Bringing generations together for change:

Learning from intergenerational approaches to address issues facing older and younger people

In support of:

GLOBAL CAMPAIGN TO COMBAT AGEISM

RESTLESS DEVELOPMENT

HelpAge International

Contents

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Acknowledgements

Section 1: Why do we need this guide?

There is a wealth of experience from organisations and projects that have used an intergenerational approach in their work – bringing different generations together to address common challenges and find appropriate solutions. To capture what they have learned, we have developed this guide and the 10 country case studies that are central to it. We hope that the innovative projects and programmes and the guidance set out here inspires you to adopt the approach and go on to share what you have learned with others too.

Who is this guide for?

The guide is for people who are using – or thinking of using – an intergenerational approach in their work to address ageing challenges and the issues facing older and/or younger people. It will be of interest to HelpAge country teams and network members, and other organisations that may value sharing of learning and experiences with the HelpAge network.

What does the guide do?

Many organisations have already adopted an intergenerational approach to their work. At its simplest, this involves bringing together younger people and older people to share each other's experiences and perspectives. They can also do activities together and find solutions to ageing challenges or other issues affecting their lives.

The approach recognises the contributions, voices and agency of older people. It is also built on the premise that all members of a community, irrespective of their age, can contribute to society if they are supported and listened to and have the opportunity to work for change.

This guide explains what an intergenerational approach is and how to go about using it in your work. It does so by offering a succinct compilation of practical insights into intergenerational approaches as well as some suggestions to help you. These are based largely on experiential evidence and testimonials rather than systematic evidence from evaluative research, although where such evidence exists, we have referred to it.

The guide is structured as follows. We first introduce 10 country case studies that provide the foundation for the guide. These give clear examples of what you can achieve through using an intergenerational approach. We then set out key principles and some practical considerations you will need to bear in mind. We offer some learning from practice and also outline some of the challenges and dilemmas you might face when using the approach. We share outstanding questions for further consideration. Finally, we summarise a selection of additional resources you may find useful.

The guide aims to increase recognition of older people's voices and agency. Practitioners may use it to assist in developing strategies to amplify the voices of older people by drawing on learning from existing intergenerational approaches.

What is an intergenerational approach?

An intergenerational approach encourages two or more generations to work together for their mutual benefit and to promote greater communication, understanding and respect. Intergenerational contact interventions[1] typically bring together older and younger people to work on activities or tasks that encourage cross-generational bonding, and address issues affecting one or both age groups and their wider community[2] (See **Box 1** → on the next page).

A life-course perspective: how is this different from an intergenerational approach?

Initiatives to bring different generations together should ideally be considered within a broader life-course perspective, which is different to an intergenerational approach but can be complementary. A life-course perspective looks at the links between the different stages of an individual's life, whereas an intergenerational approach looks at relationships and interdependence between different generations and how two or more generations can work together to their mutual benefit.[3] The decisions that we make over our life course are very much influenced by the state and by society at large, as well as the physical and economic environments in which we are born, live, work and age. A life-course perspective acknowledges the complex interactions that we have with the people and structures around us. Ideally, younger people should understand early on the varied ebbs and flows of getting older, so they have a strong appreciation of what older generations have gone through. This will leave them better prepared to navigate and influence social norms, policies and practices that affect their own life choices.

What's so good about an intergenerational approach?

As you will see from the case studies, projects that use an intergenerational approach demonstrate the many benefits of older and younger people working together and spending time on joint activities.[4]

This can help to break down stereotypes and challenge misperceptions held by older people about younger people, and vice versa. It can bridge knowledge gaps between older and younger generations in important areas such as natural resource management. And it can challenge existing power dynamics within a community or society based on age and other factors.

Evidence suggests that for older people, working with younger generations can lead to better health and wellbeing, reducing isolation and loneliness, and helping them to feel more connected with others in their community.[5] For young people, working with older generations can improve their academic performance and help them develop a stronger sense of community and compassion. Research also shows that every age group involved in an intergenerational intervention benefits from it. It can promote positive behaviours by creating safe environments for joint activities and enabling those taking part to exchange their life skills and experiences.[6] (See Box 2 below, and for further background information see **Annex A**) →.

Intergenerational approaches and the global campaign on ageism

This guide resonates with the findings of the World Health Organization's 2021 *Global report on ageism,*[7] which recommends 'intergenerational contact interventions' (that is, fostering interaction between generations) as one of the most effective interventions (alongside policies, laws and education) to reduce ageism against older people, and which also show promise for reducing ageism against younger people.[8] See **Annex B, Further resources** → for more on this.

There are a number of manuals for different types of intervention such as **intergenerational self-help clubs** → (HelpAge Asia-Pacific)[9] or **youth councils** → (Restless Development)[10]. There are a few published frameworks you can use to guide your work, some are referenced in **Annex B, Further resources** →. Many useful principles emerged from both published materials, and from interviews with external organisations that we undertook when preparing this guide (see Box 3 below).

Our starting point…

Throughout the consultation and drafting of case studies, we deliberately sought to surface the potential of both older and younger people, and their rights to raise their voices, independently and together, to tackle issues and influence discussions and decisions that affect their lives. We started with the premise that all members of communities, irrespective of their age, can contribute to society if they are supported and listened to and have the opportunity to do so.

Section 2: Introducing the case studies

We have used 10 country case studies from different geographical regions to show how the intergenerational approach is being put into practice. Here, we provide a brief summary of each, with links to the full case studies.

The case studies were written in collaboration with HelpAge network members and partners. Whenever possible, we engaged directly with participants of the groups in the communities through interviews or focus group discussions. Most case studies focus on engagement between younger people (under 30) and older people (above 60) but some include activities that involved other age groups too.

Sierra Leone
Breaking age barriers: generations working together on Ebola and COVID-19 →

Restless Development is a non-profit global agency that supports the collective power of young leaders to create a better world. In Sierra Leone, it adopted an intergenerational approach to respond to the effects of Ebola and COVID-19. Working with HelpAge and older people's associations, in collaboration with younger leaders, it mobilised communities to protect themselves from disease outbreaks, strengthen business opportunities and revamp livelihoods. This case study highlights the successes, challenges and lessons learned in using intergenerational approaches to respond to the Ebola virus and COVID-19 in Sierra Leone.

Moldova
Hack Your Age! Creating digital and social connections between younger and older people →

Older and younger people in Moldova are working together to build intergenerational social connections and improve their digital skills. This project, delivered by HelpAge in partnership with the United Nations Population Fund (UNFPA), was designed and implemented in the context of the COVID-19 pandemic – a crisis that exacerbated the acute social isolation that many older people experience. The project is cultivating a change in attitudes and perceptions between older and younger Moldovans. Younger volunteers support older participants to learn basic digital skills. They teach them how to use digital platforms (social media and applications or 'apps') to stay in contact with friends and family, as well as how to access social support services online.

Chile
Working across generations in academia to tackle ageism →

The Gerópolis Centre of the University of Valparaíso (Chile) has pioneered the use of intergenerational approaches within a higher education setting. Through its activities, it brings ageing, ageism and older people's rights to the forefront of academia across all faculties. During the COVID-19 pandemic, the Centre continued its work despite the logistical challenges presented by COVID-related restrictions. It worked with university departments to run a series of intergenerational knowledge exchanges. These led younger and older participants to change their perceptions of each other through discussing their individual experiences of nationwide lockdown.

Kyrgyzstan
A community approach to combating gender-based violence

Asia
From older people's associations to intergenerational self-help clubs: a self-sustaining model

Lebanon
Hearing intergenerational voices through art

Kyrgyzstan

A community approach to combating gender-based violence →

Although harmful practices such as forced marriage are illegal in Kyrgyzstan, they remain widespread. These practices have profound and damaging consequences for young girls and their community, as they perpetuate gender-based violence both at home and in the community. UN Women joined forces with HelpAge and its local partners to tackle this practice. Their project set up community groups to do creative activities that would bring generations together, alongside training sessions on gender equality, mobilising an established **Gender Action Learning Systems (GALS)** → approach. There was good take-up of activities, giving younger and older people the opportunity to share each other's challenges, values and aspirations, by discussing issues and doing activities together.

Asia

From older people's associations to intergenerational self-help clubs: a self-sustaining model →

HelpAge's model of older people's associations in countries across Asia has evolved over 30 years. The result is an 'advanced' model (using intergenerational self-help clubs) that incorporates more sustainable approaches, with greater ownership on the part of the older women and men involved and a more diverse membership that reflects local contexts.

In Bangladesh, for example, HelpAge has adapted the Vietnam model of intergenerational self-help clubs to bring together younger generations (people in their 40s and 50s) with older people. The members meet monthly and do joint activities (on livelihoods and health, for instance), pooling and investing their time, resources and skills. A key principle of this 'advanced' model is that 70 per cent of the club's members are older and 30 per cent are younger. The linkages between older people's association structures at different levels of governance (local, sub-national and national) offer a platform for advocacy and a space for community voices to be heard. The clubs' activities help raise awareness about the issues facing older people in their day-to-day lives – a reality often overlooked by younger generations. Middle-aged people have become keen to join such activities and build bridges between generations, with women often leading on joint economic initiatives that benefit the whole community.

Lebanon

Hearing intergenerational voices through art →

Lebanon's extremely challenging economic and political context is having serious negative impacts on its ageing population, many of whom lack sufficient support. The University for Seniors (UfS) and the GOLD Clinic (a student-led initiative to improve older people's health and wellbeing) are both part of the American University of Beirut. Since 2021, they have been working together on a project to raise awareness about why it is important to treat older people as fully contributing members of society who deserve appropriate healthcare and social protection. The project activities include creating art (produced by older and younger participants), organising exhibitions and selling the art to raise funds for the Clinic's activities. The initiative is co-created, right from the start (programme design and development), which gave a clear picture of the nature of participants' relationships, leading to a stronger understanding and respect for each other and a sense of common purpose through artistic expression.

Introducing the case studies *continued*
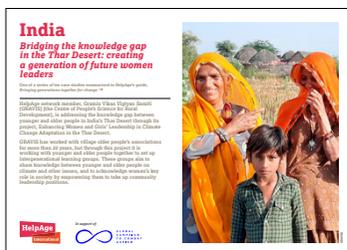
India
Bridging the knowledge gap in the Thar Desert: creating a generation of future women leaders →

HelpAge network member, Gramin Vikas Vigtyan Samiti (GRAVIS) (the Centre of People's Science for Rural Development), is addressing the knowledge gap between younger and older generations in India's Thar Desert through its project, Enhancing Women and Girls' Leadership in Climate Change Adaptation. GRAVIS has more than 20 years' experience of working with village older people's associations, but is now working with younger and older people to set up intergenerational learning groups. These groups aim to share knowledge between younger and older people on climate and other issues, and to acknowledge women's key role in society by empowering them to take up community leadership positions.
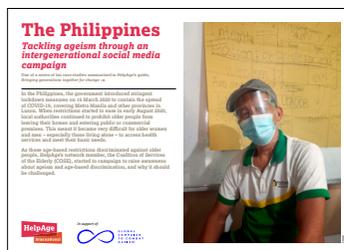

The Philippines
Tackling ageism through an intergenerational social media campaign →

HelpAge's network member in the Philippines, the Coalition of Services of the Elderly (COSE), worked with four university students in Manila to run an intergenerational social media campaign to raise awareness of ageism. The campaign ran for one month, from 1 September to 1 October 2020, using a Facebook page and two webinars to engage people. The campaign shared stories about what older people experienced during the COVID-19 pandemic so that families living with their grandparents and younger people could better understand ageism and its impacts on older people, and work together to prevent elder abuse. Leaders of older people's associations were involved in planning the campaign by helping to identify topics for discussion with students. They also helped the project team identify older people from within their membership who were willing to share their stories and discuss the topics identified.

Collaborating with students enabled COSE to increase the campaign's reach, and enabled younger people to engage and take action against abuses and discrimination affecting their older family members and other older Filipinos. Through their involvement in the campaign, the students became more aware of and considerate about the needs of older people, especially in their own interactions with older family members. They also continued to be involved in COSE's advocacy work after the one-month campaign had ended.
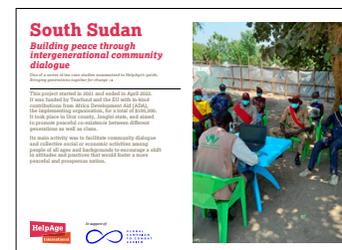
South Sudan
Building peace through intergenerational community dialogue →

This Tearfund and EU-financed peacebuilding project in 2021 and 2022, led by Africa Development Aid (ADA) in Uror county, Jonglei state, promotes harmony between generations that have recently seen increased tensions over land, livestock and other resources. It organises intergenerational discussions and social and economic activities among people of all ages and backgrounds to encourage a shift in attitudes and practices that will foster a more peaceful and prosperous nation.

Introducing the case studies *continued*

Colombia

Keeping Afro-Colombian traditions and practices alive →

The Casa del Niño Association works across Colombia's northern Cauca region to collect, preserve and disseminate traditional Afro-Colombian knowledge and practices. Using an intergenerational approach, it brings together older and younger people to share knowledge at local events and undertake community activities to preserve their cultural heritage.
More broadly, the Association has helped communities to get their voices heard and contributed to changes in the school curriculum, as well as advocating for the judicial system to incorporate traditional practices, enabling local communities to hold jurisdiction over legal proceedings in their territories.

Chingiz Namazaliev/HelpAge International

Section 3: Key principles of an intergenerational approach

We have brought together some useful principles – based on research and practical experiences of organisations that have been using an intergenerational approach for some time – to help you get started:

- Understand power dynamics →

- Context, context… →

- Put gender justice at the centre →

- Clarify your role →

- Don't start from scratch →

- Involve diverse members of the community from the outset →

- Avoid making assumptions →

- Pay attention to who leads and who can lead →

- Start with the premise that everyone has a skill and some knowledge to transfer →

- Use a rights-based approach as a compass →

- Go beyond participation to meaningful engagement →

- Activities should be fun! →

- Think 'structural' changes →

- Track your progress and measure change →

Understand power dynamics

Spend time conducting a detailed stakeholder analysis to understand the dynamics at play, including gender power relations, the issues facing people as individuals and as households and communities, incentives and possibly grievances of the various stakeholders, the reasons for any conflict and reluctance to work together (HelpAge's *Voice training toolkit* provides guidance on this). The South Sudan case study on peacebuilding carried out a stakeholder analysis that highlighted the need to go much deeper on understanding the nature of the relationships and the factors that served to exclude women, mostly due to gendered social norms. Openly discussing power dynamics within the local context early on can avoid misunderstandings arising from the outset. In the Voices through Art case study from Lebanon, students from the GOLD Clinic and members of the University for Seniors initiated a conversation about what 'silent' participation means – that is, whether it is tacit agreement or shyness to speak up to 'elders'.

Context, context...

Always make sure the approach is specific to the context and promotes local ownership and buy-in (local solutions and local models of development). One important (though perhaps obvious) point is to distinguish the challenges and opportunities facing different generations in urban as opposed to rural contexts. For instance. In rural areas, some of the intergenerational relations are rooted in family or ethnic lineage, which may be less salient in more socially fragmented urban areas. You need to understand the local context right down to the village, community or even family level, especially in fragile and conflict-affected areas. Here, again, the South Sudan case study shows that a robust knowledge of the local, regional and national context will help ensure that the project avoids doing harm and is more likely to set the intergenerational groups on the path to success.

Put gender justice at the centre

A gender justice approach,[11] underpinned by a solid gender analysis of the context you are working in, should influence and inform all your activities. Using a gender marker[12] will help you to track, assess, improve on and support more effective, gender-integrated programming. Also, underlying gendered challenges do not always appear immediately so it is important to unpack reasons for gender-based discrimination or violence beyond just a superficial assessment of the situation. Training tools such as the Gender Action Learning System (GALS),[13] used by the project in the Kyrgyzstan case study, can help ensure that community members have strong 'ownership' of gender issues they are tackling.

Clarify your role

As an organisation or project staff member, be clear about your role and what value you can add. One of your key roles is to listen to and support people in a process of engaging and communicating with each other. In this way, the issues they raise and the solutions they suggest should come directly from their communities. The Trust for Indigenous Culture and Health (TICAH), which received a grant from the Voice fund in Kenya,[14] has adopted a systematic and self-reflecting approach on what they offer and what they facilitate the community to work out for themselves, which establishes a clear baseline in power relationships.

Don't start from scratch

Look at what is already there in the country or setting you are working in. What groups have already been formed, and what are their dynamics (are they active or dormant, for example)? Many of the projects in our case studies carefully looked at what groups already exist and worked with them as a starting point. For instance, the women's unions inspired the first older people's associations in Vietnam. The village older people's associations, farming groups and self-help groups in India were mobilised and transformed into inter-

generational learning groups. You may need to raise awareness about the benefits of diversity and inclusion if existing spaces are somewhat exclusive or reinforce unequal power dynamics. The Kyrgyzstan case study is a good example of using existing groups to start intergenerational work. As one group leader explained:

> *"We already had a community group in the village. We had meetings, discussed problems, supported each other. When we heard about the project, we thought we could create an intergenerational group based on our existing community group. We included youth from our families and created an intergenerational group. That is why we are very united."*

Involve diverse members of the community from the outset

Involving a wide range of people who are interested in what you are doing (at every stage, from planning and design to implementation and evaluation) gives you a better chance of success, even if that means some activities or ways of running the project may be different from what you had in mind. Think through what 'co-creation' means, and be aware that you may need to compromise and even give up some level of control. The case study from Chile is a good example of the benefits of getting individuals of different backgrounds and ages involved at all stages of your project. Inclusive design also ensures that projects are as accessible as possible (for instance, using online mediums such as webinars allows you to reach a wider audience, as the Moldova and Philippines case studies illustrate). Conflicts and tensions between people of different ages may have more to do with other identities such as gender, class or caste, in addition to age – so an approach which looks at how these various identities intersect gives more under-standing and context to the nature of dynamics and any reasons for inclusion/exclusion and discrimination.

Avoid making assumptions

Try to resist the natural tendency to use your own reference points or biases about how to achieve change, or what older or younger people can and cannot do (together or on their own) – or what they want to do or do not want to do. Ask people, listen, and try to let go of your own biases, conscious or unconscious. Even small villages are part of complex social and political systems that require a robust analysis of power relations and social norms to avoid doing harm or reproducing negative stereotypes. Any intergenerational intervention could reinforce, challenge, shift or introduce new social norms – or, at worst, pit generations against each other – so a deep understanding of social dynamics is key. The case study from Sierra Leone highlights some lessons on this.

Pay attention to who leads and who *can* lead

When forming groups (or helping them form), you must carefully assess who are the 'natural' or existing group leaders. How were they selected, and what are the power dynamics between leaders and other group members? An inclusive and inspiring leadership can make a huge difference to the groups. But be mindful of elite capture and try to avoid reproducing or reinforcing unequal power relations. Younger and older people alike need to find their own leadership style on the issues that matter to them. It can be beneficial at times to have an older or middle-aged person push an issue for a younger person, or vice versa. Be strategic about using leadership to get everyone's voice heard. In the Kyrgyzstan case study, making sure that group leaders were inclusive and fair (and being open to the idea of younger people taking on the role of group leader) was an important consideration early on.

Start with the premise that everyone has a skill and some knowledge to transfer

Whatever their age and background, everyone has a skill to share that has 'equal' value and should be appreciated. This is the journey illustrated in the Colombia case study, where older and younger people enjoyed cultural exchanges, each bringing their own 'flavour'.

Use a rights-based approach as a compass

Adopting a rights-based approach drives your intervention and aligns it with internationally recognised rights standards and principles, as well as global development instruments such as the Sustainable Development Goals (SDGs) (a rights-based approach is a way of working that is based on realising human rights to ensure people's dignity, voice and wellbeing). Rights principles – including *participation, accountability, non-discrimination and equality, empowerment and legality* – should guide any intergenerational activity. The case study from Asia, on how older people's associations evolved into intergenerational self-help clubs, is embedded in a rights-based approach to development and older people's participation.

Go beyond participation to meaningful engagement

When you think about using an intergenerational approach, try to go beyond just 'participation' of younger and older people, as this can just involve tokenistic consultation and may not amount to much more than just bringing groups together in the same venue. You will need to ensure that the project supports those taking part so that they can engage with each other meaningfully to find common goals, even if some initial activities are more 'transactional' and designed to eventually lead to participatory processes to develop joint activities. HelpAge's network member in Kyrgyzstan, the Resource Centre for the Elderly (though not included in our case studies), has tried different ways to bring younger volunteers and older people together. They found that the more meaningful activities were those that allowed both generations to discover a common interest – for instance, illustrating a book with various 'faces' of Kyrgyzstan or organising climate change actions.

Activities should be fun!

Bringing people together should involve informal time, when people can sit together and eat together, take part in cultural activities, and have fun! Many of our case studies show the positive energy people get from doing activities such as sports competitions or group exercise classes (Vietnam), cooking and eating together (Colombia), or creating art (Lebanon), and how it helps them find common ground.[15]

Think 'structural' changes

To maximise the impact of your work, think about how it can support enduring change – not just around policies but also in terms of social norms. The COVID-19 pandemic revealed many inadequate and unfair social protection policies that neglected or discriminated against older people. Remember, challenging ageism is not just about challenging what people think and what they do. It is also about challenging discriminatory policies that undermine the value and role of certain groups of people in society. HelpAge's 2021 report, *Are older people being heard?* →, highlighted the impact of COVID-19 on the voice and agency of older people, proposing policy recommendations to protect and improve their wellbeing.

Track your progress and measure change

If inclusion and locally led development become one of your operating principles, make sure you have ways to measure what the project is achieving – ideally developed together with participants. See also **Section 4, 'Track your progress and measure change'** →. This should start right from the very beginning (in the planning and design phase) and go through to the very end (evaluation). Remember, co-creating is about sharing power!

Duc Le/HelpAge International

Section 4: Some practical considerations

There are some practical considerations to think about when adopting an intergenerational approach to your work:

- Outline the scope and scale of your proposed work →

- Consider available funding (what funds do you have and what will they cover, realistically) →

- Be conflict sensitive →

- Consider sustainability →

- Avoid a 'one-size-fits-all' approach →

- Invest in training →

- Support intergenerational groups to become advocates →

- Document your results through storytelling →

- Track your progress and measure change →

When designing an intergenerational approach, you should…

Outline the scope and scale of your proposed work

Intergenerational work can take different forms depending on the objectives of a project in a given context. You need to be clear, in the design phase, whether your intervention is the process (or means) to achieve a particular goal (such as tackling climate change or ageism, or reducing gender-based violence) and/or an end in itself (focusing on communication between younger people and older people to promote understanding, social connectedness and cohesion). Developing a Theory of Change[16] – that is, setting out what changes you want to bring about, with whom, and how – will help you define both the scope and scale of the intervention. Being clear from the outset about the level of ambition will help you set realistic objectives. It can be helpful to think of incremental progress and change, and allow room for different paths to the change you are seeking or even unexpected change that may naturally emerge from the older and younger generations interacting with each other. You need to make sure that all those involved in planning the project discuss its scale.

A word about scalability: If the ambition of your intervention is to take the intergenerational approach or model to scale, the Theory of Change will be very different from an intervention that focuses solely on transforming power dynamics between generations. Being clear about 'what scale looks like' will also help with how you measure outcomes. For example, a quantitative understanding of scale would mean planning to replicate the intervention many times across a broad geographical area. Scale may also be achieved when a government adopts the same model and rolls it out locally, regionally or nationally. This is why it can

be a good idea to involve local government officials early on in the planning. (In the Sierra Leone case study, local government was invited to take part in the design phase, which led to a change in policy due to early commitment and ownership.)

And a word about influencing: You also need to be clear about whether your intervention aims to influence others, and, if so, define a realistic level of ambition within the Theory of Change. Influencing can happen locally (for example, one village inspiring a nearby village to get involved) or regionally or nationally (such as when 'federation' or network models are implemented from the local to the national level). Advocates can bring community voices from the grassroots to the attention of national policy makers (as happened with the Bangladesh model, in the Asia case study).

Consider available funding: what funds do you have and what will they cover, realistically?

You need to match your ambitions with the funding available for activities. You should be aware that donors may underestimate the funds needed for activities such as cultural events, training and coaching. Consider 'hidden' costs such as per diems or livelihoods support for local community members who are heavily involved in leadership of the intervention's activities, as they still need to sustain their families. Funding for a pilot project, which will generate lessons on the potential to grow or be replicated, is very different from long-term funding of a sustainable project. Explore different sources of financing, whether generated through the project or participants' own contributions (see the Asia case study for more on this).

Be conflict sensitive

It is important in fragile and conflict-affected settings to understand the history of violence and challenge pre-conceived ideas and myths built up over many years, often due to structural changes in society

(such as migration of younger people to cities, leading to disconnects with their own lands and elders' culture; also the rapid expansion of technology and social media broadening younger people's horizons and aspirations for a better life). The advancement of technology and information systems, changes in social behaviours, and the way younger people may be more forceful in expressing their economic and social aspirations and their politics could all lead to misunderstanding and rupture in communication between generations. But while frames of reference may differ between generations, fundamental values could remain quite similar if expressed differently. Unearthing root causes of tensions and violence helps plant the seed for more fundamental changes in perceptions, attitudes and behaviours. The South Sudan case study shows that social harmony can slowly emerge, and tensions be managed, despite episodes of extreme violence.

Consider sustainability

Your intergenerational intervention could involve keeping the groups or structures going beyond the duration of the project and its funding. Or it could be about sustaining the connections that have been made between generations, and ongoing transfer of knowledge, even if on a modest scale. A sustainability plan is often necessary as it will inform your activities, budget and exit strategy.

Avoid a 'one size fits all' approach

Intergenerational projects and activities cannot be run in exactly the same way in every community. You should research and design activities to fit the local context, taking into account the social norms, values and practices that underpin relationships between older and younger people. This is the best way to address and mitigate any cultural factors (such as gender inequalities or other power imbalances) that may hinder the project from achieving its goals.[17]

When implementing the project…

Invest in training

Working with younger and older people requires specific skills and techniques that can only be gained through professional training.[18] Research in Portugal[19] shows that sustainability of intergenerational interventions is strongly linked to training for staff to work with *both* generations; where training has not been prioritised, sustainability may be jeopardised. Staff working mostly with younger people are not necessarily equipped to help them engage with older people, and vice versa. Some organisations segmenting their target beneficiaries by age (or other social characteristics) may train their staff or hire consultants to interact only with that particular group, which limits their ability to facilitate processes and interactions between and across generations.

Support intergenerational groups to become advocates

As most of our case studies show, and in particular the Philippines case study on campaigning against ageism, with the right support, younger and older people can both be excellent advocates for people's rights – their own, and others'. Local interventions are more sustainable if supported by an influencing strategy, leveraging local networks to reach policy and decision makers. Policy advocacy can be effective at the very local level or all the way to the national level, depending on the political, social and economic context analysis – that is, understanding who sets the 'rules of the game' and how these rules are implemented. All levels of influencing are valuable and should be driven by communities' experiences.[20]

When monitoring change and learning from the project…

Document your results through storytelling

It is always best to embed documentation of project progress and learning into the project team's ongoing work and working culture so that it is not seen as a separate activity. Documenting results does not need to be tedious or bureaucratic. Anecdotes are a good way to share experiences. Storytelling (in all its forms: oral, written or visual) may seem anecdotal but may reveal more about the issues your intergenerational groups raise than evidence-based research. Discovering how the power of storytelling can also shape a narrative is important to watch for.[21] Videos constructed in a participatory way can align generations around an issue even if they do not initially share a common view. The creative process of production allows dialogue, which makes it easier to come to a common vision.

A good example of storytelling is the participatory video **InsightShare** → supported in **Portugal**[22] →, where a group of young girls (aged 14–18 years) raised the issue of local forest fires destroying trees and bushes, compounded by climate change (drought) and lack of knowledge among the local pastoral community of the consequences of burning pastures to access more land. Older officials who watched the video were impressed and decided to work with the girls on the issue, despite their prejudices against young people.

Track your progress and measure change

Your Theory of Change should be accompanied by a set of indicators that allow you to track your progress and measure the outputs and outcomes of your intervention. Bear in mind you may need to adjust your ambitions for the outcomes once the intervention has started, depending on what the monitoring shows.

Indicators should be SMART (specific, measurable, achievable, relevant and time-bound) and ideally developed with the people taking part in the project, so that they have a strong stake in the project's future. Using participatory tools to monitor progress (such as Most Significant Change, process-tracing or outcome-mapping) can help participants feel greater ownership of the activities. It can also help motivate them to contribute to monitoring – for instance, telling stories to describe success or changes they themselves have witnessed as a result of the project.

Formal monitoring, evaluation and learning processes should highlight what the project is achieving and what may need to change if things are not on track. These processes may also uncover some unplanned or unanticipated results, described by participants or project staff as part of ongoing monitoring or during a final evaluation. These results can be harder to predict and measure. They often relate to changes in power relations or shifts in social norms, attitudes and behaviours. For instance, the Kyrgyzstan case study saw a tangible reduction in incidence of forced marriage, but participants also highlighted (in focus group discussions) a shift in older people's perceptions, taking a view that younger people can lead in groups and their views should be listened to. The Colombian case study shows the desire of younger people to retain their ancestral values, beyond just learning about medicinal plants and recipes. In Bangladesh (Asia case study), men started trusting women's opinions and seeking out their advice – probably helped by the gender quota system that enabled and encouraged women to hold leadership positions in the intergenerational self-help clubs.

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Section 5: Learning from practice

The case studies describe good practices and offer important insights into how intergenerational work can address ageing challenges and the issues facing older people, younger people and others in their community. Here, we describe some of the key lessons from projects that have adopted an intergenerational approach:

- Younger and older people may work at a different pace →

- It takes time to co-create with participants →

- Local leadership, by both younger and older people, fosters ownership and sustainability →

- There are mutual benefits in enhancing capacities and motivation →

- Institutional collaboration strengthens legitimacy, reach and sustainability →

Younger and older people may work at a different pace

Take into account the respective time constraints of different generations from the outset. Every participant will have their own preferred learning style, based on their education and social background, but also personal experience. Some people multi-task by choice or necessity, others prefer to do one task at a time. The Hack Your Age! case study from Moldova shows that older and younger people learn new communication skills in different ways. By adjusting their pace to each other, they benefited more from their exchanges.

It takes time to co-create with participants

A key success factor of intergenerational interventions is the time taken during the planning stage to support participants to express their problems, explore their own solutions, and identify what activities they want to do, including any training they may need. This investment of time pays off in participants' ownership of activities and their commitment to the work. TICAH's approach to their **Bringing in the voices of elders** → project in indigenous territories in Kenya is a good example of a slow and deliberate approach to addressing deep-seated grievances, and allowing communities to find a common path out of intergenerational misunderstandings and conflicts (see Box 4, right).

Local leadership, by both younger and older people, fosters ownership and sustainability

In the Asia case study, the governance structure of intergenerational self-help clubs gives priority to participants taking up positions of leadership, with clear role descriptions and careful consideration to empowering women. In Kyrgyzstan, after a period of 'getting to know each other', younger group members were encouraged by older participants to take up positions of responsibility, and some were even elected to public office subsequently.

There are mutual benefits in enhancing capacities and motivation

Younger people can help mobilise older people and support them to become agents of change in their own right. Conversely, older people can build the knowledge and motivation of younger people so that they become leaders in their community. The Sierra Leone case study is a good example of these mutual benefits, and shows how the communities have built collective agency for the COVID-19 pandemic response, based on learning from the Ebola response.

Institutional collaboration strengthens legitimacy, reach and sustainability

Working with local organisations (government and non-government) can give your project greater legitimacy and reach, and ensure sustainability. Organisations can share roles and responsibilities, do advocacy work together, and use their networks differently. The Chile case study is a good example of this kind of partnership working. The Gerópolis Centre, the University of Valparaiso and the government worked together, promoting their intergenerational work to a wider range of people, and reaching a larger pool of potential participants.

BOX 4

Why the disconnect between younger and older people? Lessons from TICAH in Kenya

"The disconnect among young people and elders happens in different ways but is also contributed by other factors such as poverty, illiteracy, and social norms, among others. With the emerging trends in the city and land ownership, when the youths go back to their ancestral village, they find it different and feel the disconnect due to the expectations from the family and community. This leads to unwanted behaviours like killing their elders to up their financial status. There is a need to understand the dynamics of their communities. Bring the village to the city so they understand their own culture and know solutions to the challenges they face are always within their communities, not dictated by the project to support them. Intergenerational dialogue plays a key role in achieving this."

Testimonial from Caroline K Nagala, Programme Coordinator →

Chingiz Namazaliev/HelpAge International

Section 6: Challenges and dilemmas

As well as learning from other projects' successes, there are lessons to learn about the challenges and dilemmas they faced:

- Be prepared for frequent delays in implementation →

- Workloads of younger and older people vary, and may limit their participation at certain times →

- Placing people in categories can lead to targeting errors →

- Pre-existing stereotypes can affect older and younger participants' attitudes towards each other →

- Make sure the formats you use in intergenerational group activities are easily accessible to all people →

- Resourcing can make or break a project →

Addressing challenges arising from intergenerational work

Be prepared for frequent delays in implementation

The reasons for these delays may be beyond your control. For example, liaising with government or other institutions may involve lengthy response times and complex procedures. In the Chile case study, staff described how their organisation faced lengthy response times and finance protocols, which delayed project activities and access to the resources needed to carry out activities.

Workloads of younger and older people vary and may limit their participation at certain times

When planning your project, consider people's varying roles and commitments in their day-to-day lives, which will affect how much time and energy they can commit to the project. To be as inclusive as possible, be aware who has care responsibilities at home, who works (in and outside the home) and who studies or travels, as this will affect the project schedules. In the Kyrgyzstan case study, the project's start was delayed as summer was a busy period for the students involved.

Placing people in categories can lead to targeting errors

The definitions people use in any given context to describe 'older people', 'younger people' and 'middle-aged' (for example) may differ and may not be clear-cut. You should bear this in mind when setting up intergenerational groups. Often, participants know best about how to structure the group. In Bangladesh, for example, the intergenerational self-help clubs comprise people of different ages, based on the specific needs of group members, and who is able to support who.

Pre-existing stereotypes can affect older and younger participants' attitudes towards each other

Surface these early on and try to dispel them. TICAH's Bringing in the voices of elders programme to bridge intergenerational gaps in Kenya. See **Box 4, page 16 →**. is a good example, as younger people blamed older people dressed in traditional clothes or using traditional herbal medicines for practising witchcraft. Older men did not think that girls should study, and thought it was not worthwhile investing in education for their daughters and granddaughters. The Philippines case study highlights that older people are typically seen as feeble and a burden to society, and the government imposed regressive COVID-19 restrictions that further discriminated against them. It took an enlightened group of young people joining forces with an NGO on a social media campaign to dispel widespread myths about older people's abilities.

Make sure the formats you use in intergenerational group activities are easily accessible to all people

For example, if some participants lack access to devices such as smartphones or computers, or do not know how to use them, they are unlikely to be able to take part in online activities.

And do not make assumptions that younger people are good technology 'brokers' for older people, as the Moldova Hack Your Age! case study clearly learnt.

Resourcing can make or break a project

Lack of budget can sometimes backlash if care is not taken to understand issues facing different age groups separately and give them their own spaces before bringing them together. A good example (outside the case studies presented in this guide) is the campaigning and advocacy work conducted by HelpAge Kenya with the Organisation of African Youth in 2015 for the consultation on the Sustainable Development Goals.

In the words of the coordinator:

"It initially didn't go very well, we had dialogue forums with old and young people together and it was very messy. We then had to have a lot of conversations to sort out conflicts and why they couldn't work as a team. We should have talked to both young and old separately first, which could have helped to bring their issues separately. But we didn't have the resources."

Dilemmas posed by intergenerational approaches

The case studies and other experiences of HelpAge and its partners also highlight some of the dilemmas involved in using an intergenerational approach to address ageing challenges and the issues facing older people and their communities. These are some of the dilemmas and questions you should think about when you are planning and designing your project.

Should we design a more top-down, structured and 'evidenced' approach or adopt an organic approach, allowing initiatives to evolve in the way participants want them to?

Evidence may suggest that the more well-structured and carefully designed your intergenerational intervention is, the more effective it will be. Having a solid programme framework or model to follow will help you plan and budget for the proposed activities, and this can allow more rigorous monitoring and evaluation. These frameworks or models are often designed and decided on at agency headquarters located in Northern capitals. However, many national and international NGOs, including HelpAge, are committed to shifting power away from the 'centre' to support development that is more locally led (that is, a 'localisation' agenda). This often means working with community-led principles and following a 'bottom-up' process. This more organic approach is difficult to put into a logframe (the format typically requested by donors when soliciting project funding proposals) and requires a level of flexibility during project implementation that may not always be acceptable to donors, who require detailed workplans and budgets and must be consulted before any departure from the stated activities (see Box 5, right).

BOX 5

Indigenous Women Rising

In a **VOICE** → knowledge exchange called 'Indigenous Women Rising', diverse groups of women, of different ages and indigenous backgrounds, met to share experiences. As they shared their stories of struggle, they created strong bonds especially across generations. Older women activists acknowledged that they could not give up their decades-long fight for identity, ancestral land and rights as indigenous women. Various commitments and initiatives to pursue the quest for indigenous rights emerged as a result of this intense exchange of knowledge and life experiences during their group discussions. Resilience and building the movement together in intergenerational solidarity became the focus of their work.

For more, see Hackenberg I and Lapiz K,
Indigenous Women Rising →

Should we focus on specific target groups (such as younger people below a certain age and older people above a certain age) or engage people of any age as long as they are keen to participate?

Focusing on specific target groups can make your project more manageable, as staff can set clear selection criteria and explain the reasons why you are focusing on those target groups. In some contexts, this will be appropriate and successful, but in others, cultural factors may blur the notions of inclusion and exclusion. In most community-based projects, where an NGO distinguishes between target and non-target groups, this can introduce problems within what had been a fairly united and cohesive community.

Moreover, including one age group over another may overlook the interdependencies between them. In many contexts, older people may be more likely to control assets such as land or livestock, and may be perceived by younger people as being more privileged because of those assets. Conversely, younger people (or middle-aged people) may have more physical resilience and active networks, but may be considered by older people as lacking experience. You need to carefully consider power dynamics within the community and decide and communicate which groups of people are eligible to take part in the project.

Should we focus only on facilitating dialogue between generations and co-creating activities, or providing training and other specific activities?

Efforts by international NGOs to localise development presents many dilemmas. They require every organisation working with communities to assess their added value to locally led processes of change. It is not incompatible to provide training and play a facilitation role within a locally led process, so long as the process that identifies the type of training needed is participatory, and as long as the project allows sufficient time to support people who receive training to use their new knowledge in practice.

Duc Le/HelpAge International

Endnote: Sharing your experiences and further questions for consideration

We hope the case studies and other resources shared here have given you some practical insights into intergenerational approaches, but have also highlighted gaps in our knowledge and analysis that give rise to new questions. HelpAge would really appreciate hearing about your experiences and any questions or challenges that arise in your work. Here are just a few of the questions we are aware of:

- How do we assess broader changes in society in terms of attitudes and behaviours between generations and in relation to ageism?

- How do we take into account other identity characteristics beyond age (such as ethnicity, religion, caste or socio-economic status) when designing intergenerational interventions with an intersectional approach, and what are the implications for power relations?

- We know that in some instances, older participants could not sustain active participation when they are living with a disability, and rely on their middle-aged children to carry their voices. Therefore, to what extent does this 'passing of the baton' between generations lead to sustainable and deeper changes in social dynamics within communities?

Annex A: Further background to the guide

Why an intergenerational approach?

Different generations working with and supporting each other has been part and parcel of community lives in most developed and developing countries for decades. In Kenya, for example, it has become a mechanism for transmitting indigenous knowledge and wisdom, culture and values, instilling discipline and addressing societal wrongs.[23] Intergenerational approaches as such were first 'named' in the United States of America (USA) in the 1960s, defined as *"initiatives or programmes that increased cooperation, interaction and intergenerational exchange"*. Foster Grandparents in 1965 was the first formal programme and showed strong evidence of social benefits.[24] Dramatic demographic changes across continents over recent decades brought a more urgent need to develop and fund programmes to support the interdependence between children and grandparents first, then more generally between younger and older generations.

Globally, the number of older people is growing faster than the number of people in all younger age groups. By 2030, older people will outnumber children under 10 (1.41 billion versus 1.35 billion). By 2050, there will be more people aged 60 years or over than adolescents and youth aged 10–24 years (2.1 billion versus 2.0 billion).[25] This creates enormous potential for engaging diverse age groups in mutually beneficial experiences that foster social connectedness and address critical societal needs.[26] In Asia, to take one example, trends show that the region will be one of the oldest in the world in a few decades' time. Japan leads the trend, and developing countries such as South Korea expect to have close to 35 per cent of people aged above 60 by 2050, followed by Singapore, where life expectancy is soaring at about 80 years, and fertility rates are projected to fall below 2 children per woman by 2050.[27] Demographic change also results from increased longevity, creating more opportunities for intergenerational engagement, as more younger people than ever now have living grandparents.[28]

HelpAge and intergenerational approaches

Intergenerational concepts and approaches are not new to HelpAge. They featured as long ago as 2007, in a key article in our AgeWays bulletin, which highlighted the importance of intergenerational solidarity and recognition of interdependence, especially during conflict, migration and health crises (from the HIV and AIDS pandemic in the 1990s and 2000s, through to the Ebola response in 2013 to 2016, and to the COVID-19 response from 2020). HelpAge and its network members have been pioneering approaches that bring different generations together all over the world. In some regions, such as Asia-Pacific, community-based older people's associations[29] have evolved towards an intergenerational structure that has now become formalised – for example, intergenerational self-help clubs in Vietnam and Bangladesh. While the experiences and methodologies have been well-documented and shared in that region, network members in other regions have expressed a desire to learn from what others have done when working across generations to tackle major challenges such as ageism.

In 2021, HelpAge conducted a rapid survey among its network members and country teams to map the range of initiatives that have adopted an intergenerational approach, either by design or organically. As a follow-up, HelpAge commissioned this practitioners' guide, informed by 10 country case studies that offer insights into different intergenerational approaches and how they are applied.

HelpAge wants to contribute to learning on intergenerational approaches gathered from its network members and programme or project partners. We want to encourage uptake of intergenerational programming among organisations working with communities, so that people of different generations everywhere can identify common issues and find collective solutions that foster a 'society for all ages'. This is one way to support the World Health Organization's (WHO) Global Campaign to Combat Ageism (#World4AllAges), which aims to change the narrative around age and ageing, and help create a world for people of all ages.

Links with social, economic, health and climate issues

In 2002, the UN General Assembly recognised that the importance of *"intergenerational solidarity in households, communities and nations is fundamental if our societies are to be for all ages, as proposed by the United Nations since 1995"*. In 2007, the General Assembly adopted a supplement to the World Programme of Action for Youth, which proposed action on strengthening families and bolstering intergenerational solidarity.[30]

Since then, there has been a growing interest in social exclusion, isolation and social connectedness on economic and social issues. The WHO emphasises the importance of speaking up about social isolation and loneliness,[31] with a number of policy recommendations to address this. Building on this, our practitioner guide sheds light on the different needs and circumstances of both older people and younger people, as well as how these differences can trigger intergenerational conflicts, and how the two generations can work together to address these issues and forge common purpose through dialogue.

Despite speculation about whether climate change is dividing younger and older generations, it has become more apparent during the 2021 UN Climate Change Conference of the Parties (COP26) in Glasgow that all generations acknowledge the need for a unified front to face the climate emergency. As Charlotte Unruh, an Ambassador for the Foundation for the Rights of Future Generations, said:

> *"The real divide is not between young people and other generations. The real divide is between those who have more power to change things, and those who have less."*[32]

HelpAge's recent climate change briefing[33] highlights the importance of intergenerational action on climate change. The WHO, in its Decade of Healthy Ageing Brief (2022), *The decade in a climate-changing world,* also urges strong intergenerational communication, collaboration and solidarity, with younger and older people supporting each other on climate actions rather than pitting generations against each other.[34]

Evidence gathered over the past two years since the onset of the COVID-19 pandemic shows the combined impacts on older people of inadequate health and care systems, lack of policy provision for social protection in old age, and an increase in ageism across generations, linked to stress and fears during the crisis. The health and economic consequences of COVID-19 make it even more imperative for generations to work together to address challenges and crises. It is not only about solidarity and social cohesion, but also about survival. In this context, UN Secretary-General, António Guterres, has, since May 2020, produced a series of policy briefs on the rights of older people,[35] people with disabilities[36] and women.[37] What all these documents have in common is that they call for an intergenerational policy.

Annex B: Further resources

Here are some key resources on intergenerational approaches you can refer to for further guidance:

The Intergenerational Approach to Development: Bridging the Generation Gap (2003) →

The International Center for Research on Women (ICRW), based on a literature review of 11 programmes, suggests five key components of an intergenerational approach:

- recognise interdependence between younger and older people

- promote common understanding and respect for each other's unique experiences through dialogue (creative activities also help)

- build joint collaboration, ownership and participation throughout the initiative, as these are critical for success

- recognise that younger and older adolescents have different needs and that different adults play supportive roles at various stages in adolescents' lives

- recognise that sensitisation and training on the issues being addressed (for example, gender-based violence or HIV) are important for both generations.

European Council Declaration on the European Year for Active Ageing and Solidarity between Generations (2012): The Way Forward →

This reaffirms the European Union's (EU) commitment to supporting positive ageing and intergenerational solidarity, and proposes guiding principles for active ageing and solidarity between generations.

Solidarity between generations in an ageing society notably requires creating conditions that permit older people to achieve more independence, which will allow them to take better charge of their own lives and to contribute to society, enabling them to live in dignity as full members of society. This requires a balanced distribution of resources and opportunities between generations. The right of older people to live a life of dignity and independence and to participate in social, economic, cultural and civic life is embedded in the EU's commitment to the active ageing and solidarity between generations' agenda, as is the need for a society for all ages.

The principles proposed are organised into three different areas:

- **Employment:** ensure that the environment is friendly and not discriminatory for older workers, provide benefits and provisions for flexible working.

- **Participation in society:** volunteering, life-long learning, decision making and support with care responsibilities.

- **Independent living:** all services that maximise long-term autonomy, appropriate and affordable health prevention, housing, transport, and goods and services designed with various ages in mind.

Global campaign to combat ageism →

This initiative, supported by the World Health Organization's 194 Member States, aims to change the narrative around age and ageing and help create a world for all ages. The *Global report on ageism* → was published in 2021 to inform the campaign. It discusses intergenerational interventions as one of three effective strategies for eliminating ageism. It reviews the evidence of effectiveness, provides real-world examples of intergenerational interventions (from Singapore, Hong Kong, Portugal and the UK), and summarises evidence on success factors and costs. These include, for example, ensuring that intergenerational groups are of equal status and have common goals, focusing on the quality of contact between them, increasing cooperation through goal-sharing that reduces competition between age groups, and ensuring that intervention design includes training of facilitators and participants and clear protocols. It proposes future priorities for intergenerational interventions, including combined educational and intergenerational contact interventions (which have a slightly larger effect on ageist attitudes, prejudices and stereotypes than intergenerational contact alone); and reducing self-directed and institutional ageism.

The global campaign is accompanied by a **toolkit →**. It includes resources that will help you learn about ageism, initiate your own conversations about this important topic in your community, organise events to raise awareness, and spread the word through social media to create #AWorld4AllAges.

United Nations Economic Commission for Europe

Advancing digital and social inclusion through intergenerational learning and empowerment (2019) →

Ageing in the digital era (2021) →

Advancing intergenerational solidarity (2010) →

The digital divide is more pronounced for the 54–74 years age group, who risk missing out on access to information, services and social interactions. Digital inclusion for older people contributes to Sustainable Development Goal (SDG) 4 (inclusive and quality education). Good policy examples can be found in France, Germany and Austria. Digital exclusion threatens positive and inclusive participation in society, but the challenge is also to ensure that new digital solutions are all age-friendly and ethically developed. Proposed policy changes include the closing of the digital divide, human-centric digital solutions that are safe and anti-ageism, but also leveraging digital potential for healthy ageing. The 2010 policy brief does not specifically address intergenerational approaches as a strategy to achieve policy results or digital inclusion for all ages. Its focus is on intergenerational solidarity within families and communities as most families live in multiple-generation households, in ageing societies, especially after an economic shock. Solidarity and perceiving older people as productive members of the family and community can contribute to supporting social harmony. This requires valuing the role of older people as informal carers and contributors, organising social-cultural activities across generations, and recognising the specific health needs of older people.

European Union Green Paper on Ageing: Fostering solidarity and responsibility between generations, 2021 →

This Green Paper discusses policy options for responding to population ageing challenges and opportunities in the European Union (EU) region, in light of the 2030 Sustainable Development Goals and the United Nations Decade for Healthy Ageing. It sets out key principles on specific areas, such as on old-age income and pensions, healthcare and long-term care, inclusion of people with disabilities, social protection, and life-long learning. It takes a life-cycle approach that reflects the universal impact of ageing and focuses on both its personal and wider societal implications. It suggests that responding to population ageing requires striking the right balance between sustainable solutions for welfare systems and strengthening intergenerational solidarity and fairness between both younger and older people. It highlights that there are many inter-dependencies across generations that create challenges, opportunities and questions for our societies, and suggests that this is why younger people – and people of all ages – should play an active part in shaping policy responses to ageing.

Time for a United Nations Convention on the rights of older persons (August 2020) →

This article by Age Platform Europe argues that the impact of the COVID-19 pandemic was a strong reminder that older people's human rights need to be protected. In relation to how generations interacted, there have been situations where:

"The rhetoric of influential decision-makers has been ageist, and we have seen the wilful pitting of generation against generation in claims that responses to the pandemic are harming the young in order to save the old, and that older persons should be taxed to pay for sacrifices younger generations have made."

Framework for intergenerational fairness →

This framework aims to help experts or informed citizens assess public policies according to what is fair and unfair to people alive today and future generations through time, and to communicate the outcomes of this assessment to drive change. It was developed for Portugal, but is applicable to any local, national or international context, for governments, civil society, the media and the private sector. The framework may be used in different scenarios to understand how intergenerationally fair a policy is, or is likely to be, including: concerned citizens and interest groups campaigning about policies' potential or actual impact; politicians creating manifestos and legislative agendas or scrutinising policies; civil servants developing policy; policy experts assessing policy design or results; and media reporting about policies.

The framework was created by the Calouste Gulbenkian Foundation and the School of International Futures, and can be found at **www.soif.org.uk/igf →** and **https://gulbenkian.pt/de-hoje-para-amanha/ →**

'Harnessing the power of age diversity', *Harvard Business Review* (March 2022) →

Transforming conflict or cynicism between generations in a corporate environment can lead to innovation and productivity, but this can only happen when the whole company embraces that spirit of mutual learning versus competition between generations. Principles proposed by the authors of this article are: identify assumptions; adjust your lens; take advantage of differences; and embrace mutual learning.

Endnotes

1. Interventions may be divided into those involving *direct* contact and those with *indirect* contact. Direct contact involves face-to-face interaction, such as older and younger people living together, teaching each other or doing art or music therapy together, or younger people visiting older people in care homes. Indirect contact entails participants being exposed to another age group without face-to-face contact – for example, when a friend of similar age is known to have friends in another age group, so becomes acquainted with their lives (WHO, 2021, *Global Report on Ageism* →, pp.126–7).

2. Christian J, Turner R, Holt N, Larkin M and Cotler JH. 'Does intergenerational contact reduce ageism? When and how contact interventions actually work?' *Journal of Arts and Humanities* 3:1, 2014, pp.1–15. **www.theartsjournal.org/index. php/site/article/view/278/214 →**.

3. See HelpAge website, **'Life course approach to ageing'** → and Hutchison E, **'A life course perspective'** → in Hutchison E. (ed.) *Dimensions of human behavior: the changing life course,* 3rd edition, Sage Publications, 2008.

4. Note about age groups we consider: while open to acknowledging and capturing trends for various age groups, the guide focuses primarily on engagement between younger people (under 30) and older people (above 60) but provides some examples where other age groups were also involved.

5. WHO *Global report on ageism* →. Geneva, World Health Organization, 2021, p.128.

6. Generations United, *Making the case for intergenerational programs* →, Generations United, 2021.

7. WHO *Global report on ageism* →. Geneva, World Health Organization, 2021.

8. WHO *Global report on ageism* →. Geneva, World Health Organization, 2021.

9. HelpAge International, *ISHC establishment, operation and management* →, HelpAge in Vietnam, 2016; and **www.helpage.org →**.

10. Restless Development, *Promoting youth voices in local decision-making* →. Global Youth Council guide. National Democratic Institute for International Affairs, 2021.

11. Gender justice entails ending the inequalities between women and men that are produced and reproduced in the family, the community, the market and the state. See UN Women, *Gender justice: key to achieving the Millennium Development Goals* →, New York, United Nations Entity for Gender Equality and the Empowerment of Women (UN Women), 2010.

12. CARE, *Gender marker guidance* →, Atlanta, GA, CARE, 2019.

13. UN Women, *Manual Gender Action Learning System (GALS) implementation toolkit* →, New York, UN Women, 2020.

14. Voice → is a global programme, funded by the Ministry of Foreign Affairs in the Netherlands and implemented by Oxfam Novib and Hivos.

15. The **LiveTogether →** initiative by **House of Projects →** in Russia provides further examples of how intergenerational contacts inspire representatives of both older and younger generations and, by ensuring that unrepresented and untold stories of everyday life are heard, increase the exchange of experience between generations. See **http://livetogether.tilda.ws/ →**.

16. www.poverty-action.org/sites/default/files/publications/Goldilocks-Deep-Dive-Guiding-Your-Program-to-Build-Theory-of-Change_2.pdf →.

17. Contribution from TICAH, Kenya.

18. Oxford Institute of Population Ageing, *Sustainable intergenerational programmes: training opportunities for professionals* →, 2018. For an example of a training organisation, see **International certificate in intergenerational practice →**, Generations Working Together.

19. The *Framework for intergenerational fairness* →, by the Calouste Gulbenkian Foundation and School of International Futures, **www.soif.org.uk/igf →** and **https://gulbenkian.pt/de-hoje-para-amanha/ →**.

20. For an example of an influencing guide, see Oxfam, *Influencing for impact guide: how to deliver effective influencing strategies* →, Oxford, Oxfam, 2020.

21. Interview with members of **InsightShare →**, providing consultancy to organisations that want to harness participatory media as a community engagement, accountability and people-led development tool.

22. InsightShare, **Youth voices to prevent wildfires →**.

23. Contribution from TICAH.

24. Oxford Institute of Population Ageing, **'Sustainable intergenerational programmes: training opportunities for professionals' →**, blog, 17 January 2018.

25. WHO, Decade of Healthy Ageing 2020–2023: **www.who.int/docs/default-source/documents/decade-of-health-ageing/decade-ageing-proposal-en.pdf?Status=Temp&sfvrsn=b0a7b5b1_12 →**.

26. Oxford Institute of Population Ageing, **'Sustainable intergenerational programmes: training opportunities for professionals' →**.

27. Asian Development Bank, 'Population and aging in Asia: the growing elderly population'. **https://data.adb.org/story/population-and-aging-asia-growing-elderly-population →**.

28. WHO *Global report on ageism* →. Geneva, World Health Organization, 2021, p.127.

29. Community-based groups that include both current and future older people working together to improve the situation of older people and the communities they live in.

30. See: Sánchez M, et al. *Intergenerational programmes: towards a society for all ages* →. Barcelona, La Caixa Foundation, 2007; Henkin N and Patrick E, *Intergenerational strategies* →, Grantmakers in Aging; United Nations, *Intergenerational issues factsheet* →, UN Department for Economic and Social Affairs.

31. WHO, *Social isolation and loneliness among older people: advocacy brief* →, Geneva, WHO, 2021.

32. Intergenerational Foundation, **'We want to fight climate change with you, not against you' →**, 28 October 2019.

33. HelpAge International, *A rising force for change: Older people and climate action* →.

34. WHO, Decade of healthy ageing connection series no. 3: *The UN Decade of Healthy Ageing 2021–2030 in a Climate-changing World* →, Geneva, WHO, 2022.

35. United Nations, Policy brief, *The impact of COVID-19 on older persons* →, UN, 2020.

36. United Nations, Policy brief, *A disability-inclusive response to COVID-19* →, UN, 2020.

37. United Nations, Policy brief, *The impact of COVID-19 on women* →, UN, 2020.

HelpAge International

Bringing generations together for change:

Learning from intergenerational approaches to address issues facing older and younger people

Published in collaboration with Restless Development and in support of the Global Campaign to Combat Ageism

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