Supporting EU's twin transitions through intergenerational learning, exchanges of knowledge and joint actions

Facilitators' Handbook for Collaborative Action

Co-funded by the European Union

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Foreword

Welcome to the **Facilitators' Handbook for Collaborative Action,** a document that is designed to guide facilitators and other professionals interested in learning how they can successfully implement an intergenerational action.

The Handbook provides a comprehensive methodological framework for running an intergenerational action and outlines key steps for facilitators to follow in order to support the implementation of such actions. Furthermore, it incorporates tools and resources for encouraging the active involvement of participants and evaluating the intergenerational process.

This resource is a result of the collaborative work of the InterGenic project partnership which is comprised by eight Organisations and Institutions from seven different European countries:

- Universitat Jaume I of Castellón (Spain)
- University of Limassol (Cyprus)
- Innovation Education Lab (Romania)
- InterAktion – Verein für ein interkulturelles Zusammenleben (Austria)
- AGECARE (CYPRUS) LTD (Cyprus)
- Eurospeak Limited (Ireland)
- DYEKO- Diktyo Ypostirixis Epixeirimatikotitas & Koinonikis Oikonomias (Greece)
- ODISEE (Belgium)

The InterGenic project is co-funded by the European Union and the ERASMUS+ programme in the field of adult education. The project runs over a duration of 24 months, from December 2023 to November 2025.

We hope this Handbook inspires and supports you in facilitating collaborative and impactful actions among different generations.

Please note that the Handbook's relevance and availability of links provided may change over time due to technological advancements and changes in the global context. The Handbook was last edited in March 2025.

Introduction

About the InterGenic Project

The “InterGenic: Supporting EU's twin transitions through intergenerational learning, exchanges of knowledge and joint actions” project focuses on supporting the European Union's twin (digital and green) transition through intergenerational learning, knowledge exchange and joint actions.

The specific objectives of the project are to:

- Contribute to the EU’s digital policy strategy by supporting the capacity of youth across Europe to transfer their digital skills and knowledge to other generations.
- Contribute to the EU’s green transition policy aims by supporting the capacity of seniors across Europe to teach traditional sustainable practices to other generations.
- Develop and test an educational framework based on youth-seniors joint action, which will propose local solutions related to the EU’s twin transition.
- Raise awareness of the challenges and opportunities of transitioning to the future and bridge the socio-epistemic gap between generations.

The project strives to achieve its scope by establishing links between young people and senior citizens for the mutual exchange of knowledge, facilitated by mentoring programmes. In addition, joint initiatives are going to be organised and developed, following a collaborative process, to showcase the importance and positive outcomes an intergenerational exchange can have in the European societies.

For supporting the creation of such intergenerational initiatives, the project will actively engage youth and seniors and support them in developing a plan for digital and sustainable solutions for their local communities. These intergenerational groups to be formed will leverage their individual knowledge and skills to address local needs in alignment with the EU's twin transition objectives.

Ultimately, the InterGenic project is based on the understanding that intergenerational learning constitutes a valuable approach to adult education and as such fosters mutual respect, knowledge exchange, and collaboration across generations, contributing to personal growth and the strengthening of community bonds.

Intergenerational Action

For an intergenerational action to be developed, it should be understood as an extension of both lifelong and intergenerational learning, emphasizing in the active collaboration between both target groups (youth and seniors) and addressing shared social, environmental, and community challenges.

By drawing on the theory of lifelong learning, the intergenerational action should create a dynamic space for learning through shared experiences, where youth and seniors will contribute their unique green and digital skills, perspectives, and solutions. This action will not only strengthen the community and/ or group bonds but also foster social innovation by leveraging the diverse knowledge and resources across generations (Hughes et al., 2013).

Intergenerational learning is an emerging form of lifelong learning (Tambaum, T. (2022). Intergenerational Learning in Action).

Lifelong learning, a concept that emphasizes the continuous development of knowledge and skills throughout an individual's life, has become increasingly recognized as essential in today's rapidly changing society. It is rooted in the idea that learning should not be confined to childhood or adolescence but should extend into adulthood and old age (Field, 2006). Lifelong learning enables individuals to adapt to new challenges, enhance personal growth, and contribute to society across their lifespan. According to Schuller and Watson (2009), lifelong learning not only benefits individuals in terms of employability and well-being but also has broader social benefits, such as fostering social inclusion and reducing inequality.

Intergenerational learning, on the other hand, refers to the exchange of knowledge, skills, and experiences across different generations, promoting mutual understanding and shared learning. This form of learning has garnered attention for its potential to bridge generational gaps, foster social cohesion, and address age-related disparities in knowledge and skills (Mannheim, 2010). Intergenerational learning is a powerful tool in lifelong learning, as it allows older individuals to share wisdom and life experience with younger generations, while younger individuals contribute fresh perspectives and technological know-how (Hughes et al., 2013).

The two concepts are closely intertwined, as intergenerational interactions serve as an avenue for lifelong learning, facilitating the transfer of both formal and informal knowledge across age groups. This reciprocal exchange fosters a more inclusive and dynamic learning environment that benefits individuals and communities alike (Thompson & Cross, 2014).
Incorporating lifelong learning into intergenerational learning actions can enhance the societal and individual impacts of education across the lifespan. As lifelong learning encompasses a broad range of learning activities—formal, non-formal, and informal—intergenerational exchanges provide a unique platform for learners to engage in cross-generational dialogue, enhancing their personal development and fostering stronger community ties (Cohen & Wever, 2016). By fostering intergenerational relationships, lifelong learning can become more inclusive, creating spaces where diverse perspectives contribute to a richer, more holistic understanding of the world.

Either collaborating with a particular community or creating one with the participation of both young and senior individuals, the process of developing an intergenerational action will give them the space and time to learn from one another in real-world contexts, enhancing both their personal growth and their ability to work collaboratively in addressing pressing European and global issues. Moreover, as Schuller and Watson (2009) argue, such collaborative learning can empower marginalised groups, bridge generational divides, and promote sustainable development, creating more resilient and inclusive societies. In this way, the intergenerational action development will play a crucial role in realising the potential of lifelong and intergenerational learning as tools for social change and community empowerment.

Methodological Framework for the Intergenerational Action

The methodological approach to be followed aims to foster collaboration, mutual learning, and co-creation of solutions, while considering the specific objectives of the EU's twin transition, particularly in terms of sustainability and digitalization.
To achieve this, a methodology blend is adopted by the partnership which takes its principles from the design thinking process. Fostering the five stages that this process entails; empathize, define, ideate, prototype and test, this blend of methodologies will guide and support the development of intergenerational action programmes, ensuring that both youth and seniors are engaged, empowered, and able to contribute meaningfully to local community improvement.

In particular, the intergenerational actions should:

- Engage both youth and seniors equally in the preparation of the intergenerational action.
- Ensure efficient and appropriate guidance of all participants.
- Encourage the creation of a personal bond between youth and seniors.
- Sustain an interactive and collaborative working environment.
- Maintain a common vision in each session.
- Promote the visibility of the project.

The blend of methodologies which is in line with the design thinking process is the following:

- Participatory Methodology
- Co-creation Methodology
- Visual Methodology
- Themed-Based Hackathon Methodology

By combining all four methodologies, it will ensure that the solutions to be developed are going to be practical, relevant, and impactful. Additionally, both target groups will be actively involved in the process.

a. Participatory Methodology

Definition and Scope
This method supports the active engagement of the target groups and empowers them to take part in the process of decision-making and implementation. Participatory approaches emphasize the inclusion of those who are most affected by the problem or project.

Relevance to Intergenerational non-formal learning
Through this process, youth and seniors will be supported to develop an action that is relevant and sustainable for themselves and their community/ group.

Facilitators' Role
The facilitator(s) should:

- Ensure all participants are active in the decision-making process.
- Use icebreakers, group discussions, role games to gather input.
- Empower participants by offering them opportunities to influence outcomes.

Relevance to Intergenerational non-formal learning
When young people team up with older adults, both sides learn a lot. The young bring along new ideas and energies, the seniors share insight born of years (Journal of Participatory Research Methods, 2022). Solving problems for the community in a very creative way also creates stronger and friendlier connections across generations.

Why is this important?

A) Benefits of mixing generations

- Better learning: Young and older people learn from each other's different views and experiences.
- Stronger Communities: Working together will help in creating trust and understanding between generations.
- Creative solutions: Often, a combination of ideas leads to something new when diverse perspectives put their heads together regarding problem-solving in the local vicinity.

B) Solving real community issues

Young and old together can also address issues, such as loneliness among seniors and boredom among youth. Collectively, they could think of doing an activity, for example, that would be beneficial to them both in an effort to contribute to the community say, a hygiene or sanitation project.

Key Principles

Inclusion • Create a space where all participants feel respected and valued. • Recognize and address the diverse needs of participants to ensure everyone can contribute effectively.	**Active Participation** • Encourage everybody to speak and participate in the planning. • Use fun, interactive methods to keep people interested.
Transparency • Keep communication open and honest. • Share how decisions are made and what the results are.	**Empowerment** • Whenever possible, let the participants lead or co-lead. • Give training or tools so people feel confident in their roles.

Practical Example: PHAST Initiative

Families of some African communities initiated the Participatory Hygiene and Sanitation Transformation, PHAST, in the mid-1990s. The PHAST aimed to change attitudes and behaviours in hygiene and sanitation toward better health and well-being. The elders shared their traditional knowledge, the younger ones their modern ideas, and together they built safe toilets and taught people about washing hands. Since the local people made all the decisions locally, everyone remained enthusiastic and committed for a long time (World Health Organization,1997).

Success factors

- Community involvement: Everybody, whether old or young, was involved in the process of discovering problems and thinking about solutions.
- Easy-to-use tools: They used pictures and stories to make learning fun.
- Leadership at local level: Because people were their own leaders of the projects therefore they were more responsible.

Challenges & Solutions

- Changing habits: Some of the older members in the community were resistant to changing their hygiene methods.

Solution: This was done by organisers through open talks and storytelling, showing the good results of change.

- Generational differences: There were younger people who questioned older ways.

Solution: Leaders showed how old and new ideas could overlap/interact.

- Resources were limited: For many, this included costly measures of building toilets and repairing water systems.

Solution: The communities mobilized resources locally or sought help from charities/NGOs.

- Language barrier: Some of them had a problem with reading or with technical words.

Solution: The PHAST team used a lot of pictures and role-play, so everyone learned something and could join in no matter what level people's reading was at.

With the participation methodology involved, this means projects connecting the young and the older generations would be at an advantage. Groups learn from each other, and so do the communities. By listening and respecting everybody's ideas, better ways for the solution of a problem can be found to get a positive and durable change.

b. Co-creation Methodology

Definition and Scope

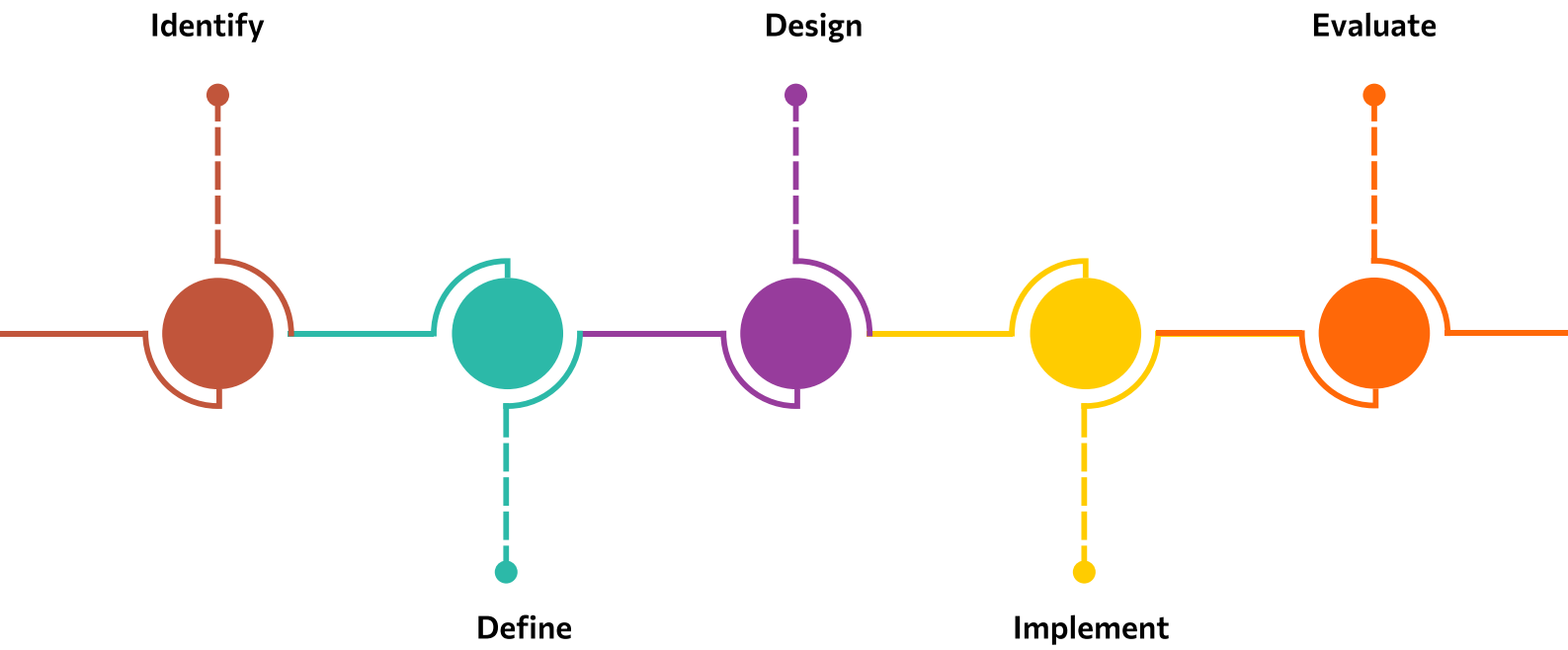
Co-creation can be described as the practice of people's collaboration to guide the design process of a product or a service. It entails teamwork and working towards a common goal.

Co-creation enables idea generation through shared knowledge and experiences and a better understanding of the user since the process becomes more meaningful for the people involved.

Using this method, it ensures a space for many to be heard and room for diversity, difference and desires (Wierdsma, 2004; Wenger, 2000). Hence, this method encourages collaboration and ensures that the final outcome reflects the needs, desires, and insights of the target groups. Co-creation fosters ownership, enhances creativity, and produces more relevant and impactful results.

Relevance to Intergenerational non-formal learning

By integrating in the implementation process the **following 5 steps**, both youth and seniors are going to be actively involved in the identification, design and development process of their action co-creating a more personal and relevant result to support their community and/ or group.



Facilitators' Role

The facilitator(s) following the co-creation methodology should:

1. Encourage active participation from both target groups.
Asking open-ended questions and using icebreakers, the facilitators can effectively engage and connect both groups, ensuring everyone is included in the implementation process.

2. Facilitate an open dialogue where all voices are equally heard.
Use techniques like "talking circles," where each person is given an equal opportunity to speak, promoting balanced dialogue.

3. Support the refinement of ideas and solutions.
Encourage brainstorming sessions and use techniques like "mind mapping" or "SWOT analysis" to help the group clarify, expand, and improve their ideas collectively.

4. Focus on collective decision-making.
Guide the group through a voting process, consensus-building activities, or small-group discussions to ensure the final decision reflects the input of everyone involved.

Benefits and Challenges

- **Co-creation brings together a diverse group of people**

Benefit: Exchange of ideas and good practices leading to innovative and creative results.
Challenge: Different values and perspectives which may lead to conflicting ideas and priorities.
Solution: Define clear rules at the beginning of the session, emphasizing that respect and inclusivity are essential.

- **Sense of ownership and achievement among the participating parties**

Benefit: There is a shared sense of responsibility for the success or failure of the project.
Challenge: Intellectual property rights might be of an issue due to the collaborative nature of the process.
Solution: Establish clear agreements on intellectual property rights, outlining the framework the results will be part of, and include all relevant information and acknowledgement statements in the final outcomes to protect the interests of all participants.

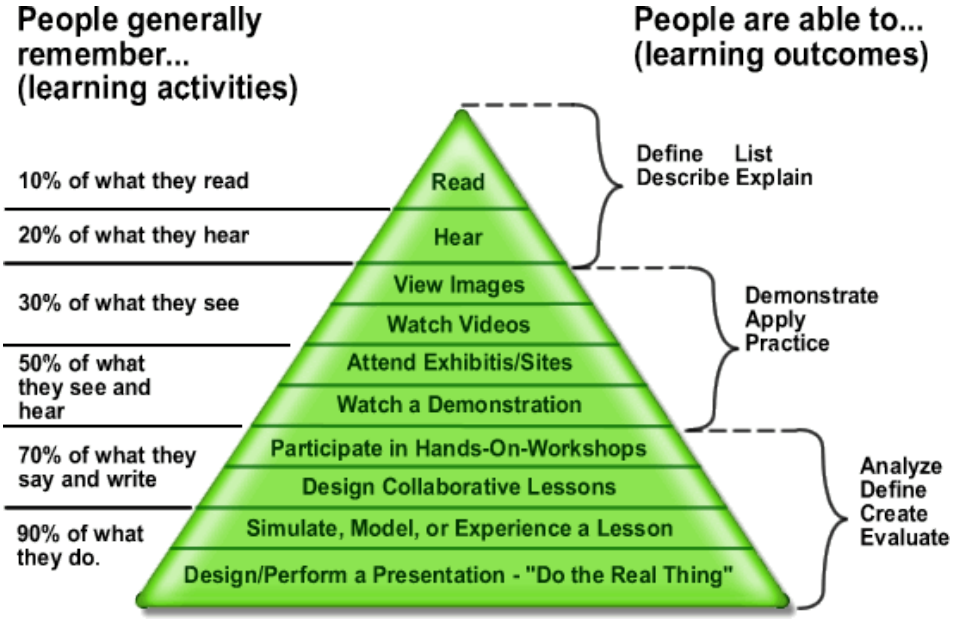
- **Time management and problem-solving**

Benefit: Effective problem-solving within the teams, where shared ideas and perspectives lead to faster decision-making and solutions.
Challenge: Time issues and conflicts might arise if discussions are not well-monitored.
Solution: Set clear roles and responsibilities within the team members to ensure effective monitoring and the timely completion of tasks.

c. Visual Methodology

Definition and Scope

Visual methodology employs imagery, videos, and other visual tools to facilitate collaboration, collect data, convey ideas, and stimulate discussions. This approach engages participants with diverse learning preferences and overcomes communication barriers. By translating complex ideas into accessible formats, visual methodologies empower participants to express themselves creatively and enhance their understanding of shared challenges and solutions.



Edgar Dale's cone of learning

Edgar Dale's Cone of Learning emphasizes that individuals retain more information through **active participation and visual engagement**. According to Dale, learning is most effective when learners actively "do" rather than merely "read" or "listen." Visuals, forming a vital part of experiential learning, allow abstract concepts to be transformed into tangible and relatable experiences. Studies have demonstrated that people remember approximately 50% of what they see and hear but up to 90% of what they say and do. Visuals enhance memory retention and ignite curiosity, making subjects more engaging. This is particularly crucial in non-formal education, where diverse learning preferences require tools that transcend traditional teaching methods.

Visual learning becomes even more impactful in bridging communication gaps. The stimulation of multiple senses fosters engagement and inclusivity, an aspect especially vital in intergenerational learning environments. Visuals provide clarity and a universal medium to express ideas, even among groups with varying literacy levels or technological exposure.

Relevance to Intergenerational non-formal learning

The InterGenic project's focus on intergenerational learning aligns seamlessly with visual methodologies. These tools enhance engagement across age groups and are pivotal in addressing the EU's twin transitions of digitalization and sustainability. Through visuals, participants (youth and seniors) can co-create actionable solutions and articulate their ideas universally.

Facilitators' Role

To effectively implement visual methodologies, facilitators should:

1. Encourage Diverse Visual Expression:

- Motivate participants to use tools such as photography, video-making, drawing, and infographics.
- Provide templates or frameworks to guide participants in visual storytelling.

2. Ensure Cultural and Contextual Relevance:

- Use visuals that are appropriate and resonate with the local context.
- Avoid overly complex imagery that could alienate or confuse participants.

3. Support Emotional and Non-Verbal Communication:

- Highlight the power of visuals to convey feelings or ideas that are difficult to articulate verbally.
- Create a safe environment for participants to share their visual outputs.

4. Integrate Visual Tools Across Phases:

- Utilize visuals during group formation, problem definition, brainstorming, and solution development stages.
- Encourage participants to document their learning journey visually, creating a record of progress and achievements.

Implementation Steps

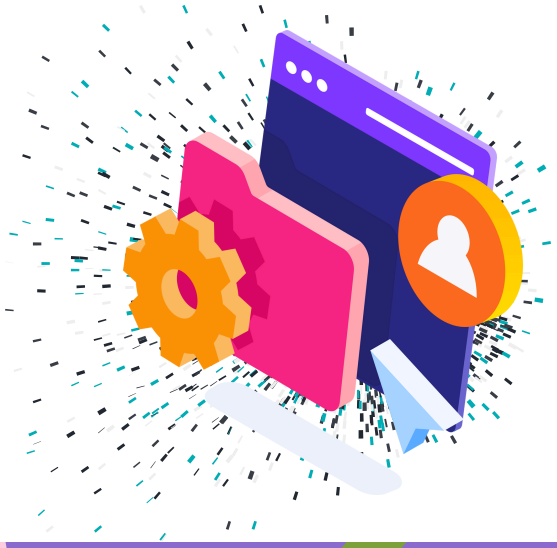
1. **Introduction and Orientation:**
   - Begin sessions with simple visual activities like creating personal mood boards or visualizing community challenges.
   - Use icebreakers involving drawing or interpreting shared visual prompts.

2. **Brainstorming with Visual Aids:**
   - Provide materials such as flipcharts, markers, sticky notes, or digital tools like Canva. Canva and other designs can be shared with a link or a QR code, that can be very convenient with groups.
   - Encourage participants to map out their ideas visually using diagrams, flowcharts, or sketches.

3. **Designing and Prototyping Solutions:**
   - Guide participants in translating their ideas into visual prototypes (e.g., models, infographics).
   - Use role-playing or storyboarding to visualize how solutions might work in real-life scenarios.

4. **Feedback and Refinement:**
   - Organise feedback sessions where participants present their visuals to peers for constructive critique.
   - Use visual tools to collect feedback (e.g. comment bubbles, annotated sketches).

5. **Final Presentation and Dissemination:**
   - Encourage teams to prepare final presentations using videos, posters, or photo stories.
   - Display visual outputs in public exhibitions or online platforms to celebrate the participants' achievements.



Examples of Visual Tools and Applications

1. Photovoice:

Participants capture photographs representing their perspectives on the challenges and solutions related to digital and green transitions. Photos are then discussed and analysed as a group.

Tools: Flickr Instagram

2. Storyboards:

Groups design visual narratives that outline the steps or impact of their proposed solutions.

Tools: Storyboardthat Canva

3. Mind Mapping:

Visual brainstorming sessions use mind maps to organise and connect ideas.

Tools: coggle xmind FreeMind

4. Infographic Creation:

Participants summarize their findings or proposals in infographics, combining text and visuals for clear communication.

Tools: Canva Visme Piktochart

5. Video Diaries:

Encourage participants to document their experiences and reflections through short video clips, fostering self-expression and storytelling. Videos can be shared with others in countless ways, like YouTube, WhatsApp or similar channels groups, Google Drive and other cloud platforms.

Online Tools for Visual Methodology like whiteboards and similar:

- **Canva:** A user-friendly platform for creating infographics, posters, and presentations. https://canva.com
- **Miro:** A collaborative online whiteboard for mind mapping, brainstorming, and visual planning. https://miro.com
- **Adobe Express:** Ideal for creating quick and professional-looking visuals and videos. https://www.adobe.com/express
- **Prezi:** An interactive presentation tool that adds a dynamic visual flow to storytelling. https://prezi.com
- **Storybird:** A creative platform for designing visual narratives and storytelling projects. https://storybird.com

d. Themed-Based Hackathon Methodology

Definition and Scope

Societal adaptation often not match the speed of technological evolution. This leads to an innovation gap. For example, in the field of health care, many innovations are developed but not used in daily practice and end in the 'valley of death'.

A hackathon therefore is a format that trains skills to deal with new technologies. It fosters learning strategies to develop and implement innovations. Via co-creation in multidisciplinary teams more sustainable results are attained.

A theme-based hackathon is a blended learning 'implementation of innovation'. It is a time-bound event where several groups composed of people with different backgrounds co-operate to answer a specific challenge within a certain theme (e.g. health care). It consists of phases of ideation, prototyping and pitching.

Relevance to Intergenerational non-formal learning

A theme based hackathon offers tangible and intangible outcomes for community based action. It offers a platform where thematic societal challenges are answered with prototypes while at the same time increase awareness, improve collaboration and strengthen community bonds (Gubin Wang et al. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4356933).

Facilitators' Role

The facilitator(s) as 'masters of ceremony' should:

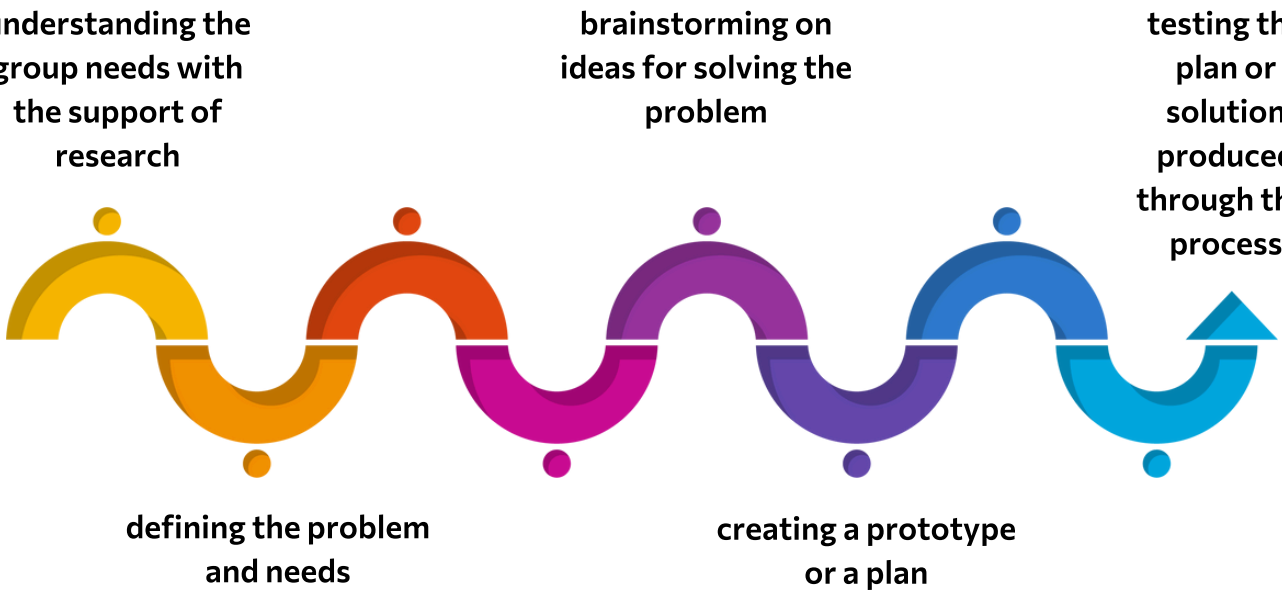
- Create multidisciplinary and intergenerational teams.
- Offer an inspiring setting including plenary and separating work and meeting places.
- Provide themes related to a societal challenge connected to twin transition explained by 'promotors' and keynote speakers.
- Provide a balanced time bound programme.
- Safeguard group dynamics and results.
- Compose a jury of experts that judges all group pitches on criteria based on creativity, impact and feasibility.

Implementation Steps

1. Introduction and Inspiration
   - To start a theme-based hackathon, welcome everyone and set the purpose.
   - Introduce a keynote speaker to inspire participants and provide an overview of the challenges.
2. Team Formation and Challenge Explanation
   - Help participants form teams and explain the challenge in detail.
   - Encourage teams to discuss and decide on their focus.
3. Ideation and prototyping
   - Guide teams through brainstorming and support them in building prototypes.
4. Expert Consultation and Feedback
   - Arrange consultations with experts and potential beneficiaries for feedback.
5. Pitch preparation and Development
   - Highlight the importance of effective pitches with a keynote.
   - Provide guidelines and mentorship for pitch development.
6. Pitches and Awards
   - Organise pitch presentations in front of a relevant jury.
   - Facilitate a competition where the best team is rewarded and
   - Recognize outstanding efforts.

Steps of Intergenerational Action

The steps to be followed for the intergenerational action development take their structure as mentioned before, from the design thinking process which is comprised by 5 stages as depicted below:



Based on the 5 stages, the InterGenic project will follow 12 steps for supporting the development process of the intergenerational action:

1. Group formation
2. Problem definition
3. Research and collection of data
4. Brainstorming and problem-solving
5. Choose an idea and discuss possible approaches
6. Create simple designs of the solution
7. Refine designs and discuss preliminary steps to creating the solution
8. Start creating samples of the solution
9. Test the solution and discuss improvements
10. Develop presentation and strategy of the solution, its potential impact and use, and scaling up strategy
11. Share the result with members of other groups to exchange feedback on solutions
12. Evaluate feedback and finalize design of the solution

Each step will be addressed accordingly through the methodology blend suggested.

A Step-by-Step Process: How to go through each step

The aim of this step-by-step guide is to support the implementation of intergenerational action development, highlighting the importance and value of non-formal education and intergenerational learning. The proposed activities are indicative and drawn from various sources to be adapted and incorporated into each implementation.

To ensure smooth and efficient navigation for facilitators, the guide follows a consistent format. Each of the 12 steps is presented in the same structure, making it easier to follow. Each step includes key sections that outline the processes, along with a variety of suggested activities. Every step is clearly numbered, providing a logical sequence to follow. Icons are used throughout the guide to help quickly identify different types of content:


- Titles of steps 1-12


- Activity Title


- Description of activity


- Scope


- Methodology


- Learning Outcomes


- Duration


- Setting up the space


- Other information (tools, material, resources, etc.)


- Facilitators' Role

Steps of Intergenerational Action

Step 1: Group formation

 Activity: Numbers or Color Dots

Description of activity

Forming a group requires facilitator's understanding in terms of the participants dynamics and level of engagement. One approach to group formation is for a person to assign a number to each participant and then the facilitator to call out the numbers, prompting participants to form their respective groups. This method ensures transparency, as participants are grouped by chance. However, a potential challenge of this approach is that it may not always result in equal representation in terms of gender balance.

To make sure that there is equal representation in terms of age, the facilitator can use the same scale for youth and seniors (i.e. if there are 10 youth and 10 seniors, the youth receive numbers 1-10, and the seniors receive the same 1-10 scale). Then, the facilitator can suggest that no.2 and no.4 from youth and no.3 and no.5 from seniors to form one group. In cases where there may be an uneven distribution of males and females within a group, the facilitator can ask for participants' permission to make minor adjustments to balance the gender representation.

Alternatively, the facilitator can use colors instead of numbers. For example, participants assigned the color green may form one group, or groups can be formed by mixing different colors, such as green and red.

Scope

Forming groups supports the implementation to be more easily monitored and for participants to be encouraged on actively participating in the learning and development process. It is proven that when in smaller groups, individuals may feel more empowered and less intimidated to share their opinion.

Methodology

This approach fosters a more inclusive and participatory learning environment, where participants are encouraged to engage, collaborate, and contribute. By working in smaller, dynamic groups, the sessions become more interactive, allowing each participant to be more involved in the learning and development process.

Duration

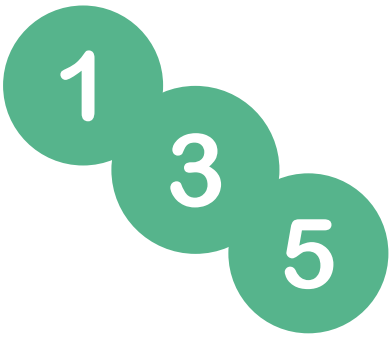
5 minutes for the facilitator to explain the scope of the activity
10 minutes for the group formation
Total: 15 minutes

Setting up the space

Depending from the participants number, the facilitator should arrange the training space with an appropriate number of tables and chairs, creating the respective number of workstations. For instance, if there are 20 participants (10 youth and 10 seniors), the facilitator can form 5 groups of 4 people (2 from each age group). In this case, the training space should be set up with 5 separate workstations, each equipped with the necessary material and tools to be needed for the rest of the implementation process.

Other information (tools, material, resources, etc.)

Paper with numbers or color papers to give to participants.



Facilitators' Role

The facilitator(s) should:

- Create a safe environment by clarifying the purpose of the activity and getting everyone acquainted before the group formation.
- Facilitate the group formation by making sure that each team has equal representation of people in terms of sex and age.
- Establish and agree on ground rules for behavior, communication, and mutual respect, ensuring a positive and productive atmosphere.
- Support the implementation process by actively monitor the groups' progress, provide support as needed, and ensure that everyone is engaged and contributing effectively. They should be available to guide discussions and provide feedback to maintain a productive learning environment.

After the groups are practically formed, team-building activities should take place for youth and seniors to better understand one another and develop a common language.

Activity: 'Sharing is caring'

Description of activity

Participants when in groups can share some personal information or skills with one another in order to get to know one another better. As team members open up and listen actively, they strengthen their connection and create a positive and inclusive environment that enhances teamwork and problem-solving.

Scope

'Sharing is Caring' is a team-building activity designed to foster trust, communication, empathy and collaboration among participants.

Methodology

This activity follows an interactive and participatory approach, encouraging open communication and active listening.

Learning outcomes

Participants will:

- Develop their communication and listening skills
- Enhance the connection among the group
- Increase empathy and trust
- Practice problem-solving and collaboration

Duration

5-10 minutes

Setting up the space

When divided in groups, each group can either choose to stay at their work station or move to another place in the training space.

Other information (tools, material, resources, etc.)

Cards on the working stations with the categories/ points the team members should share.
Some possible categories/ points to address may be:

- What is your superpower?
- What do you do in your free time?
- What is your favorite color/ cartoon character/ sport and why?
- If you had the opportunity to be a famous person, who would it be and why?

Facilitators' Role

The facilitators should:

- Guide the process by explaining the activity and setting clear rules for respectful sharing and active listening.
- Monitor the implementation by briefly passing by all teams working stations.
- Manage the time of the activity implementation.

If there is time, the facilitator can monitor an open discussion, where a representative from each team can share a few of the answers to the rest of the participants if they wish.

Step 2: Problem definition

Activity: The five Ws and H (Who, What, When, Where, Why and How)

Description of activity

Responding to the following questions, the participants can better define the problem they wish to address and at the same time provide the answer as to how this problem can be practically addresses.

Specifically, participants should discuss within their team the following points:

- Who is it about?
  - Identify the people who are involved or impacted from this action.
- What is it about?
  - Clarify the scope and impact of the action or problem.
- When is it happening?
  - Set clear timeline with deadlines for implementation or define time factors that may influence the action or problem.
- Where is it taking place?
  - Determine the place and space is taking place and understand the context of the problem.
- Why is it happening?
  - Recognize and identify the root of the problem or the purpose of the action.
- How is this going to be implemented or happened?
  - Look into the processes and mechanisms a problem/ action is developed and/ or addressed.

When participants respond to the above questions, the facilitator can coordinate an open discussion where they can share the results.

Scope

By asking these questions, participants gather comprehensive information to better understand a situation, event, or problem. Thus, they can better evaluate the need and define the root of the problem they wish to address, supporting at the same time the action plan development.

Methodology

With participatory methods and group discussion, participants can use the '5Ws and H' activity to exchange their opinions and ideas in a more organised and constructive manner, simplifying concepts that might be hard to comprehend at first.

Learning outcomes

Participants will enhance their:

- Critical thinking
- Problem identification and problem-solving skills
- Collaborative and discussion skills and
- Decision making skills

Duration

5 minutes for facilitator to provide guidelines for the activity
10-15 minutes for each point
Total: 1-1.5 hours

Setting up the space

Participants can work in teams in their working spaces. A person or two should take notes for each point. Another person can be responsible for time management and another for coordinating the discussion.

Other information (tools, material, resources, etc.)

Note pads and pens or tablets for taking notes.
The 5Ws and H questions.
Clock or timer.

Facilitators' Role

The facilitator(s) should:

- Explain the activity at the beginning.
- Provide the questions and any other information participants may need.
- Pass by the working stations to make sure that all teams work towards the right direction.
- Monitor an the open discussion at the end of the activity.

Step 3: Research and collection of data

 Activity: Problem Analysis with Sticky Notes

Description of activity

To effectively address a problem, it is essential to develop a deep understanding of the issue. This requires thorough research, data collection, exploration of potential solutions, and brainstorming approaches to tackle identified challenges. For example, participants can identify, categorise, and prioritize community problems to better understand them and explore actionable solutions.

Scope

This activity is designed to enhance participants' analytical and critical thinking skills, improve their understanding of local challenges, and prepare them for collaborative problem-solving discussions.

Methodology

1. Introduction and Purpose Setting

- Begin by explaining the session's purpose. Use visual aids such as slides or posters to emphasize the importance of accurate problem identification (Chambers, 2002).

2. Problem Mapping: Identifying Community Problems

- Materials Needed: Sticky notes, pens, markers, large whiteboard or poster paper.
- Digital Tools (if applicable to the audience): Mentimeter, Slido, Miro, MindMeister.
- Activity: Divide participants into small groups (4-6 members). Each participant writes down three community problems they observe (one problem per sticky note). Allocate 10-15 minutes for this task (Bennett & Lemoine, 2022; Kaner et al., 2014).

3. Categorising Problems

- Participants place their sticky notes on a shared board or wall. Facilitate a discussion to group similar issues into categories (e.g., environmental, social, economic).
- Volunteers write category titles and organise the sticky notes visually under these headings.
- Categorization as part of group discussions is widely recommended in qualitative research to create thematic frameworks that guide deeper exploration (Stringer, 2013).

4. Prioritising Problems

- Voting Exercise: Provide each participant with three stickers to vote on the categories they consider most pressing.
- Discuss the results and finalise one or two top categories for further exploration. Participatory voting methods are effective for prioritisation in group settings, ensuring that decisions reflect a collective perspective (Chambers, 2002; Bennett & Lemoine, 2022; Kaner et al., 2014).

Learning outcomes

- Enhanced ability to identify and categorise problems.
- Improved skills in collaborative prioritisation and data collection.
- Greater awareness of community challenges and their underlying causes.
- Enhanced ability to identify and categorise problems.
- Improved skills in collaborative prioritisation and data collection.
- Greater awareness of community challenges and their underlying causes.

Duration

30 minutes

Setting up the space

Arrange a room with sufficient space for group work and a central board or wall for sticky note placement. Ensure the availability of materials like pens and sticky notes.

Other information (tools, material, resources, etc.)

- Tools: Sticky notes, markers, stickers, templates for surveys.
- Resources: Flipcharts or whiteboards for visualising categories and votes.

Facilitators' Role

The facilitator(s) should:

- Clearly explain the activity's purpose and steps.
- Ensure active participation and inclusion from all participants.
- Guide discussions to remain focused and productive.
- Support groups in organizing and prioritising data effectively.

Step 4: Brainstorming and problem-solving

 Activity: Solution Brainstorming

Description of activity

Building on the prioritized problems, this activity focuses on generating innovative ideas and actionable solutions through group brainstorming. Participants work collaboratively to think outside the box and propose feasible strategies to address the identified challenges.

 **Scope**

This activity aims to foster creativity, teamwork, and solution-oriented thinking among participants, enabling them to contribute to meaningful community changes. By integrating diverse generational perspectives, participants can generate innovative and practical solutions to address community problems effectively.

 **Methodology**

Step 1: Warm-Up Activity

- Begin with an icebreaker that stimulates creative thinking.
  For example:
  a. **Word Association Game**: Pick one of the problem categories and have participants quickly call out related words or ideas. This activity helps participants focus on the problem and primes their minds for ideation (Osborn, 1953).
  b. **Generational Perspectives Exchange:** Ask participants to share one personal story or observation related to the problem, encouraging empathy and mutual understanding (Stringer, 2013).

Step 2: Group Formation & Setup

- **Number of participants:**
  - The activity is designed for 12-24 participants.

- **Split into groups:**
  - Participants will be randomly assigned or grouped based on their interest in specific problem categories. Use a simple method like drawing colored cards to form 3-5 groups, each with 4-6 members.

- **Define the Goal:**
  - Briefly recap the prioritized problem category chosen in the previous activity.
  - Clearly state the goal of the brainstorming session: "To generate as many actionable solutions as possible to address this problem." Framing the brainstorming session with a clear goal helps participants focus their efforts productively (Michalko, 2006).

- **Set Ground Rules:**
  - No idea is a bad idea (Osborn, 1953).
  - Avoid criticising or dismissing ideas during brainstorming (de Bono, 1999).
  - Build on others' suggestions when possible (Kaner et al., 2014).

- **Creative Prompts for Brainstorming:**
  - Each group answers structured questions or prompts to guide their brainstorming (Isaksen, Dorval, & Treffinger, 2011), such as:
    - What is one practical way to solve this problem?
    - Who would need to be involved to make it happen?
    - What resources are required to implement it?
    - What barriers might arise, and how can they be addressed?

- **Collecting Solutions:**
  - Each group **writes at least 5 solutions** on separate sheets of paper or sticky notes.
  - They organise ideas visually using diagrams, charts, or bullet points.

Step 3: Group Sharing

- Presenting solutions: Each team presents their 5 ideas to the larger group.
- Engaging in discussion: encourage questions or constructive feedback to refine the solutions further (Kaner et al., 2014).
- Document ideas: a facilitator writes down key takeaways on a board or flip chart.

Step 4: Refining Ideas & Voting

First Round of Voting (Individual Prioritization)

- Each participant receives three votes (e.g., stickers or dots) and places them on the solutions they find most practical.
- Voting takes place on a collective board or flip chart, where all proposed ideas are displayed.

Second Round of Voting (Group Consensus)

- The top 5 solutions from the first round are reviewed.
- Participants discuss feasibility and impact before conducting a final vote by a show of hands to select the 2-3 most promising solutions (Hinton, 2012).
- Next Steps Discussion: The selected ideas are refined further by brainstorming potential implementation strategies.

Learning Outcomes

By the end of this activity, participants will:

- Develop skills for structured problem-solving and collaboration.
- Gain an understanding of how to analyse challenges and propose realistic solutions.
- Experience working as a team to address community issues.
- Gain confidence in contributing to actionable solutions within their communities.

Duration

45 minutes

Setting up the space

Arrange tables in clusters to accommodate small groups. Provide a whiteboard, flipcharts, or large sheets of paper at each table. Ensure enough space for teams to present their ideas to the group.

Other information (tools, material, resources, etc.)

- Large paper sheets or pre-drawn brainstorming templates
- Markers or colored pens
- flipcharts or whiteboards
- Timer to manage each activity phase
- Online Tools:
  - Jamboard: For collaborative brainstorming with sticky notes and drawings
  - Miro: For detailed mind mapping and idea organization
  - Mentimeter/Slido: For live polls, word clouds, and voting
  - Zoom/Microsoft Teams/Google Meet: For virtual breakout rooms and presentations
  - Padlet: For sharing and organizing ideas in an interactive board format

Facilitators' Role

The facilitator(s) should:

- Clearly explain each step of the activity and maintain a positive, encouraging tone throughout.
- Actively moderate the brainstorming session, ensuring all participants have a chance to contribute.
- Help group ideas into themes and guide discussions on prioritization.
- Provide constructive feedback and encourage participants to think beyond surface-level solutions.
- Manage the timing of each segment to keep the activity on track.

Step 5: Choose an idea and discuss possible approaches

Activity: Idea Ranking Matrix

Description of activity

The Idea Ranking Matrix is a simple table that helps you compare different ideas using important factors, like cost, time, or how they help the community. By scoring each idea, you can decide which one is the most suitable.

Scope

Use this matrix when you have multiple ideas and need to choose the best one. It allows you to organise, compare, and discuss each option in a fair, transparent way.

Methodology

1. Work together in small groups (3-5 people) to list as many ideas as you can.
2. As a larger group, decide which factors matter most (such as cost, difficulty, time required, community benefit).
3. Each small group gives a score for each idea on each criterion (for example, 1 = low, 5 = high).
4. Compare total scores. Talk about any surprises or disagreements.
5. Pick the top idea(s) and discuss next steps or how you will start implementing it.

Learning outcomes

- Participants learn to organise and compare ideas logically.
- They practice critical thinking while giving scores and explaining their choices.
- They develop teamwork skills by collaborating on decisions.

Duration

- Introduction and Explanation: 10–15 minutes
- Brainstorming and Listing Ideas: 15–20 minutes
- Setting Criteria and Scoring: 20–30 minutes
- Discussion and Agreement: 15–20 minutes
- Possible Break or Extra Reflection: 10–15 minutes

Total: 1 - 2 hours

Setting up the space

- Set up chairs or tables so people can work in small groups, then come together as a full group.
- Have a flip chart or whiteboard to note down each idea and the chosen criteria.
- Provide pens, markers, and printed sheets for the matrix if needed.

Other information (tools, material, resources, etc.)

- Blank scoring sheets or a large board with columns for each criterion.
- Sticky notes for brainstorming if you prefer.
- A timer to keep track of each phase.

Facilitators' Role

- Clearly explain how the matrix works and what each criterion means.
- Walk around and answer questions while groups brainstorm and score ideas.
- Ensure everyone can share their opinion.
- Lead the final discussion on which idea(s) should be chosen.

S W O T Activity: SWOT Analysis: Strengths, Weaknesses, Opportunities, Threats

Description of activity

A SWOT Analysis helps you look at the positive and challenging parts of an idea. You identify what's going well (Strengths), what needs work (Weaknesses), what exciting opportunities might appear (Opportunities), and what risks could arise (Threats).

Scope

This tool is helpful when you want a full picture of a project or idea. It gives you a way to handle problems and take advantage of strengths and opportunities.

Methodology

1. Assign each small group (3-5 people) one part of SWOT (or have each group do all four areas if numbers allow).
2. Each group writes points related to their area (e.g., for Weaknesses, list things that might cause trouble).
3. If you divide groups by single areas, rotate them so they can add thoughts to other areas, or have each group present to the others.
4. Put everything together on a main board, removing any duplicates.
5. Talk about which points are most important and why. Decide if further actions are needed.

Learning outcomes

- A better understanding of an idea's strengths and drawbacks.
- Improved communication and brainstorming skills.
- Ability to spot possible risks and areas of improvement in a structured way.

Duration

- Explanation of SWOT: 10–15 minutes
- Group Brainstorming: 15–20 minutes
- Sharing and Discussing Results: 20–30 minutes
- Extra Reflection or Deep Dive: 15–20 minutes
- Optional Break or Q&A: 10–15 minutes

Total: 1 - 2 hours

Setting up the space

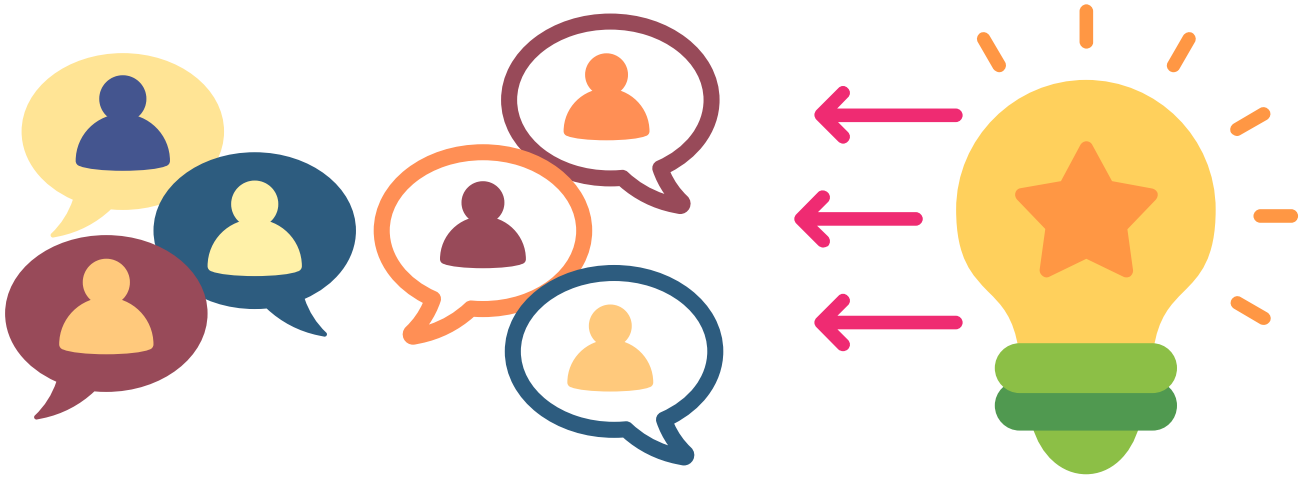
- Provide separate corners or tables for each group.
- Display flip chart paper with “Strengths,” “Weaknesses,” “Opportunities,” and “Threats.”
- Leave enough room to move around or rotate if you plan a gallery walk.

Other information (tools, material, resources, etc.)

- Markers, sticky notes, or large sheets to note ideas.
- Pens for participants to write detailed points.
- A timer to keep each phase on track.

Facilitators’ Role

- Introduce the purpose of a SWOT Analysis.
- Visit each group to help them if they get stuck or need new ideas.
- Guide the final conversation, asking questions like, “How can we fix the Weaknesses?” or “How do we make the most of these Opportunities?”
- Summarize the main findings and suggestions for next steps.



Step 6: Create simple designs of the solution

Activity: Role Reversal Exercise

Description of activity

In this fun activity, younger participants pretend to be older, and older participants pretend to be younger. This helps everyone see how other people might think or feel about the same idea.

Scope

Use Role Reversal when you want to improve empathy and understanding among participants of different ages or backgrounds. It often reveals new ideas or issues you might not see from your usual perspective.

Methodology

1. Form mixed groups or pairs. Tell the younger ones to act older and the older ones to act younger.
2. While playing their new roles, have them talk about a particular topic or plan, such as a community project or a local event.
3. In these reversed roles, ask what might be easy or hard, or what each "age group" would value.
4. After the discussion, everyone goes back to their actual age group.
5. Each group explains what they learned. Did they see the problem or idea differently?

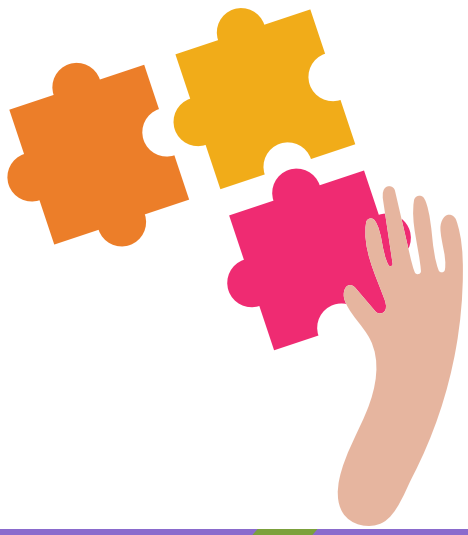
Learning outcomes

- Participants learn empathy by experiencing another generation's viewpoint.
- They discover possible problems or benefits they hadn't thought of.
- They improve communication skills by discussing ideas in a new, playful way.

Duration

- Introduction and Instructions: 10–15 minutes
- Role-Reversed Discussion: 20–30 minutes
- Sharing Observations: 15–20 minutes
- Deeper Reflection or Q&A: 10–15 minutes
- Optional Break or Additional Role-Play: 10–15 minutes

Total: 1 - 2 hours



Setting up the space

- Arrange seating in small circles or pairs so it's easy to talk.
- Leave open space in case some groups want to act things out.
- Make sure the atmosphere is friendly and welcoming.

Other information (tools, material, resources, etc.)

- A few simple props or name tags can help participants remember which role they are playing.
- Printed questions or prompts to keep the conversation focused (for example, "As an older person, what do you worry about most in this project?").

Facilitators' Role

- Explain the activity and give a short example.
- Encourage participants to really think and speak from the opposite perspective.
- Check on each group to make sure they stay on task and are respectful.
- Lead the final reflection, asking how this view changed participants' opinions or ideas.

Step 7: Refine designs and discuss preliminary steps to creating the solution

 Activity: Design Critique & Iteration Session

Description of activity

Participants will present their initial design concepts and receive structured feedback from their peers. They will then refine their designs based on the feedback received.

Scope

This activity helps participants analyze their designs critically, identify potential improvements, and refine their approach before implementation.

Methodology

Presentation (10 min per team): Each team presents their preliminary design and explains their rationale.
Feedback Round (15 min per team): Other teams provide structured feedback using the "I Like, I Wish, What If?" framework.
Refinement Session (30 min): Teams integrate the feedback and improve their designs.
Final Discussion (15 min): Teams share key refinements and insights learned from the process.

Learning outcomes

- Develop critical thinking in design evaluation.
- Improve design iteration skills based on constructive feedback.
- Strengthen communication and collaboration skills.

Duration

Approximately 1.5- 2 hours

Setting up the space

- Arrange a collaborative space with tables for each team.
- A whiteboard or flip chart for sketching and capturing key feedback points.
- A projector or large screen for digital design presentations.

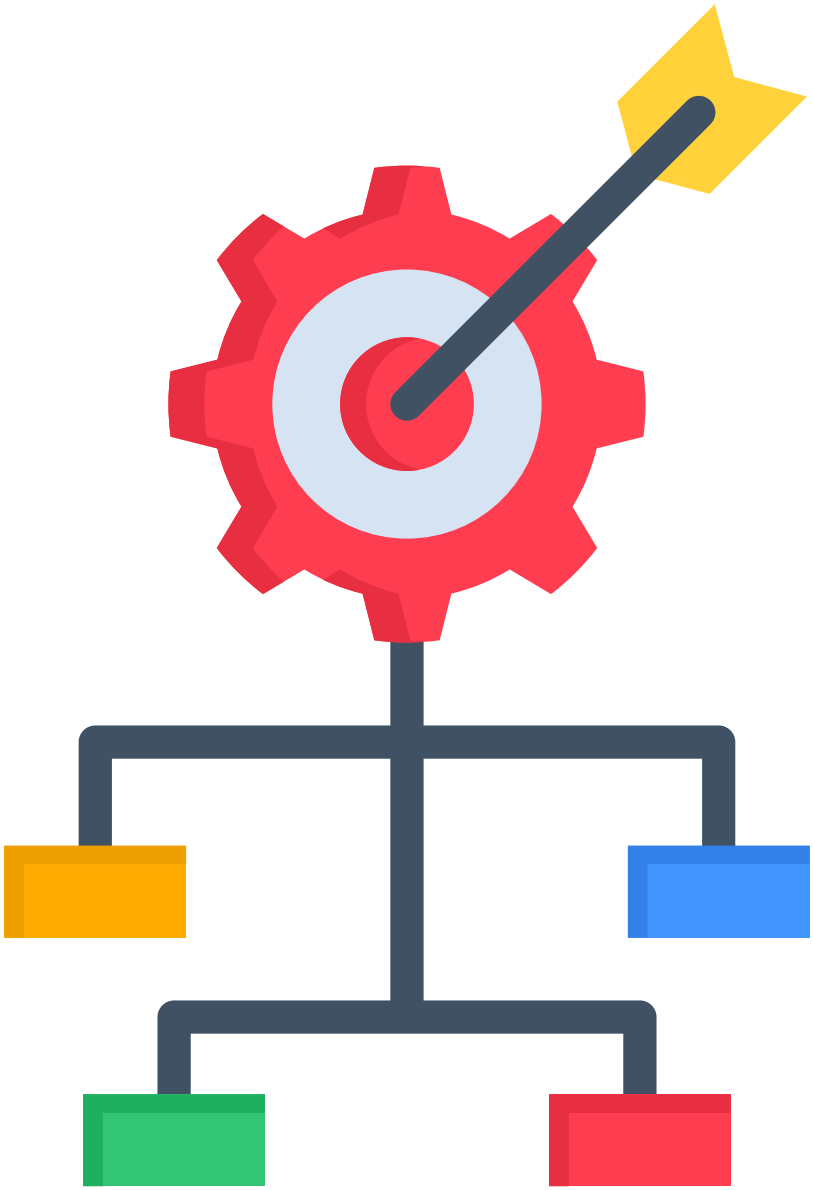
Other information (tools, material, resources, etc.)

- Printed or digital copies of preliminary designs.
- Sticky notes and markers for feedback collection.
- Laptops or tablets for digital refinements.

Facilitators' Role

The facilitator(s) should:

- Guide participants in delivering constructive feedback.
- Ensure discussions remain focused and productive.
- Encourage teams to consider diverse perspectives in refining their designs.



Steps 8: Start creating samples of the solution

 Activity: Prototype Development Sprint

Description of activity

Participants will start creating physical or digital samples of their proposed solutions. They will apply their refined designs and preliminary planning to build functional prototypes, gaining hands-on experience in problem-solving and iteration.

 **Scope**

This activity focuses on transitioning from concept to tangible output by developing the first working samples of the solution. It emphasizes practical execution, iteration, and testing.

 **Methodology**

- Kickoff Briefing (15 min): Review objectives, available resources, and prototyping best practices.
- Prototyping Session (2- 3 hours): Teams work on creating their initial sample using available materials and tools.
- Checkpoints & Feedback (30 min): Teams present progress, receive quick feedback, and adjust their approach.
- Testing & Refinement (1 hour): Teams test their prototypes against predefined criteria and make improvements.
- Showcase & Reflection (30 min): Teams demonstrate their samples and discuss challenges and insights.

 **Learning outcomes**

- Gain hands-on experience in prototype development.
- Improve problem-solving and adaptability through iteration.
- Learn to work efficiently under time and resource constraints.

 **Duration**

Approximately 2- 3 hours

 **Setting up the space**

- Dedicated workstations with necessary tools and materials.
- Open space for movement and collaboration.
- Whiteboards or flipcharts for sketching and brainstorming.

Other information (tools, material, resources, etc.)

- Materials specific to the solution (e.g., cardboard, 3D printing filament, electronic components, software, etc.).
- Measuring tools, cutting tools, and adhesives.
- Laptops with relevant software for digital prototypes.
- Templates or guidelines for prototype testing.

Facilitators' Role

The facilitator(s) should:

- Ensure teams have access to necessary tools and materials.
- Encourage efficient time management and structured workflow.
- Provide guidance on troubleshooting and iteration.
- Foster collaboration and knowledge-sharing among teams.

Activity : AI-Assisted Concept Prototyping on Miro

Description of activity

Participants will use Miro and AI-powered design tools (e.g., ChatGPT for brainstorming, Midjourney/DALL·E for visuals, or Figma AI for UI/UX elements) to create an initial digital prototype of their solution. This activity enables teams to quickly visualize and refine their ideas before moving to physical prototyping.

Scope

This activity focuses on leveraging AI tools to accelerate the prototyping phase, allowing teams to generate ideas, organise workflows, and create rough wireframes or conceptual designs efficiently.

Methodology

1. Introduction & Tool Overview (15 min):
   - Brief introduction to Miro and AI-powered design tools.
   - Demonstration of how AI can assist in generating concepts, visuals, and workflows.
2. Brainstorming & AI Ideation (30 min):
   - Teams use ChatGPT or similar AI to refine their solution's concept.
   - AI-generated visuals (DALL·E, Midjourney) or UI elements (Figma AI) are incorporated into the Miro board.
3. Digital Prototyping (1 hour):
   - Teams use Miro to structure their prototypes, incorporating AI-generated assets and feedback.
   - Use sticky notes and flowcharts to define interactions and user journeys.
4. Peer Review & Iteration (45 min):
   - Teams present their prototypes and receive structured feedback.
   - Iterations are made based on feedback, refining the digital prototype further.
5. Reflection & Takeaways (30 min):
   - Discuss key learnings and AI's role in the design process.

Learning outcomes

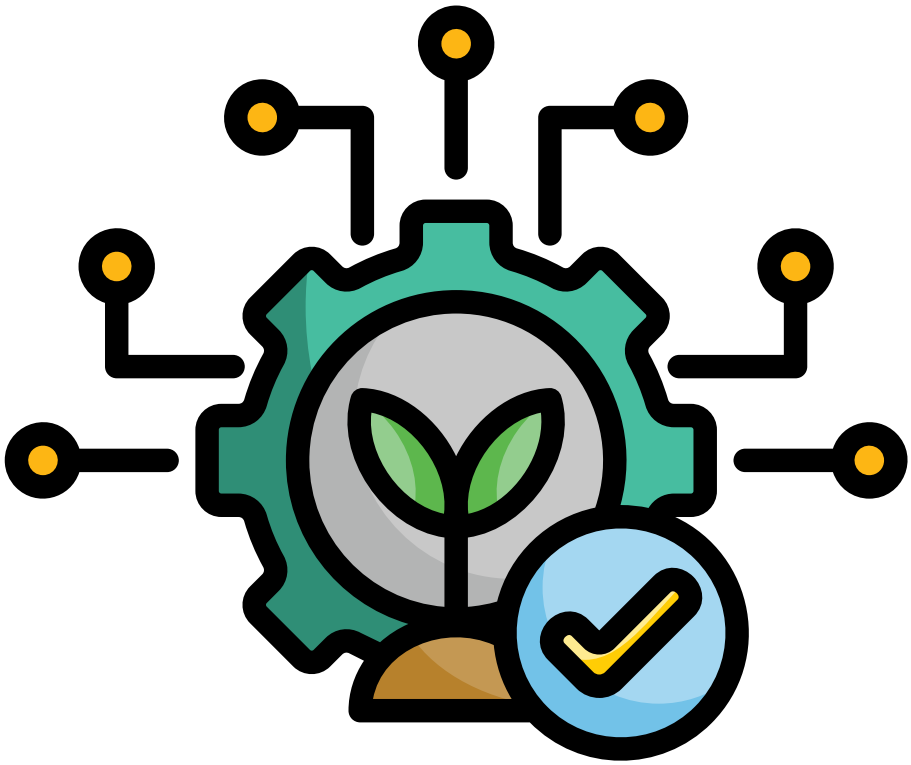
- Learn how AI tools can enhance the prototyping phase.
- Develop skills in digital collaboration using Miro.
- Improve visualization and organization of design concepts.
- Gain insights into user experience design and iteration.

Duration
Approximately 2.5- 3 hours

Setting up the space
- A digital collaboration environment using Miro.
- Laptops with access to AI design tools and Miro.
- A large screen for facilitator demonstrations.

Other information (tools, material, resources, etc.)
- Miro (for collaborative prototyping).
- AI design tools (ChatGPT, DALL·E, Midjourney, Figma AI, etc.).
- Pre-made Miro templates for prototyping.
- Internet connection for real-time collaboration.

Facilitators' Role
The facilitator(s) should:
- Guide participants in effectively using AI tools for rapid prototyping.
- Encourage structured brainstorming and iteration.
- Provide real-time support on Miro and AI-powered workflows.
- Foster collaboration and ensure productive discussions.



Step 9: Test the solution and discuss improvements

Step 10: Develop a presentation of the solution, its potential impact and use, and scaling up the strategy

Activity: Testing and Scaling an Intergenerational Solution

Description of activity

1. Welcome & Context (10–15 minutes)

Objective: Set the tone, introduce the purpose, and align expectations.

Activities:

- Warm-up activity (e.g. share one thing they've learned from someone of a different generation).
- Brief presentation of the chosen solution, its goals, and how this session will contribute.

2. Icebreaker to Build Trust (10 minutes)

Objective: Encourage openness between generations.

Activity:

- Pair up participants from different generations and ask them to complete a simple, fun challenge together (e.g. a short quiz or building something with minimal materials).

3. Testing the Solution (45 minutes)

Objective: Observe how the solution works in practice and gather feedback.

Activities:

- Simulation:
  - Run an activity that replicates a real-life scenario the solution addresses.
  - Assign roles or scenarios that encourage interaction.
  - Observe and document interactions and challenges.
  - Feedback Rounds:

Break participants into small groups and discuss the experience:

- What worked well?
- What felt challenging?
- What could be improved?
- Is there anything they would like to add, change or erase from the solution?

4. Co-Creation & Improvement (30 minutes)
Objective: Brainstorm ways to refine the solution collaboratively.
Activities:

- Use collaborative tools like flipcharts or online brainstorming tools (e.g., Miro) to harvest ideas.
- Group discussion to prioritize refinements based on feasibility and impact.

5. Strategy for Scaling Impact (20 minutes)
Objective: Define steps to increase the solution's reach and effectiveness.
Activities:

- Small Groups: Brainstorm strategies for scaling (e.g., partnerships, involving new communities, funding).
- Presentations: Groups share their ideas.

6. Action Plan for Scaling Up (20 minutes)
Objective: Develop a short concrete plan to scale the strategy.
Activities:

- Define roles, responsibilities, and a timeline for testing improvements.
- Identify key stakeholders to involve and ways to measure impact.

7. Reflection & Closing (15 minutes)
Objective: Reflect on the session and create a sense of accomplishment.
Activities:

- Circle Reflection: Participants share one takeaway or commitment moving forward.
- Thank participants for their contributions and outline next steps.

🎯 Scope

The scope of this facilitation session is to test, improve, and scale a solution for fostering intergenerational collaboration. It aims to create a participatory environment where diverse generations interact, enabling facilitators to evaluate the solution's effectiveness, identify areas for improvement, and collaboratively enhance its impact.

Key objectives include:

- Testing the Solution: Implementing the solution in a simulated scenario to observe functionality, uncover challenges, and gather feedback.

- Fostering Collaboration: Building trust and mutual understanding through interactive activities and discussions, breaking down stereotypes, and identifying shared values.

- Improving the Solution: Facilitating a co-creation process to refine the solution based on participant feedback.

- Scaling Impact: Strategising ways to increase the solution's reach, engage new communities, and leverage partnerships.

- Developing a Strategic Framework: Creating an action plan with defined roles, responsibilities, timelines, and measurable outcomes to ensure sustainability.

- Encouraging Ownership: Empowering participants to actively shape the solution and scaling strategy, fostering commitment beyond the session.

 **Methodology**

The methodology used in this session is participatory and collaborative, involving interactive activities, simulations, co-creation processes, and strategic planning to test, improve, and scale the solution.

 **Learning outcomes**

By the end of the session, participants and facilitators will have actionable improvements and a clear roadmap for scaling the solution.

 **Duration**

The total duration of the session would depend on the time allocated to each objective:

1. Testing the Solution: approx. 45 minutes
2. Fostering Collaboration: approx. 30 minutes
3. Improving the Solution: approx. 30 minutes
4. Scaling Impact: approx. 30 minutes
5. Developing a Strategic Framework: approx. 30 minutes
6. Encouraging Ownership: approx. 15 minutes

Total: Approximately 4 hours (with short breaks, introduction and conclusion).

 **Setting up the space**

1. Flexible Seating Arrangement:

- Arrange chairs in a circle or semi-circle to foster open communication and equal participation during discussions.
- Use movable chairs and tables to reconfigure the space quickly for group activities or brainstorming sessions.

2. Dedicated Zones:
- Main Discussion Area: For group conversations, simulations, and presentations.
- Breakout Spaces: Small, separate areas for group discussions and co-creation activities.
- Feedback Station: A visible spot with flipcharts, sticky notes, or boards for participants to share feedback during breaks.

3. Technology and Materials:
- A projector or large screen for visuals and presentations.
- Access to collaborative tools such as whiteboards, flipcharts, markers, and sticky notes for brainstorming.
- Audio equipment if the space is large, to ensure everyone can hear clearly.

4. Comfortable Environment:
- Ensure the room is well-lit, ventilated, and equipped with refreshments to keep participants comfortable and energised.
- Include a space for informal networking during breaks, such as a coffee/ tea station.

5. Inclusion of Generational Touchpoints:
- Display images, quotes, or objects representing different generations to inspire conversations and connection.

ℹ️ **Other information (tools, material, resources, etc.)**

Seating and Room Setup: Movable chairs and tables, breakout space setup, and a circle/semi-circle arrangement for discussions.

Presentation Tools: Projector or large screen, and audio equipment (if necessary).

Collaborative Tools: Whiteboards, flipcharts, markers, sticky notes, and pens.

Feedback Station: Boards or designated areas for collecting written feedback.

Technology: Laptop with presentation software, internet access (if required), and any online collaboration tools (e.g. Miro, Jamboard).

Comfort Items: Refreshments (water, coffee, tea, snacks), adequate lighting, and proper ventilation.

Decor and Inspiration: Generational touch points such as images, quotes, or objects representing different age groups to spark conversations.

Facilitators' Role

The facilitator(s) should:

- Create a Safe Space: Ensure an inclusive and respectful environment where participants feel comfortable sharing and collaborating.
- Guide the Process: Lead activities, discussions, and simulations while keeping the session on track and focused on objectives.
- Observe and Document: Monitor interactions, identify challenges, and record feedback to inform solution improvements.
- Encourage Participation: Actively engage all participants, ensuring balanced contributions from all generations.
- Monitor Co-Creation: Support participants in brainstorming and prioritizing improvements to the solution.
- Drive Strategic Planning: Guide the group in developing actionable steps for scaling the solution's impact.
- Adapt to Needs: Be flexible and adjust the session flow as necessary to address emerging insights or challenges.

Step 11: Share the result with members of other groups to exchange feedback on solutions

 Activity: Collaborative online meeting

Description of activity

An online meeting can be organised to facilitate a structured exchange of insights among different groups involved in the development of the practices/ tools. This session will provide an opportunity to share progress, gather feedback, and refine ideas collaboratively. By ensuring clear communication and productive discussions, this approach will contribute to enhancing the results produced by each group based on diverse perspectives and experiences.

Scope

To foster collaborative evaluation and refinement of the developed products/ practices by enabling diverse knowledge exchange. By bringing together different groups, the step ensures that insights, best practices, and constructive feedback are shared systematically. This process enhances the quality, relevance, and effectiveness of the results by incorporating diverse perspectives, ultimately contributing to their improvement and adaptation for broader implementation.

Methodology

To achieve the expected results- effective knowledge exchange, constructive feedback, and refinement of the final results- the methodology to be adopted should be based on a collaborative approach.

1. Preparation:

Each group representative will clearly communicate the objective of the meeting and the expected outcomes to their group. Then, each group should prepare a brief document or presentation summarising their product/ practice, including its objectives, challenges, and progress. This can be in various formats, using tools like PowerPoint presentation, Google Docs, Google Slides, or video recordings.

To ensure accessibility, groups should upload their materials to a shared platform or document repository, such as Google Drive, Dropbox, or a learning management system.

Finally, the online meeting can be set up in a space like Zoom, Microsoft Teams, or Google Meet to enable live discussions.

2. Presentation:
Groups take turns presenting their results using screen sharing in the virtual meeting. Each group has a designated amount of time to present (e.g. 10-15 minutes), ensuring everyone stays on schedule. During presentations, participants can use chat or reaction buttons to indicate questions or comments.

3. Reflection:
After all presentations, each group will have the opportunity to share their opinions on other groups' presentations and listen to their reflections and feedback. Collaborative tools like Google Docs or Teams will be used to organise feedback into a structured format, highlighting what worked well and what needs enhancement.

4. Follow-up:
Each group will evaluate whether the feedback received aligns with their project's objectives and assess its feasibility for implementation. Additionally, participants will have the opportunity to provide further questions or feedback after the meeting through email or discussion boards.

5. Outcome:
By the end of the session, each group should have gained insights from peers to improve their results. The feedback exchange should help groups refine their results and understand different perspectives

Learning outcomes
The learning outcomes for the participants include improved communication skills, collaboration and teamwork, critical evaluation, presentation skills, problem-solving and adaptability and increased understanding of multinational collaboration in case the groups come from different countries.

Duration
Approximately 2.5- 3 hours
The duration depends on the total number of participants.

Setting up the space
Participants can use meeting applications like Google Meet or Zoom and present the results of their action/ project through slides or videos.

Other information (tools, material, resources, etc.)
- Video Conferencing: Zoom, Microsoft Teams, Google Meet, or Skype.
- File Sharing: Google Drive, Dropbox, OneDrive, or any file-sharing platform.
- Collaboration Tools: Miro, Google Docs, or Jamboard for real-time feedback and brainstorming.
- Breakout Rooms: Use breakout rooms in Zoom or Teams for smaller, more focused discussions.

Facilitators' Role

Facilitator(s) should:

- Explain the activity at the beginning.
- Provide the questions and any other information participants may need.
- Keep the agenda on track.
- Manage the tasks.
- Propose or make suggestions.
- Create break out groups.
- Support and encourage participation.
- Uncover alternative lines of thinking and solutions.
- Moderate the conversation during the meeting.

As part of the **InterGenic** project, a collaborative transnational online meeting was organised for each national group to present their action and exchange feedback.
The partnership adopted the following structure:

1.Welcome & Introduction (5-10 mins)
The facilitator introduces the groups and outlines the meeting's objectives and expected outcomes.

2.Presentation of Key Topics (60 mins)
Each group presents their developed national tools/solutions/actions, explaining the problem they aimed to address (10 min. per group).
Brief clarification questions are permitted after each segment.

3.Coffee Break

4.Feedback & Discussion (40 mins)
After all groups present their tools/solutions/actions, participants are encouraged to share constructive feedback and engage in solutions-oriented dialogue.

5.Action Items & Decisions (40 mins)
The facilitator summarizes the key takeaways.
Each group assigns then responsibilities and defines the next steps.
Deadlines for follow-ups are also set.

6.Closing Remarks & Next Steps (5-10 mins)
A recap of key decisions and action items is provided.
The next meeting is set (if necessary).
Final questions or comments are addressed.
The facilitator thanks participants and officially closes the meeting.

Note: Given the diverse nature of the meeting, participants should be able to express their opinions in English. If this is not possible, the facilitator should act as an interpreter.

Step 12: Evaluate feedback and finalise design of the solution

Activity: Feedback evaluation to finalise the design of the solution

Description of activity

The main objective of the Evaluation of Feedback and Finalising the Design of the Solution phase is to assess the effectiveness of the meeting and its outcomes in achieving the goals of collaboration, feedback exchange, and alignment of the national solutions. This phase aims to evaluate the impact of the meeting in terms of knowledge sharing, feedback quality, and the extent to which the discussions led to the improvement or refinement of each group solution.

Scope

The scope of the Evaluation of Feedback and Finalising the Design of the Solution phase focuses on assessing the effectiveness and outcomes of the meeting.the scope includes evaluating the effectiveness of the meeting in facilitating communication and collaboration among the involved parties, assessing how the feedback will be integrated into the group's solutions, including any necessary adjustments or improvements to the design, and determining any follow-up actions, additional meetings, or testing required to implement the feedback and finalise the solution.

Methodology

- Reflection & Revision Phase (within each group)

After receiving feedback from the open discussion, the representatives will return to their respective teams to share the insights gathered. This phase is crucial for ensuring that all team members are aligned with the suggested improvements and have the opportunity to contribute to the final adjustments.

Each group should first review and discuss the key points raised during the feedback session, identifying which suggestions are most relevant and feasible to implement. Prioritizing these insights will help streamline the revision process and focus on the most impactful changes. Once the priorities are set, team members will work collaboratively to refine the action plan, incorporating the feedback in a way that strengthens the design and implementation strategy.

- Reporting & Final Validation Phase

To ensure consistency and alignment with the overall project objectives, each team should document the key modifications made to their action plans following the reflection phase. This report should include a summary of the received feedback, the changes implemented, and the rationale behind these adjustments.

- Final Joint Report

Once the revised action plan is finalised, teams will submit their reports to the project coordinators or facilitators for validation. This final review will help confirm that all adjustments align with the goals of the initiative and that each plan maintains its feasibility and effectiveness.
Finally, a Final Report and Recommendations document will be created with actionable recommendations for improving both the design of the solutions and the effectiveness of future collaborative meetings.

Proposed Structure

1. Presentation of Feedback (20–30 min):
Objective: Provide all team members with a clear understanding of the feedback received.
Representatives who attended the collaborative meeting will summarize key points, emphasizing areas for improvement and valuable insights shared by other groups.

2. Feedback Analysis & Integration (30–40 min):
Objective: Critically evaluate the feedback and determine how to incorporate it into the final solutions.
The group will discuss and categorise the feedback based on relevance, feasibility, and potential impact. Team members will assess in a collaborative way whether the suggested changes enhance the effectiveness, inclusivity, and practicality of the solution.

3. Implementing Changes & Assigning Responsibilities (30 min):
Objective: Define concrete steps for refining the solution and ensure accountability.
The team will agree on the necessary modifications and outline specific refinements. Then, responsibilities will be assigned to team members, setting deadlines for implementing changes.

4. Drafting the Group Report (20 min):
Objective: Document the outcomes of the meeting and ensure consistency in reporting.
The team will collaboratively outline the structure and key content of the report, including:

- Summary of the meeting discussions
- Integration of feedback into the solution
- Final modifications and justifications
- Next steps and implementation plan

5. Contribution to the Final Project Report (10 min):
Objective: Ensure that each group insights are integrated into the overall project evaluation.
The group report will be submitted to the project coordinators or facilitators for inclusion in the final collaborative project report. If further clarification or additional input is required, the team will remain available for follow-up discussions.

Learning outcomes

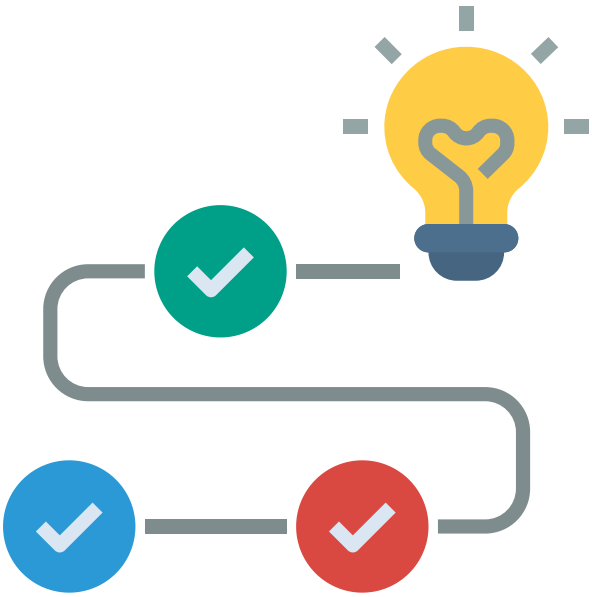
The evaluation meeting will enhance participants' ability to interpret feedback, make informed decisions, and collaboratively refine their solutions based on transnational insights. They will develop problem-solving, communication, and reporting skills, ensuring effective implementation of improvements. Additionally, they will gain experience in cross-cultural collaboration and understanding their role in the broader project framework.

Facilitators' Role

The facilitator(s) plays a key role in guiding discussions, ensuring productivity, and maintaining focus throughout the evaluation meeting.

Their responsibilities include:

- Structuring the meeting: Setting the agenda, defining objectives, and ensuring a clear process for analysing feedback and making decisions.
- Encouraging Participation: Ensuring all team members, including those who did not attend the collaborative meeting, engage in discussions and contribute their perspectives.
- Clarifying and Summarizing Feedback: Helping participants interpret feedback, highlighting key takeaways, and ensuring a shared understanding.
- Guiding Decision-Making: Assisting the group in prioritizing changes, evaluating feasibility, and reaching consensus on modifications.
- Managing Time and Focus: Keeping discussions on track, ensuring efficient use of time, and preventing unnecessary diversions.
- Assigning Responsibilities: Helping the team allocate tasks, set deadlines, and establish accountability for implementing changes.
- Overseeing Report Writing: Ensuring that feedback integration and final modifications are well-documented for submission in the internal and final project reports.



Evaluation process of the Intergenerational Action

The evaluation process to be adopted during the implementation of the intergenerational action will focus in two aspects:

- to acquire participants' feedback in relation to the logistics and practical aspects of the implementation and
- to evaluate participants' attitude, knowledge and understanding in terms of the intergenerational action methodology as a tool for adult education.

For the intergenerational action to be perceived as a tool for adult education, we should first define what adult education means and how it connects with lifelong learning.

According to the European Commission, adult education and learning is a practice in which adults engage in systematic and sustained educating activities after leaving initial education and training. Thus, with adult education, individuals have the opportunity to enter or re-enter the educational system through formal, non-formal and/ or informal learning.
Adult education is an integral part of the right to education and lifelong learning, and comprises 'all forms of education and learning that aim to ensure that all adults participate in their societies and the world of work.... and enrich their capabilities for living and working.' (UNESCO Recommendation on Adult Learning and Education [2015]: Para. 1).

Intergenerational Action is a method that fosters adult learning and education by bringing together adults from different age groups, such as youth and seniors. This approach encourages collaboration across generations, creating a unique space for participants to learn from each other using formal, non-formal or informal activities.

In line with the priorities outlined in the EU's Agenda for Adult Learning, intergenerational action can serve as an educational tool to help adults gain knowledge and skills related to EU's green and digital transitions. This approach ensures that adults are actively engaged in lifelong learning and are better prepared to face the challenges and opportunities of these transitions.

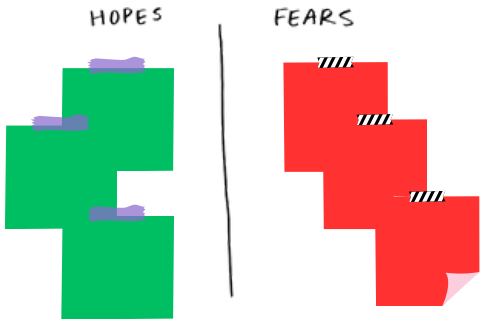
Through this collaboration, participants can engage in educational experiences that not only expand their knowledge but also strengthen their sense of belonging and active citizenship as they work towards the fulfillment of a common goal.

- **Feedback acquisition**

Engaging the participants into the evaluation process from the beginning of the sessions it is of great importance as they will be able to practically contribute in the development process of the implementation.
To do so, a non-formal activity can be implemented at the beginning of the first session, titled 'Hopes and Fears'. With this activity, participants can share their hopes and fears in relation to the action, something that gives them the space to become active agents of their learning journey.

Activity: Hopes and Fears

Description of activity
'Hopes and Fears' is a non- formal activity that supports the learning process by openly setting the expectations and doubts of the participants from the beginning of the activity so that the facilitators have a better understanding of their working groups' motivation.
Participants should write one- three points of what they expect to gain from their participation in the specific action and one- three points of what they fear that they might lose or not acquire during this process. Then, these points are shared among the group. In the last session of the action, the facilitator should revisit the results and reflect with the participants upon them.



Scope
The activity aims to engage participants in an active and interactive learning space from the beginning and to support the development of a learning community by participants openly share their thoughts and feelings.
Also, with this activity, the facilitators gain a better understanding on participants' expectations and doubts so that they can timely proceed in possible adjustments and be more considerate towards participants' needs.

Duration

5 minutes for the facilitator to explain the activity
5-10 minutes for participants to write their hopes and fears.
15-20 minutes to share the results and reflect upon them.
Total: 30 minutes
Depending from the number of participants the facilitator can either ask the participants to read what they wrote themselves and share their thoughts or if the group is too big, the facilitator can share participants' thoughts and ask them to reflect upon them as a whole.

Other information (tools, material, resources, etc.)

The activity can be implemented both with online and/ or offline tools/ material.
For online implementation, the facilitator should share an online board (i.e. miro, Google Jamboard, Zoom whiteboard, etc.) where participants can share their hopes and fears with online sticky notes.

For offline implementation the facilitator needs to provide participants with two different color post-it notes (i.e. green for hope and pink for fear) and pens. Also, they need a board and tape/ blue-tack or pins to stick the notes.

Facilitators' Role

The facilitator(s) should:

- Explain the scope and logistics of this activity.
- Provide the material for online or offline implementation.
- Facilitate the sharing and reflection process of results in the first session.
- Revisit participants' hopes and fears in the last session, and reflect upon them.

Reflection questions

First session:

- How did this activity make you feel?
- Did you notice any common ground among participants' responses?
- What can be done to mitigate your fears?

Last session: (Duration: 20-30 minutes)

- If your expectations were met, please remove the post it notes from the board and explain how this was achieved.
- Did you experience any of the fears you mentioned in the first session? If yes, would you like to share if and how this challenge was addressed?

At the end of the sessions, you may follow a short and interactive process for acquiring participants' feedback in terms of logistics and practical aspects of the implementation.

Activity: Human Likert Scale

Description of activity

This activity requires the active participation of the people involved in the intergenerational action sessions to properly evaluate the implementations. Create a visual Likert scale in the training space, by placing numbered papers on the floor, representing different levels of agreement or disagreement (e.g., 1 for 'Strongly Disagree' and 5 for 'Strongly Agree'). The facilitator will then read a statement aloud, and participants will choose the number that best reflects their opinion by standing at the corresponding position on the scale. This will allow them to visually respond to the statement and evaluate the implementation. To record the results you can either take photos or have another person to support you by noting down the results. Also, there is a possibility on implementing this activity with online and offline tools at the same time, so that you have the results documented while the participants are also physically engaged in the process.

Scope

The participants to share their opinion and reflect upon the overall implementation of the sessions in terms of logistics, creating a more fun and transparent environment.

Duration

5 minutes for the facilitator to explain the activity
5 minutes for participants to stand in line and/or connect with the online questionnaire.
10-15 minutes to respond to the evaluation statements.
Total: 20- 25 minutes
Depending on the number of participants, the facilitator can ask the participants to briefly reflect and explain their answers.

Other information (tools, material, resources, etc.)

For online implementation, the facilitator should share an online questionnaire engaging participants with live polls, Q&A and word clouds. Tools such as Mentimeter or Slido can support the feedback acquisition process.

Mentimeter

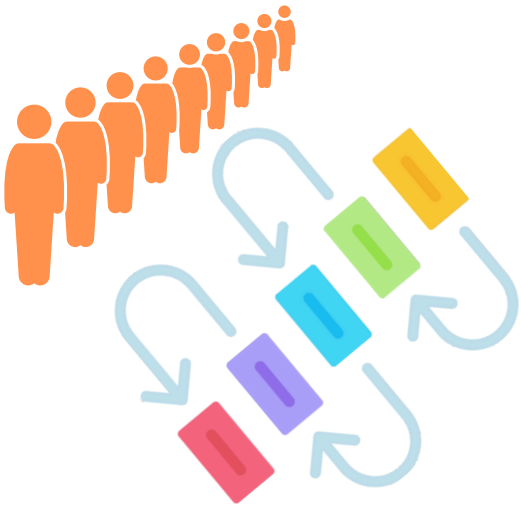
sli.do

For the offline implementation, all you need is the participants physical presence and a visual Likert scale. To create a visual Likert scale, you can write the numbers (1-5) or draw emojis on a paper and place them on the floor.

Evaluation Statements:

- The sessions were well organised.
  - Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree
- The materials and resources provided were appropriate for both age groups.
  - Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree
- The duration of the intergenerational activity was appropriate.
  - Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree
- Time management was effective during the implementation.
  - Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree
- There was sufficient time for breaks and participants' socialisation.
  - Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree
- There was a good balance between physical activity and intellectual or creative tasks.
  - Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree
- The facilitator(s) was/were encouraging the active participation of both age groups.
  - Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree
- The roles and responsibilities of the team members were clearly communicated.
  - Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree
- The location(s) used for the implementation was/were well chosen.
  - Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree
- The coordinator(s) provided sufficient information before and during the activity implementation.
  - Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree
- The overall coordination of the activity was inclusive and respectful.
  - Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree

- Give the space and time for any other comments- open discussion if needed (5-10 minutes)
- You may find another template for Feedback Acquisition as designed by the InterGenic consortium in Annex 1.



- **Intergenerational Action Methodology**

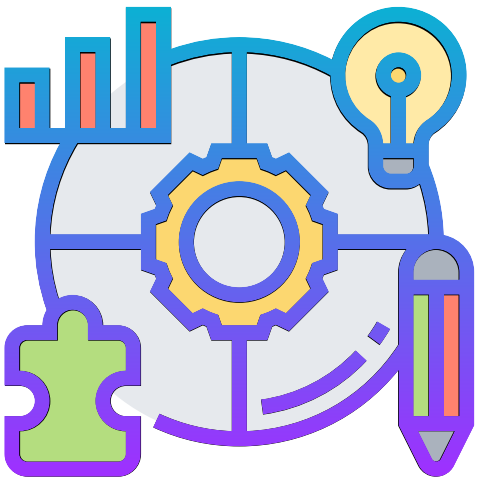
Apart from evaluating the logistics and practical aspects of the implementation, it is of great importance to evaluate participants' attitude, knowledge and understanding in relation to the topic and content of the action which is the **Intergenerational Action Methodology**.

For this reason, a questionnaire is developed focusing on evaluating the following before and after the activity implementation:

- The effectiveness of intergenerational joint action as an educational model.
- The understanding of intergenerational action as a methodology.
- The identification of areas of improvement for the methodology and the educational plan.

The pre and post- evaluation questionnaires are divided in three parts:
Part A: Personal information
Part B: Intergenerational Action (Knowledge and understanding)
Part C: Intergenerational Interaction (Attitude)

The pre-evaluation questionnaire focuses on identifying participants' understanding and attitude towards intergenerational action and interaction before they are exposed in such activity.
The post-evaluation questionnaire aims to examine whether participants' understanding and attitude altered in any way (positive or negative) after being actively involved in such action.
Comparing the results from both questionnaires, you can elaborate on whether such action may act as an educational model and methodology and whether there are any improvements to be applied in future implementations.



The questionnaires as designed by the InterGenic consortium are available in Annex 2 and Annex 3.

Structure of sessions

First session:
Welcome
Introductions
(Getting to know one another)
Setting Clear Goals and Expectations
(Team-building activities)
Evaluating knowledge
(Pre-evaluation)
Evaluation activity
('Hopes and Fears')
Implementation
Overview of the session
Closing

In-between sessions:
Welcome
Follow up previous sessions briefly
Implementation
Overview of the session
Closing

Final session:
Welcome
Follow up previous sessions briefly
Implementation
Finalise workings
Evaluate knowledge
(Post-evaluation)
Feedback Acquisition
'Hopes and Fears' reflection
Closing

Conclusion

The InterGenic project's facilitators' handbook is designed to guide practitioners through the process of fostering effective intergenerational actions, aligning with both the EU's green and digital transition goals.

Combining a set of methodologies, like the participatory, co-creation, visual, and hackathon- themed based methodologies, facilitators can support participants from different generations (youth and seniors) to effectively collaborate in problem-solving and create sustainable and digital solutions for their communities or groups.

The clear steps outlined in this handbook—from group formation and problem definition to solution testing and scaling strategies—ensure that participants remain actively engaged in a structured, yet flexible process. Facilitators play a key role in nurturing communication and collaboration, enabling participants coming from different generations to bring their unique perspectives, know-how and skills into the development process of meaningful outcomes and actions. Moreover, the evaluation process is integral to refining the solutions and ensuring the success of future implementations, as it allows for the acquisition of participants' feedback in relation to the practical and methodological aspects of the actions.

By the end of the process, facilitators will have supported participants in developing impactful solutions, while also fostering an environment of respect, trust, and mutual learning. The outcomes will not only contribute to the personal growth of participants but will also reinforce the importance of intergenerational collaboration as an educational tool in adult learning and as a mean in addressing the challenges of the EU's twin transitions.

The InterGenic project consortium expresses their gratitude for using this handbook and hopes that you found it useful and that it inspires meaningful intergenerational collaborations.

Annexes

Annex 1: Intergenerational Action- Feedback Acquisition Questionnaire

Please take some time to complete the following questionnaire which is designed to evaluate your satisfaction in terms of logistics and practical aspects related to the intergenerational action implementation. Select the option that best reflects your experience or opinion. Your feedback is valuable and will remain confidential.

Part A: Personal Information

1. Please write your code:
Senior
Youth

2. Age: ___

3. Gender
Female
Male
Other
I prefer not to answer

4. Educational level:
Primary education
Secondary education
Bachelor's or equivalent
Master's or equivalent
Doctorate or equivalent

5. Do you have any hobbies? If yes, please share what they are.

Part B: Feedback

5. The sessions were well organised.
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

6. The materials and resources provided were appropriate for both age groups.
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

7. Time management was effective during the implementation.
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

8. The duration of the intergenerational activity was good.
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

9. There was sufficient time for breaks and participants' socialisation.
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

10. There was a good balance between physical activity and intellectual or creative tasks.
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

11. The facilitator(s) was/were encouraging the active participation of both age groups.
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

12. The roles and responsibilities of the team members were clearly communicated.
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

13. The location(s) used for the implementation was/were well chosen.
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

14. The coordinator(s) provided sufficient information before and during the activity implementation.
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

15. The overall coordination of the activity was inclusive and respectful.
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

16. Do you have any other comments you would like to share with us?

Thank you for your participation!

Annex 2: Intergenerational Action- Pre- Evaluation Questionnaire

Please take some time to complete the following questionnaire which is designed to evaluate your knowledge, understanding and attitude towards intergenerational action as an educational model and methodology. For multiple-choice questions, select the option that best reflects your experience or opinion. For open-ended questions, provide detailed responses where possible. Your feedback is valuable and will remain confidential.

Part A: Personal Information

1. Please write your code:
Senior
Youth

2. Age: ___

3. Gender
Female
Male
Other
I prefer not to answer

4. Educational level:
Primary education
Secondary education
Bachelor's or equivalent
Master's or equivalent
Doctorate or equivalent

5. Do you have any hobbies? If yes, please share what they are.

Part B: Intergenerational Action

6. How do you understand the term 'Intergenerational Action'?

7. Have you ever participated in an intergenerational action before?
Yes
No

8. What kind of activities do you think should be included in an intergenerational action?

Part C: Intergenerational Interaction

9. How often do you interact with people from different generations?
Never
Sometimes
Frequently

10. If you interact with people from different generations, what role they have in your life?
Relatives
Friends
Colleagues
Unknown people

11. What do you believe are some obstacles to increased intergenerational interaction?

12. How comfortable do you feel when interacting with people from different generations?
Very Uncomfortable
Uncomfortable
Comfortable
Very Comfortable

13. How important do you believe it is for different generations to work together?

14. Do you think people from different generations can learn from each other? Please elaborate.

15. Please, tick [√] in the table below what benefits you believe intergenerational action and interaction can have on older and/or younger people.

Benefits	Young People	Senior People
Academic achievement: socio-emotional learning, reading or math comprehension, etc.		
Physical Health: prevention/reduction of obesity, increased physical activity, prevention/reduction in falls, etc.		
Cognitive Health: memory, focus and concentration, learning, etc.		
Mental Health: self-esteem, social isolation, anxiety, life satisfaction, depression, etc.		
Social Wellbeing: civic engagement, openness towards diversity, attitudes towards aging, sense of community, increased skills in empathy and communication, increased social activities, etc.		
Overall, health and quality of life		
Nature (e.g. recycling, gardening)		
Any other (please explain)		

Annex 3: Intergenerational Action- Post- Evaluation Questionnaire

Please take some time to complete the following questionnaire which is designed to evaluate your knowledge, understanding and attitude towards intergenerational action as an educational model and methodology. For multiple-choice questions, select the option that best reflects your experience or opinion. For open-ended questions, provide detailed responses where possible. Your feedback is valuable and will remain confidential.

Part A: Personal Information

1. Please write your code:
Senior
Youth

2. Age: ___

3.Gender
Female
Male
Other
I prefer not to answer

4. Educational level:
Primary education
Secondary education
Bachelor's or equivalent
Master's or equivalent
Doctorate or equivalent

5. Have you developed any new hobbies or interests as a result of your participation in the intergenerational action? If so, please share what they are."

Part B: Intergenerational Action

6. How do you define the term 'Intergenerational Action' after your participation in such activity?

7. After your participation in the intergenerational action, would you suggest including any additional activities? If so, please specify.

Part C: Intergenerational Interaction

8. After your participation in the intergenerational action, would you interact with people from different generations more often?

Never
Sometimes
Frequently

9. Did you encounter any obstacles during the intergenerational interaction? If so, please explain.

10. How comfortable did you feel during your interaction with people from different generations?

Very Uncomfortable
Uncomfortable
Comfortable
Very Comfortable

11. After your participation in the intergenerational action, how important do you believe it is for people from different generations to work together?

12. Do you think people from different generations can learn from each other? Please elaborate.

13. Please, tick [√] in the table below what benefits you believe intergenerational action and interaction can have on older and/or younger people.

Benefits	Young People	Senior People
Academic achievement: socio-emotional learning, reading or math comprehension, etc.		
Physical Health: prevention/reduction of obesity, increased physical activity, prevention/reduction in falls, etc.		
Cognitive Health: memory, focus and concentration, learning, etc.		
Mental Health: self-esteem, social isolation, anxiety, life satisfaction, depression, etc.		
Social Wellbeing: civic engagement, openness towards diversity, attitudes towards aging, sense of community, increased skills in empathy and communication, increased social activities, etc.		
Overall, health and quality of life		
Nature (e.g. recycling, gardening)		
Any other (please explain)		

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