p> <p>Scrapbooking is a creative hobby that involves preserving and showcasing photos and memories in albums.</p> <p>The activity step by step:</p> <ul style="list-style-type: none">• set up the room (chairs, table, snacks),• welcome participants,• ice-breaker activity,• list everyone's expectations and fears,• present the material available to them,• show them examples of scrapbooking,• create groups according to desires and chosen themes,• supply them with empty photo albums,• send them the photos to print and teach them how to print them,• help them print some of the images if they wish,• make equipment available,• let them customize their photo book,• be at their disposal if necessary,• close the day with a debriefing,• send a questionnaire to participants to obtain their feedback.





Evaluation	<ul style="list-style-type: none">• How to evaluate the activity with the participants? Thanks to the questionnaires distributed at the end of the day• What are the debriefing questions that can be used, if any? Did you enjoy the day? Did you find the workshop topic interesting? Would you come back to take part in this type of workshop? Did this workshop enable you to learn more about new technologies?• Is there any additional material that can used for evaluation? Their opinions, see if participants return to future workshops Using different emojis: at the end of the day, give them several cards with different emotions, and ask them to select one that represents their state of mind following the workshop.
Annexes	<p>Please share all the annexes that can be used during the activity if any. It could be templates, pictures, videos, or any other document useful for the implementation of the activity</p> <ul style="list-style-type: none">• tutorial for Scrapbooking, “ Different types of scrapbooking ” https://www.youtube.com/watch?v=T1Bi2Se-5Xo• video with scrapbooking ideas “ Top 40 Awesome scrapbook design Ideas ” https://www.pinterest.com/pin/top-40-awesome-scrapbook-design-ideas--959126051866796041/
References	



3.COMPARATIVE ANALYSIS OF FLOURISH CENTERS AFFINITY SPACES

3.1 Introduction

The objective of this analysis is to emphasize the considerable diversity of approaches that pertain to the broad spectrum of methods and strategies that can be utilized to tackle intergenerational education. The focus of this document will revolve around the variations in the execution of a particular activity across four countries that possess significant social and cultural disparities. It will explore how the learning process should take into account these differences in order to personalize and customize the learning experience for different generations.

The workshop held in Vienna, Austria places a significant emphasis on the promotion of face-to-face interaction among participants. Additionally, it highly values the utilization of simple materials during the activities. The primary objective of the project was centered on the thorough examination and investigation of dialogue and its significance in relation to cultural heritage.

The activity in Larissa, Greece was exceptionally comprehensive, offering a wide array of cultural activities. Its main goal was to create a welcoming and inclusive atmosphere, where participants could engage in various experiences that celebrated diversity.

The workshop that took place in Potenza, Italy had a primary objective of enhancing participants' digital skills and fostering their ability to create videos. The participants were strongly encouraged to thoroughly explore and look into a specific historical theme, which was given significant emphasis throughout the duration of the workshop.



In Pau, France, the initial series of workshops, which were conducted in collaboration with La Ligue de l'Enseignement 64, spanned a considerable duration of several weeks. The workshops were meticulously organized to comprise a series of shorter sessions, each dedicated to a specific aspect of cultural activities. As the workshops continued, there was a noticeable shift in focus towards the production of videos.

The second set of activities entailed a fruitful collaboration with La Ligue de l'Enseignement 64, a highly esteemed educational organization. The workshop was an engaging and comprehensive event that lasted for an entire day. It consisted of a wide variety of activities that were specifically crafted to encourage intergenerational connections and stimulate creative expression through the medium of video creation.

The affinity space in Nicosia, Cyprus has been carefully designed to cultivate a secure and welcoming environment for all participants. Its primary objective is to offer a profound and enriching learning experience rooted in the rich Cypriot legacy, with a particular focus on traditional food and dishes. Moreover, it aims to emphasize the significance of intergenerational learning, recognising its benefits not only for individuals but also for their communities and societies as a whole.



3.2 Workshop Implementation



The five workshops offered revolve around the fundamental principle of intergenerational learning, which entails the gathering of diverse generations to engage in the exchange of knowledge and experiences. The primary objective of these workshops is to foster a deeper understanding and appreciation of cultural heritage and traditions. Participants had the opportunity to come together, bridging generational gaps, and actively participate in the sharing and learning process. Presented here is a comprehensive analysis of the workshops, encompassing their implementation strategies as well as the challenges encountered and corresponding solutions devised to overcome them.

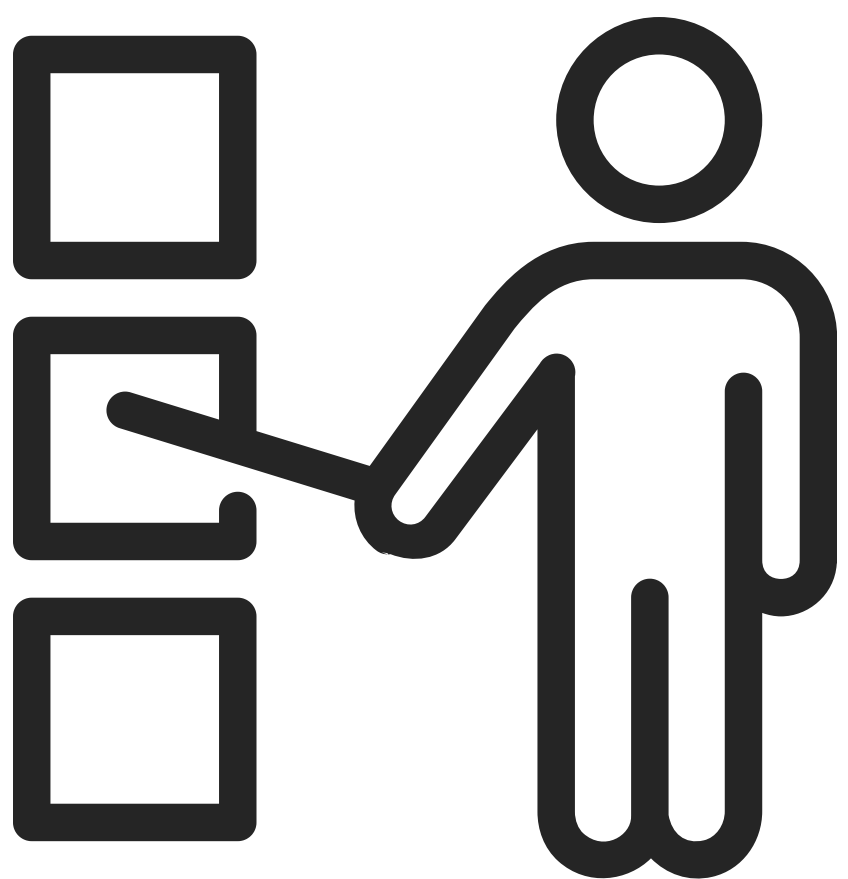
The Structure of our Workshops

It is carefully designed to ensure a comprehensive and engaging learning experience for all participants. Each workshop begins with an introductory session, where the objectives and key concepts are presented. This session serves as a foundation for the rest of the activity. Throughout the workshop, interactive activities are incorporated to encourage active participation and enhance understanding. These activities may include group exercises, role-playing scenarios, or problem-solving tasks. By actively involving participants, we aim to foster a collaborative and dynamic learning environment. Group discussions are also an integral part of our workshop structure. These discussions provide an opportunity for participants to share their insights, ask questions, and engage in meaningful dialogue with both the facilitator and their peers. This exchange of ideas promotes critical thinking and allows for a deeper exploration of the workshop topics. To further reinforce the learning outcomes, our workshops offer hands-on experiences. Participants are given the opportunity to apply the knowledge and skills.

Icebreakers and Energizers

Icebreaking activities are commonly utilized to establish a welcoming and inclusive environment, fostering the engagement and interaction among participants. These activities serve the purpose of creating a comfortable atmosphere that encourages individuals to connect and engage with one another.

Facilitation Techniques



The facilitators utilize a diverse range of techniques to effectively engage participants and foster intergenerational sharing. These techniques include circle discussions, where individuals gather in a circular formation to encourage open dialogue and active participation. Additionally, storytelling is employed as a powerful tool to captivate the audience and convey important messages. Traditional performances, such as song and dance, are incorporated to not only entertain but also to preserve cultural heritage and promote a sense of unity. Furthermore, hands-on activities, like cooking, are utilized to provide a tangible and interactive experience that encourages collaboration and learning. Through the skillful implementation of these facilitation techniques, the facilitators create an inclusive and dynamic environment that facilitates meaningful interactions and knowledge exchange among participants.

The Integration of Technology

It is a key component in certain workshops, as it allows for the recording and organization of videos. This approach is particularly beneficial due to the diverse range of technological proficiency among participants. By incorporating technology into the workshop, participants are able to utilize video recording tools and digital platforms to capture and organize their content effectively. This not only accommodates individuals with varying levels of technological expertise, but also enhances the overall learning experience by providing a modern and efficient means of capturing and managing video materials. This particular approach facilitates active engagement and participation among individuals of various age groups.

3.3 Evaluation

In order to assess the effectiveness of the workshops and gather valuable input for future initiatives, structured evaluation questionnaires and feedback sessions are employed. These evaluation methods are carefully designed to systematically gather data and insights from participants, enabling a comprehensive analysis of the workshops' impact. The questionnaires are structured in a way that allows for specific feedback on various aspects of the workshops, such as content, delivery, and overall satisfaction. Additionally, feedback sessions provide an opportunity for participants to express their thoughts, suggestions, and concerns in a more interactive and personal setting. By utilizing these evaluation techniques, we aim to continuously improve the quality and relevance of our workshops, ensuring that they meet the needs and expectations of our participants.

The topic at hand refers to the various challenges that individuals or organizations may encounter, as well as the corresponding solutions that can be implemented to address these issues effectively. It is crucial to acknowledge



Recurring Challenges Encountered

In various workshops is the need to ensure the availability of participants for all sessions. This issue pertains to the difficulty of coordinating schedules and ensuring that all individuals involved can attend every session without any conflicts or scheduling constraints. The proposed solution entails the implementation of a comprehensive approach that involves the organization of intensive one-day activities. This approach was specifically designed to be tailored to individuals with busy schedules, ensuring that they can fully participate and benefit from the activities. By condensing the content and objectives of these activities into a single day, participants can maximize their time and make the most out of the experience. This solution aims to address the challenges faced by individuals who have limited availability, providing them with a convenient and efficient option to engage in meaningful and

Encouraging the active participation of younger individuals can pose a significant challenge, primarily due to the various academic and work commitments that they often find themselves juggling. Collaborating with youth organizations and councils, as demonstrated in Larissa Affinity Space, has the potential to effectively address and overcome this particular challenge.

When assessing the suitability of activities for older participants, it is crucial to take into account their physical abilities. It is essential to recognise that some individuals in this age group may have certain limitations or restrictions that could impact their participation. By considering these physical abilities, we can ensure that the activities provided were appropriate and inclusive for all participants, promoting a positive and enjoyable experience for everyone involved. Ensuring inclusivity among seniors involves carefully planning activities that are tailored to their physical capabilities. By taking into consideration their specific needs and limitations, we can create an environment that allows all seniors to actively participate and enjoy the activities. This approach promotes a sense of inclusiveness and ensures that no one feels left out or unable to fully engage in the planned activities.

In order to accommodate the varying levels of technological knowledge among participants, our workshops prioritize the integration of technology for recording and shooting videos. We understand that not everyone may be familiar with complex editing tasks, so we have intentionally excluded these from our workshop curriculum. Our goal is to provide a comprehensive learning experience that focuses on the practical aspects of utilizing technology for video production.

Transportation Concerns: During the Nicosia Affinity Space the decision was made to schedule the implementation day on a Saturday in order to accommodate the availability of the participants. Nevertheless, the island of Cyprus encountered certain transportation obstacles that posed challenges to the smooth execution of activities. As a result, dedicated facilitators took the initiative to personally pick up elderly participants, ensuring their active involvement in the programme.

In general, these workshops serve as platforms to demonstrate and highlight successful approaches in the implementation of intergenerational learning experiences that specifically emphasize cultural heritage. The utilization of a wide range of activities and facilitation techniques contributes to the establishment of a highly enriched learning environment. This environment not only facilitates the establishment of connections between different generations but also serves as a catalyst for the preservation of cultural traditions and knowledge. Furthermore, the inherent flexibility found in the structure of workshops and the diverse problem-solving approaches employed within them serve to underscore the crucial adaptability that is necessary in intergenerational learning initiatives.

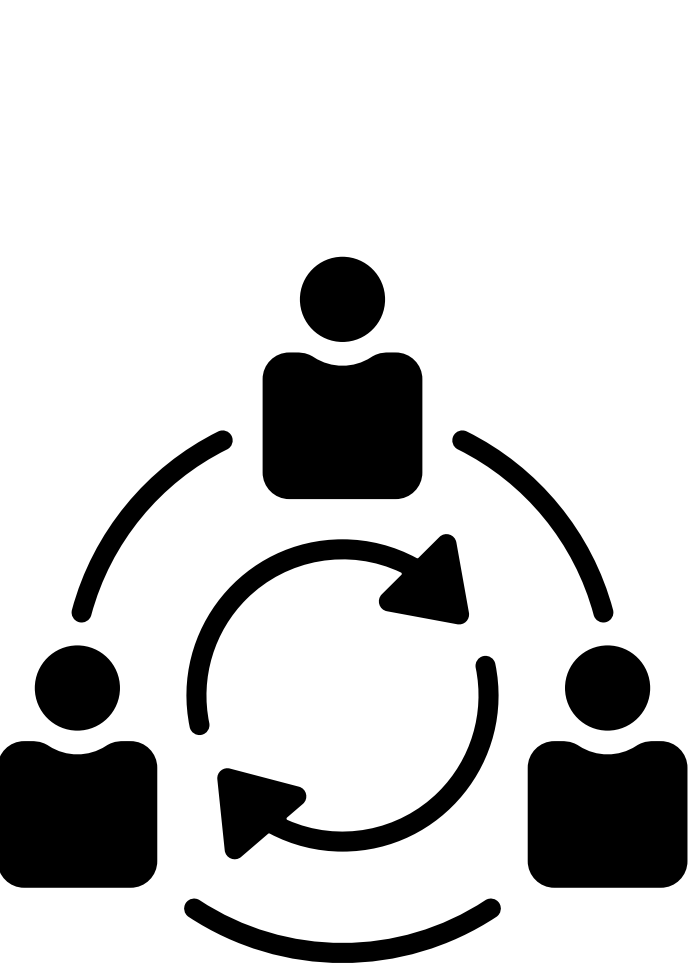
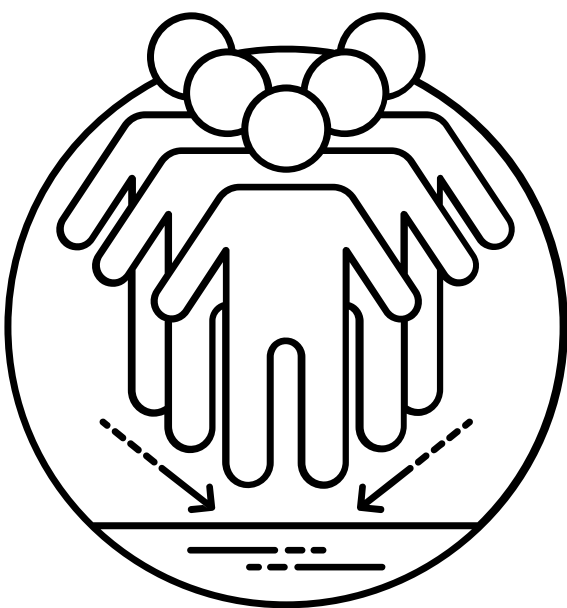


The Collaboration with External Organizations and Stakeholders

It is of utmost importance in ensuring the success of the workshops. This collaborative effort not only enhances the available resources but also brings in valuable expertise and fosters community engagement. By working together with these external entities, we are able to tap into a wider pool of knowledge, skills, and resources, thereby enriching the workshop experience and maximizing its impact. The involvement of external organizations presented here is a comprehensive analysis detailing the establishment of these collaborative efforts and their subsequent impact on each individual workshop.

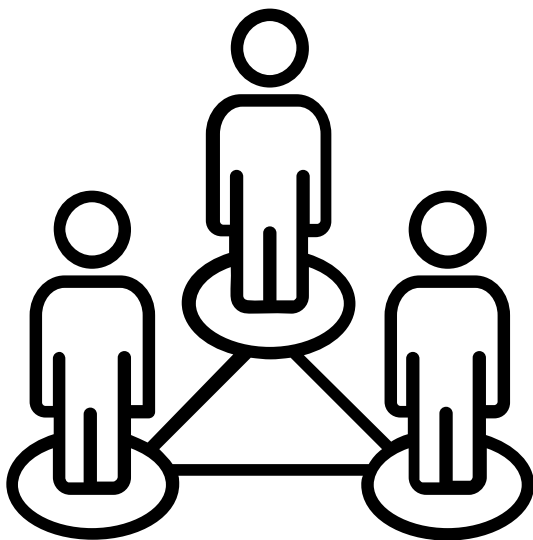
In Vienna, the collaboration with "Meine Welt" has been established based on a series of previous successful projects, which serves as evidence to **AIS's** unwavering dedication to promoting intercultural education and fostering inclusivity.

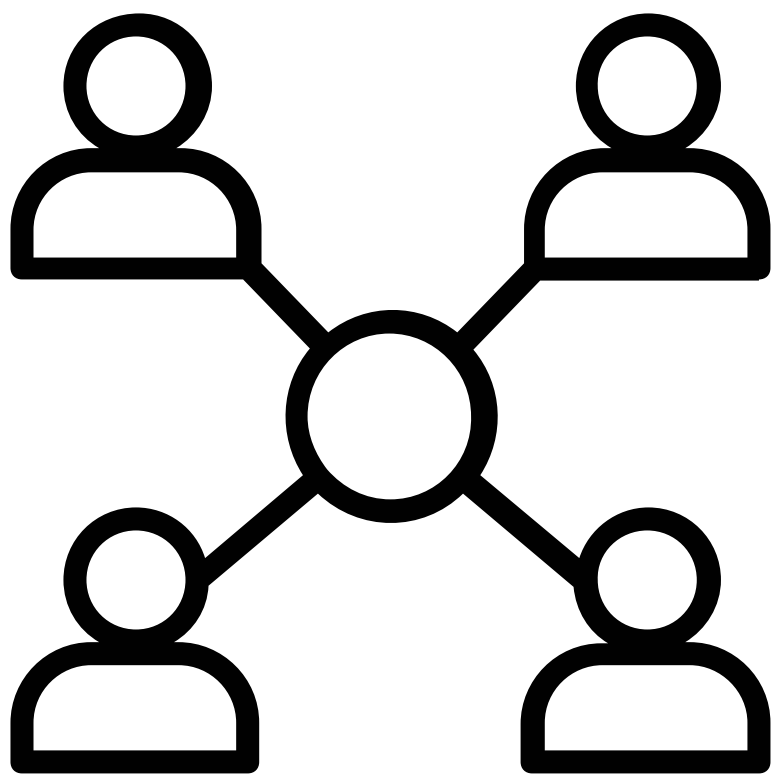
The collaboration between individuals involved in this initiative proved to be instrumental in the identification of senior citizens who expressed interest in participating in the workshop. Furthermore, this collaboration played a significant role in facilitating the organization and coordination of the workshop itself.



The success of the workshop was greatly attributed to **INNOVATION HIVE** efforts in establishing partnerships with various local municipalities and organizations. These collaborations played a crucial role in enhancing the overall outcomes and impact of the workshop. By fostering these partnerships, Greece was able to leverage the expertise, resources, and networks of these entities, thereby enriching the workshop's content and ensuring its effectiveness. The establishment of these partnerships exemplifies Greece's commitment to fostering collaboration and cooperation at the local level, ultimately contributing to the success of the workshop. The extensive collaboration that took place with the Municipality of Larissa, the Open Care Centre, and the Youth Council played a crucial role in multiple aspects of our project.

EXEOLAB has garnered significant support from both the local municipality and a historical committee. By providing patronage to these workshops, the local government is actively demonstrating its dedication to promoting education, creativity, and skill-building opportunities for the community members.





PISTES SOLIDAIRES had the opportunity to collaborate with La Ligue de l'Enseignement 64 in organising a workshop in Pau. This collaboration proved to be highly beneficial as it allowed us to leverage their extensive expertise in implementing activities that are closely tied to the preservation and promotion of local heritage. Their knowledge and experience in this field greatly enhanced the quality and effectiveness of the workshop, ensuring that it was a valuable and enriching experience for all participants.

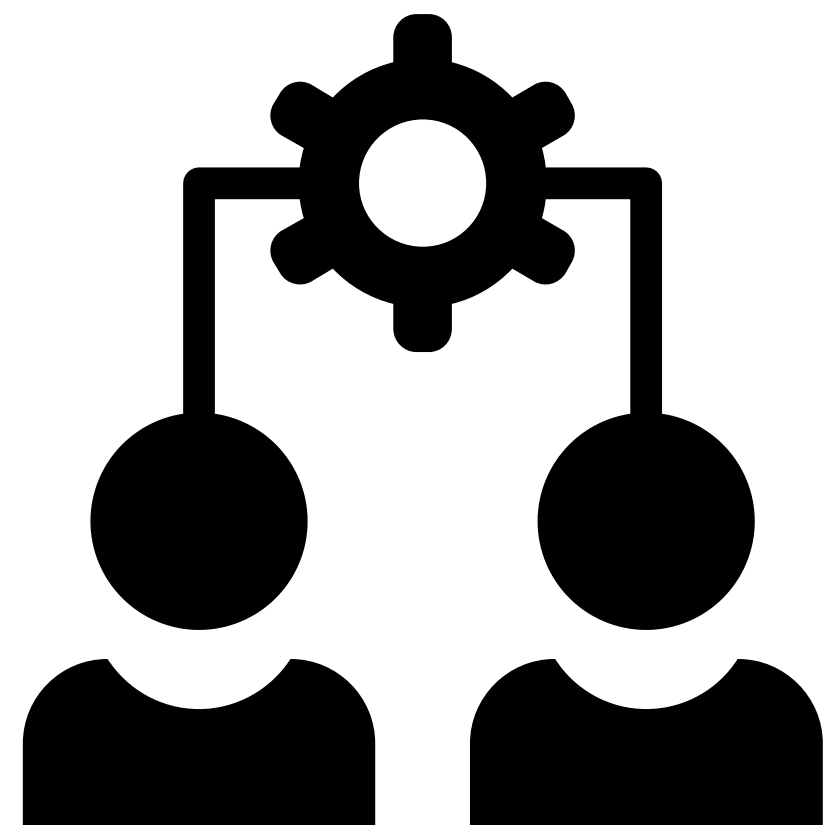
The collaboration with “La Ciutat” has granted PISTES the opportunity to gain access to conveniently located workshop venues in the heart of the city.

The project's visibility was significantly enhanced through the active involvement of local partners, thereby effectively tapping into their extensive networks for the purpose of participant recruitment.

SYNTHESIS workshop aims to foster collaboration with MATERIA Elder Home, which has proven to be a strategic partnership in our efforts to recruit a diverse range of volunteers for our study.

By establishing strategic partnerships with esteemed youth organizations such as Make it Happen and Youth Empowered Society Cyprus, their Affinity Space has been able to significantly broaden its scope and extend its influence. These collaborations have not only facilitated the expansion of our project's reach, but have also provided invaluable guidance and unwavering support to ensure its success.

These collaborations exemplify the significance of establishing a comprehensive network of strategic partners who possess a mutual dedication to the promotion of intergenerational learning.



In general, these workshops serve as a prime example of the importance of engaging in collaborative efforts with external organizations and stakeholders. These partnerships facilitate the convergence of valuable resources, extensive knowledge, and robust community connections, all of which play a pivotal role in ensuring a successful execution of intergenerational learning endeavors that prioritize cultural heritage preservation and foster inclusivity. Furthermore, these collaborations serve as a testament to the potential for establishing enduring relationships with organizations that possess a shared mission and vision.

3.3.1 Evaluation Results

The evaluation reports obtained from the workshops offer significant and notable insights into the experiences of the participants, their levels of satisfaction, and the specific areas that could benefit from improvement. These reports serve as a valuable resource for understanding the overall effectiveness and impact of the workshops, as well as for identifying potential enhancements that can be made to further enhance the participants' experience and ensure their utmost satisfaction. We are pleased to present a comprehensive and integrated analysis of the evaluation results, which effectively captures the essence of the workshops. This analysis aims to shed light on the prevailing themes that emerged consistently throughout the evaluation process.



Positive Aspects

The participants of all the workshops expressed their satisfaction with the workshops. The participants expressed their appreciation for the workshops, finding them to be both engaging and meaningful. Furthermore, they made a point to highlight that the workshops successfully fulfilled their expectations.

The participants consistently expressed that the workshops offered a secure and amicable environment that facilitated their complete engagement. This observation serves as evidence of the effective establishment of an environment that is both inclusive and conducive to comfort.

The acquisition of enhanced knowledge and skills was reported by participants who attended a diverse range of workshops. These individuals expressed that their participation in these sessions resulted in a notable increase in their knowledge base and a marked improvement in their skill set. This observation underscores the efficacy of the workshop's content and the facilitation methods employed.

The workshops proved to be highly effective in fostering a significant level of interactivity among both the participants and the facilitators involved. The inclusion of interactive elements in the learning process has significantly contributed to the establishment of a highly conducive and favorable environment for effective knowledge acquisition and retention.

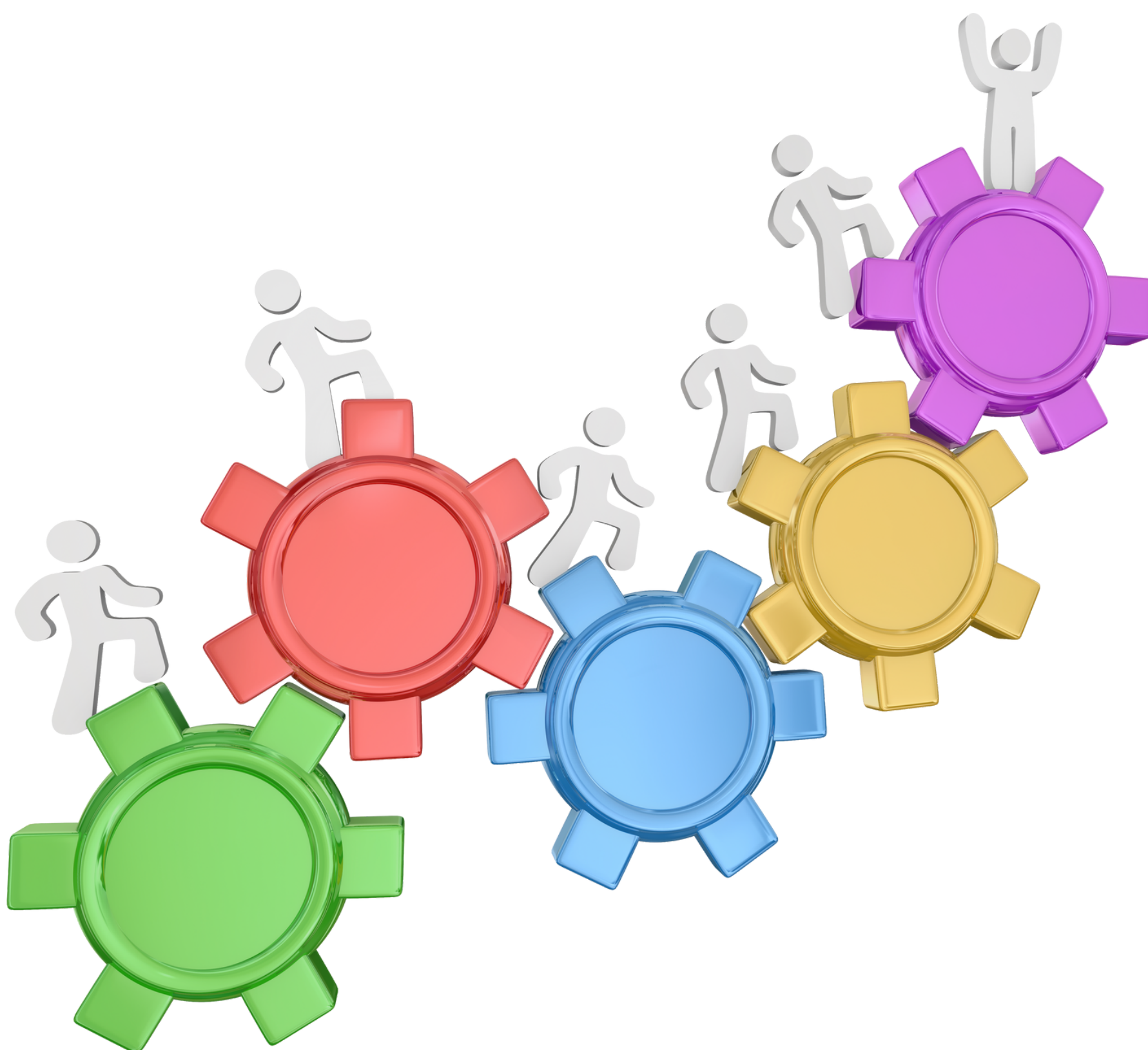
The achievement of the workshop goals was deemed highly successful by a significant majority of the participants. It was widely acknowledged that the workshops effectively fulfilled their intended objectives. This observation suggests that the workshops were meticulously planned and effectively tailored to meet their intended goals and objectives.

Areas for Improvement

During the Vienna workshop, the participants expressed their overall satisfaction with the workshop. However, they also highlighted the importance of enhancing the innovative nature of the activities. The individuals emphasised the notable lack of technological components, specifically in the realm of video editing.

The participants of the workshops held in both Vienna and Pau have put forth a valuable suggestion regarding the need for a more formal educational methodology. They have emphasized the importance of in-depth presentations that delve into the intricate connection between cultural heritage and intergenerational dialogue. It is believed that such an approach would greatly contribute to enhancing understanding among individuals.

Time Management: During the Pau workshop, it was observed that the participants of the initial set of workshops experienced a decrease in their level of interest. This decline in interest was primarily attributed to the significant time gap that occurred between the sessions. In addition to the aforementioned points, it was observed that a subset of the participants expressed their concern regarding the perceived inadequacy of the allocated time for the creation of videos during the subsequent series of workshops.



Recommendations

Based on the feedback received from participants in the workshops held in Larissa, Vienna, and Nicosia, it is evident that there is a strong inclination among attendees to highly recommend these workshops to their family members and friends. The overwhelming consensus among the participants was that these workshops provided valuable insights and knowledge, making them an enriching and worthwhile experience. Therefore, if you are seeking to expand your understanding and expertise in the subject matter covered in these workshops, it is highly recommended that you consider attending similar workshops in the future. By doing so, you can benefit from the valuable content and networking opportunities that these workshops offer, while also sharing this valuable resource with your loved ones. This statement signifies a favorable perspective regarding the significance of engaging in intergenerational learning activities.

During the Nicosia workshop, a valuable suggestion was put forth by one of the participants, emphasizing the significance and potential influence of intergenerational workshops. The suggestion proposed that the government should actively engage in the organization and facilitation of such activities. This recommendation highlights the belief that government involvement can greatly enhance the effectiveness and reach of intergenerational workshops, ultimately leading to more positive outcomes for all involved parties.

To summarize, the evaluation reports clearly indicate that the conducted workshops have achieved remarkable success in establishing a highly favorable and all-encompassing atmosphere for learning. The participants in the programme acquired valuable knowledge, honed their skills, and experienced a profound sense of accomplishment. Nevertheless, it is worth noting that there exists ample opportunity for enhancement in various aspects, including but not limited to innovation, formal educational methodologies, and efficient time management techniques. In general, the workshops were met with favorable feedback, with participants expressing a strong inclination to both continue their involvement in similar intergenerational learning initiatives and recommend them to others.



Questionnaire Results and Comments from the Participants

A questionnaire about the quality of the Affinity Space's subject matter and activities was utilized as one of the methodologies for this evaluation. A significant portion of this evaluation is also based on the participants' direct feedback. Here are the most pertinent participant comments (quotations):

Seniors:

“Basically in every part I enjoyed. During the interviews, everyone came up with different opinions. I also realized that in Austria, where there are many immigrants, it is very important to learn about the cultural heritage of Austria and to be competent to teach. living legends actually walk among us”

“Having more information about cultural heritage can help us make better sense of both the past and the future. so, I think it would be much better if such activities were increased and made more comprehensive. I would gladly continue to participate. thanks for everything.”

“The moments when we shared our mutual knowledge and made sense of the different perspectives between the generations were very good for me.”

"These workshops helped us relive our memories and share our traditions with the younger generation. It was a heartwarming experience."

“The Flourish project was a reminder that we're all connected through time, and that understanding where we come from can guide where we're going.”

“It’s the first time in my life that I had the opportunity to be involved in this kind of social activity and I liked very much...” “it is important to understand the communication between youngsters and elder generation, people who grew up in a different century almost”

"It's my first-time taking part in such a meeting which I found extremely interesting for both people like ourselves who are growing up and having the opportunity to connect with younger people makes us feel even more youthful."



Youngsters:

"I didn't realize how rich our region's heritage was until I heard the stories from the elderly participants. It was an eye-opening experience."

I'll admit I signed up for the workshop mostly to follow a friend, but I didn't expect to be so moved by it. Hearing the seniors speak about their cultural heritage, the history of our common city, Pau, and our beloved Pyrenees, gave me a newfound respect for traditions and the importance of preserving them.

"For me it was very interesting to see that we have more things in common than we believed..." "...when you are surrounded by people who comes from the same generation your learning incomes are different, ... both of us (elder and youngster), we have to learn from each other because we had different experiences in different time"

"I believe it's very important to pay attention to all narratives that exist in a community. I personally am interested in hearing what the older generations of women in Cyprus have gone through because I see that even just by this encounter at Flourish how important your point of view is. And since we , the younger generations , have the opportunity to chase what we want in life, the least we can do is give back to our community of elders. "

The impact and results of the intergenerational workshops conducted in different cities exhibit a convergence of common themes, thereby showcasing the favorable outcomes of these initiatives, while simultaneously shedding light on potential areas for enhancement.



Positive Impact and Outcomes

The positive impact and outcomes resulting from a particular situation or action are highly significant and should not be underestimated. These positive effects can bring about numerous advantages and benefits, contributing to the overall improvement and better

The participants in the cities of Larissa, Potenza, and Pau, comprising individuals from various age groups including both the young and the elderly, have expressed that their involvement in the programme has resulted in the acquisition of a more profound comprehension and admiration for the cultural heritage and traditions that are unique to their respective regions. The heightened level of cultural awareness that was experienced had a significant impact on fostering a stronger sense of identity and interconnectedness among individuals.

The intergenerational aspect proved to be highly effective in bridging the generation gap throughout all of the workshops. This remarkable phenomenon served as a bridge between different generations, fostering understanding, communication, and collaboration among participants. The younger participants actively engaged with and established a strong connection to their cultural heritage, thereby fostering deep and meaningful intergenerational relationships with the older generations.



The development of skills was particularly advantageous for the youth participants, as they were able to acquire a wide range of skills. These included the mastery of video production techniques, the art of cultural documentation, and the utilization of various digital tools. The acquisition and development of these practical skills can prove to be highly valuable for one's personal growth and for the pursuit of future endeavors.

Facilitating the Transmission of Wisdom and Life Experiences within this programme, elderly participants were kindly provided with a remarkable opportunity to impart their invaluable life stories, treasured traditions, and vast reservoirs of knowledge to the younger generations. The act of transmitting cultural heritage from one generation to another held great emotional significance for the individuals involved. The younger participants, on the other hand, had the opportunity to acquire invaluable life lessons from their more experienced and knowledgeable elders.



The Enhancement of Well-being among Elderly Participants was observed as a direct result of their active engagement in creative activities and meaningful social interactions throughout the duration of the workshops. It bestowed upon them a profound sense of vitality, active involvement, and meaningful contribution.

Social Connection: The workshops organized in the cities of Pau and Nicosia aimed to provide senior citizens with valuable opportunities to establish meaningful connections with younger generations, thereby effectively mitigating the adverse effects of isolation and loneliness that they may experience.

The workshops served as a platform for **Fostering Empathy and Understanding among Individuals from Different Generations.** The younger participants in the study exhibited a notable increase in their level of respect towards their elder counterparts, thereby demonstrating a heightened appreciation for the wisdom and knowledge that comes with age. On the other hand, the older participants experienced a profound transformation in their understanding of the younger generation, gaining valuable insights into the unique challenges and experiences that shape the lives of today's youth.

The Preservation of Cultural Heritage is of utmost importance, as it ensures the transmission of valuable cultural knowledge, traditions, and stories from one generation to the next. Elders play an essential and indispensable role in safeguarding and passing down the extensive fabric of cultural heritage. Through their wisdom, experience, and deep-rooted connection to their cultural roots, they have served as the keeper. This particular initiative has proven to be instrumental in fostering a deeper understanding and heightened appreciation among the younger participants, thereby effectively contributing to the noble cause of preserving and safeguarding our rich cultural heritage for future generations.

The workshops had a significant impact on the development of meaningful relationships between youth and seniors. These relationships possess the inherent capacity to offer valuable guidance and support for the personal and professional development of individuals belonging to both groups.

Areas of Improvement

During the course of various workshops, it has come to our attention that participants have expressed a desire for additional time and support in comprehending video techniques and enhancing their video creation skills. The individuals put forth the suggestion that their video production skills could be further enhanced through the implementation of a more comprehensive programme of both theoretical and practical training.

A More Coherent Linkage to Cultural Heritage: During the discussions held in Vienna, it was observed by the participants that the relationship between cultural heritage and intergenerational communication lacked complete clarity. The participants have made a valuable suggestion to incorporate more comprehensive sessions on cultural heritage and its significance for society in forthcoming workshops.

In summary, it can be unequivocally stated that the intergenerational workshops have had an overwhelmingly positive impact. These workshops have successfully facilitated the development of cultural awareness, bridged generational gaps, and significantly enhanced participants' skills and overall well-being. Although there are areas that could benefit from improvement, it is worth noting that the workshops have effectively served as a platform for promoting intergenerational understanding, cultural preservation, and social connections across various regions.



Continuous Improvement

Based on the reports from the five different workshops, there exist several significant insights and recommendations for the ongoing enhancement of these intergenerational activities.

Structured interaction

It is suggested in Vienna to provide a more structured approach to intergenerational interaction. Compiling a roster of recommended inquiries can assist participants in sustaining meaningful discussions, particularly in instances where they may exhaust topics or ideas. The implementation of a structured approach can facilitate a more profound exchange of ideas and cultivate enhanced comprehension among the participants.

Theoretical Overview

It is advisable to provide participants with a more comprehensive theoretical overview in advance to enhance their understanding of the connection between cultural heritage and intercultural exchange. This can assist participants in understanding the importance of their roles in promoting inclusion within society.

Emphasizing the Significance of Establishing Common Ground

Larissa's workshop placed great emphasis on the importance of establishing common ground for dialogue among young and adult participants. The success of this initiative underscores the necessity for additional intergenerational projects pertaining to cultural heritage within the community. Sustained efforts ought to be undertaken to promote such activities.

Workshop Duration

The duration of workshops, as observed in Pau, is an important factor to consider. The recommended duration is a minimum of two complete working days. The extended duration permits participants to immerse themselves more profoundly in the activities and witness the projects' culmination. It is crucial to minimise the duration between workshop days in order to maintain participants' motivation.



Balanced Information Exchange

It was observed in Nicosia that the flow of information was predominantly unidirectional, with younger participants acquiring more knowledge from their older counterparts, particularly in the domains of technology and internet resources. In order to enhance this, it is recommended that future interventions take into account the implementation of activities that facilitate the exchange of knowledge and wisdom between younger generations and older participants. The equitable exchange of information has the potential to enhance the educational experience for all individuals involved.

The workshops have offered valuable insights into the implementation of continuous learning and adaptation. In order to ensure continuous improvement, it is imperative for organizers to maintain an open mindset towards learning from the outcomes of each workshop and subsequently adjusting their strategies accordingly. The crucial elements for enhancing these intergenerational programmes over time are adaptability and receptiveness to participant feedback.

In summary, the aforementioned recommendations for ongoing enhancement are intended to improve the efficacy and influence of intergenerational activities focused around cultural heritage. By incorporating these recommendations, event planners can establish more organized, captivating, and equitable experiences for both youthful and senior attendees, ultimately cultivating stronger bonds and a more profound comprehension of cultural heritage among different age groups.



3.4 Good Practices

3.4.1 Preparation

Vienna: Advance planning included setting clear workshop goals, ensuring accessibility, selecting suitable dates and venues, and highlighting the relevance of each activity.

Larissa: Collaboration with local authorities and engaging participants through a social media campaign helped organize the workshop.

Potenza: Arrangements with the Municipality of Potenza were made in advance to secure authorizations and patronage, contributing to fruitful discussions.

Pau: Workshops were prepared by the team with careful consideration of content, logistics, and venue selection.

Nicosia: Collaboration with young organizations, expert facilitators, and logistic planning contributed to a well-organized workshop.



3.4.2 Content

All workshops aligned their content with project objectives, focusing on cultural heritage, intergenerational exchange, and digital skills.

3.4.3 Participant Engagement

Facilitators across all workshops fostered a warm and welcoming atmosphere. They encouraged active participation through icebreakers, energizers, open communication, and skill-sharing.

3.4.4 Methods and Techniques

Workshop facilitators used a variety of techniques, including icebreakers, group dynamics, interactive content, storytelling, and small group activities, to enhance learning and engagement.

3.4.5 Evaluation

All workshops incorporated evaluation methods, such as questionnaires and interviews, to collect feedback for improvement.



3.4.6 Conclusion

The intergenerational language workshops demonstrated a series of good practices that can be summarized as follows:

Advanced Planning

All workshops emphasized the importance of thorough preparation, which included setting clear goals, ensuring accessibility, and selecting suitable dates and venues.

Content Alignment

Workshop content was thoughtfully aligned with the overarching project objectives, focusing on cultural heritage, intergenerational exchange, and digital skills.

Participant Engagement

Facilitators across workshops created a welcoming and inclusive environment through icebreakers, energizers, open communication, and skill-sharing, ensuring active participation.

Effective Methods

The workshops used a variety of effective methods, including icebreakers, group activities, storytelling, and small group interactions, to enhance learning and engagement.

Evaluation for Improvement

All workshops integrated evaluation processes, such as questionnaires and interviews, to gather feedback, enabling continuous improvement of future workshops.

In conclusion, these workshops not only successfully facilitated intergenerational learning and cultural exchange but also demonstrated the importance of thoughtful planning, content alignment, participant engagement, and evaluation for the success of such initiatives. These good practices can serve as valuable guidance for organizing similar intergenerational language workshops in the future, promoting meaningful dialogue and learning among participants of different age groups.



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