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“We can find ourselves in them, and they can find themselves in us”

**Evaluation of Intergen:
Intergenerational Understanding,
Wellbeing and Social Capital**

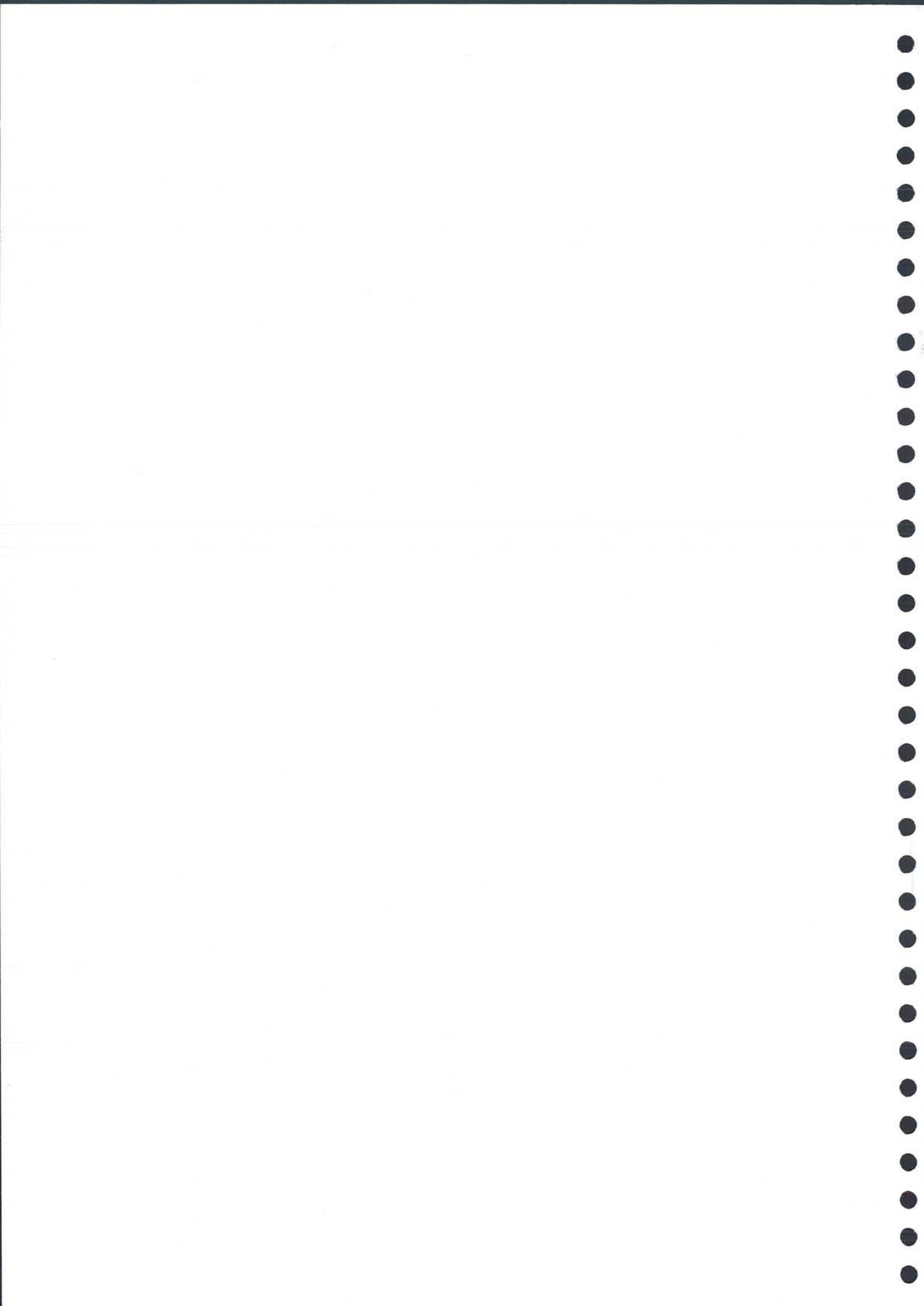
July 2008

Manchester Metropolitan University

Asiya Siddiquee, Carolyn Kagan, Carla de Santis, Raheela Ali



RIHSC: Research Institute for Health & Social Change



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***Evaluation of Intergen: Intergenerational
Understanding, Wellbeing and Social Capital***

Final Report

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Evaluation of Intergen: Intergenerational Understanding, Wellbeing and Social Capital

Executive summary

Intergen is a charitable organisation which links older retired people on a voluntary basis with young people in different kinds of schools. The aim of the innovative project is to benefit young people, schools, older people and their communities. An evaluation was carried out to look at how Intergen organises its activities in schools and the impact of these activities. The evaluation found that despite the considerable changes that have affected Intergen, the project continues to do a fantastic job in working with more than 50 volunteers and supporting intergenerational activities in 9 schools in Trafford. The evaluation concluded that Intergen continues to make an important and valuable contribution to young people, older people, schools and communities.

Main findings

In terms of the process through which Intergen achieves its outcomes, the strengths of Intergen include:

- Effective recruitment of volunteers via publicity and promotion, word of mouth and through the actions of Volunteer Coordinators.
- School Coordinators, who give volunteers an induction to the school and support volunteers and teachers who are part of Intergen activities.
- The wide range of activities volunteers carry out in classes which include baking, sewing, numeracy, literacy and computer work.
- Volunteer flexibility in choosing these activities – taking into consideration the needs of the school, pupils, teachers and the capability of the volunteers themselves.
- Flexibility of volunteers (e.g. in the type of activity undertaken).
- Flexibility of the school in meeting the needs of the volunteers.
- The positive relationship between volunteers and classroom teachers.
- The self-motivation of volunteers.
- Volunteer Coordinators, who are an essential and pivotal part of how Intergen works.

In terms of impact, Intergen benefits all those involved and increases wellbeing (hedonic wellbeing – satisfaction and happiness; and eudaemonic wellbeing - personal development and fulfilment) and provides opportunities for generating social capital:

- Volunteers increase their hedonic wellbeing as they are happy, satisfied, activities fill gaps in their lives and they obtain recognition for their work. Eudaemonic wellbeing increases as volunteers are challenged, learn new skills and this change is transformational. In terms of social capital, volunteers forge relationships with school staff and sometimes these transfer outside the school context.

Pupils participating in activities increase hedonic wellbeing as they feel happy, proud and excited. Older pupils feel relaxed and recognise the value of this due to upcoming exams. Pupils feel proud of arts and craft work they produce and transfer these activities and skills into their home life. Volunteers encourage and support pupils and play a role in addressing challenging behaviour. Eudaemonic wellbeing increases as pupils try new things, experience new challenges and learn new skills; however not all the activities are popular with all the pupils. Some elements of social capital are developed as pupils have the opportunity to meet pupils from other classes (some schools have voluntary activities across classes) and bond with fellow classmates.

- Teachers gain increased wellbeing via physical, emotional and practical support from volunteers. The teaching and learning environment is supported as volunteers give one-to-one support to pupils and play a role in disciplining.
- Schools participating in Intergen (mainly Primary Schools) increase their profile, have added value compared to other schools, obtain valuable resources from volunteers and improve student performance. Schools include their work with Intergen in their Ofsted report to show links to community and intergenerational work. Schools gain opportunities to interact with other schools in their area participating in Intergen – thus increasing their social capital.
- Intergenerational Understanding occurs as pupils alter their perceptions of older people and learn about the experiences of older people. Volunteers engaging in activities in schools change their perception of children as they learn about the pressures that children face, about the education system and how to interact with children better (which affects how they interact with children in their own families).
- Changing Attitudes in the classroom include volunteers breaking gender stereotypes (by encouraging male pupils to participate in what is considered female activities), volunteers and pupils learning about different cultures and religions (through sharing cultural beliefs and practices) and pupils anticipating their transition through school.
- Wider Community benefits as interactions in the classroom (between pupils and volunteers and volunteers and school staff) transfer into the community. Pupils greet volunteers in the wider community and in some cases this continues once pupils leave school.

Recommendations

A number of recommendations are made for Intergen to continue working successfully in the way that it does. The overall aim is to make Intergen's work in schools more effective, efficient and wide reaching.

Table A summarises the recommendations for Intergen to work more effectively and Table B summarises recommendations involving collaboration with schools:

Table A: Summary of Recommendations for Intergen to work More Effectively

Area	Recommendation	Aim
Recruitment	Focus recruitment efforts to obtain a more diverse range of volunteers	Increase the amount of male and ethnically diverse volunteers
	Use volunteers as resources for publicity and promotion and to continue to develop and disseminate publicity and promotional material	Increase the number of volunteers
	Introduce regular two-way communication between Volunteer Coordinators and the Administration Office	Increase effectiveness of Volunteer Coordinators' recruitment activities
CRB Check Process	Monitor the length of time taken for CRB checks to be processed	Improve the efficiency of the CRB process - increase volunteer satisfaction with Intergen and decrease time taken for volunteers to be placed in schools
	Reconsider the way in which the CRB process is administered – possibly making this the responsibility of Volunteer Coordinators	
	Volunteer Coordinators maintain contact with volunteers during the CRB check process	Increase volunteer satisfaction with Intergen
Relationship with Volunteers	Find ways to regularly communicate with Volunteers about Intergen and its organisational priorities (e.g. via a newsletter)	Improve relationship with volunteers and their sense of belonging to Intergen
	Build on existing efforts to provide more opportunities for volunteer socialising and networking	Increase satisfaction for volunteers and opportunities to develop social capital
Volunteer Coordinators	Maintain support for volunteers throughout their activities rather than obtaining this from School Coordinators	Increase satisfaction for volunteers
	Provide more opportunities for Volunteer Coordinators to meet and share best practice – the new office base may encourage this	Increase satisfaction for volunteers and support for Volunteer Coordinators
Voluntary Activities	Engage in a broader range of activities to generate intergenerational understanding	Increased intergenerational outcomes

Table B: Summary of Recommendations involving Collaboration with Schools

Area	Recommendation	Aim
Effective Working in Secondary Schools	Increase the number of volunteers interested in working in Secondary Schools through targeted recruitment	Improve Interger's effectiveness within Secondary Schools
	Find effective means of contacting and communicating with Secondary School Coordinators	
	Explore new and/or different ways of engaging with Secondary Schools (e.g. by developing a database of volunteer skills and holding gatherings in Secondary Schools)	
	Consider possibilities for obtaining funding to support Interger's work in Secondary Schools	
	Work with School Coordinators to tackle resistance from Secondary School teachers towards working with Interger volunteers	
School Coordinator Role	Explore how School Coordinators carry out inductions for volunteers in each of the schools and share best practice through the development of protocols	Ensure consistency of best practice in volunteer induction across all schools
Volunteer Activity in the Classroom	Ensure volunteers are supported throughout their voluntary activities by Volunteer Coordinators and classroom teachers	Improve the experience of volunteers once they commence voluntary activities in classrooms thus potentially increasing volunteer wellbeing
	Request classroom teachers provide sufficient information to volunteers about classroom procedures and expectations around prior knowledge and skills are discussed	
	Request schools provide appropriate adult-sized chairs for volunteers	
	Encourage ongoing discussion between teachers and volunteers about how activities can reach the maximum number of pupils and change negative perceptions of pupils towards certain activities	Increase the intergenerational impact for children
	Consider identifying projects which explicitly focus on intergenerational understanding	
Community links	Consider developing a strategy for community based impact	Focus activities to develop intergenerational understanding, wellbeing and social capital at a community level
	Consider working with schools to obtain funding to engage in community projects which develop intergenerational understanding	

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Acknowledgements

The research team would like to thank Intergen for their support throughout the evaluation. Also everyone who was part of the evaluation process –Volunteer Coordinators, Intergen Volunteers, School Coordinators, Classroom Teachers and Pupils. Particular thanks to Norma Raynes who retired during the course of this evaluation and whose energy and enthusiasm ensured the success of the project.

Introduction

Intergen creates learning opportunities for both older and young people in their own neighbourhoods. It does this by building tailor-made partnerships between local schools and older people, bringing them together for their mutual benefit. Through this special partnership it contributes to the social capital of local areas. (<http://www.intergen.org.uk> 18.5.08)

Intergenerational work

An international, comparative research programme about intergenerational initiatives adopted the following definition of intergenerational programmes:

Intergenerational programmes are vehicles for the purposeful and ongoing exchange of resources and learning among older and younger generations (Bostrum, Hatton-Yeo, Ohsako and Sawano, 2000, p 3).

Drawing together experience across different countries, Bostrum et al. (2000) argue that intergenerational programmes can act as instruments for:

- Uniting separated generations
- Recapturing and reassessing the transmission of traditional culture
- Encouraging active cross-generational working and social life
- Sharing resources across generations
- Challenging social problems cross-generationally and contributing to lifelong learning.

Pain (2005) has summarised the links between intergenerational work and sustainable communities, some of which involves school-based work.

There have been a number of initiatives examining intergenerational work in schools, including in developing countries (Brown and Ohsako, 2003). The programmes variously support young people working with older; older people working with younger; and younger and older working together. Hatton-Yeo, Klerq, Ohsako and Newman (2000) suggest that intergenerational programmes have an impact on: the economy and employment; society; lifelong learning; and health. Extending these benefits, Pain (2005) highlights the important role that intergenerational relations play in identity, with implications for community cohesion.

Kaplan (2001) reviewed school based intergenerational programmes. He distinguished between those programmes in which seniors provide a service for the students; those in which students provide a service to the seniors; and those joint initiatives in which young and old partner to achieve an external goal (such as the increase in social capital of the local area, as stated in the aims of Intergen). In seeking to increase the social capital of local areas, Intergen aims to contribute to community cohesion.

Community Cohesion

Community Cohesion in English social policy is closely linked to inter-racial disturbances in the Northern towns in 2001, and the Government's strategy is to focus on addressing the cross-governmental targets aimed at reducing race inequality and building community cohesion (Home Office, 2005).

A broader understanding of community cohesion, though, is needed for consideration of intergenerational projects. Duggan and Kagan (2007) have argued for a definition of a cohesive community as one "*that is in a state of wellbeing, harmony and stability*" (IdeA 2006, www.idea-knowledge.gov.uk).

The Local Government Association (LGA, 2004, p 7) considered the following characteristics of a cohesive community, in its guidance to Local Authorities about how to support the development of cohesive communities. A cohesive community is one where:

- *There is a common vision and a sense of belonging for all communities;*
- *The diversity of people's different backgrounds and circumstances is appreciated and positively valued;*
- *Those from different backgrounds have similar life opportunities; and*
- *Strong and positive relationships are being developed between people from different backgrounds and circumstances in the workplace, in schools and within neighbourhoods.*

They go on to describe what is involved in creating community cohesion:

Promoting community cohesion involves addressing fractures, removing barriers and encouraging positive interaction between groups. Community cohesion is closely linked to integration as it aims to build communities where people feel confident that they belong and are comfortable mixing and interacting with others, particularly people from different racial backgrounds or people of a different faith.

Diversity is, then, at the heart of community cohesion, and schisms can occur in and between any areas of diversity, fracturing cohesion. The Audit Commission (2007) sees community cohesion as key to sustainable communities, beyond race and faith, and identified 10 areas of diversity in communities, of relevance to community cohesion. These include:

- ◆ Age equality: older people
- ◆ Age equality: young people
- ◆ Community engagement
- ◆ Customer focus
- ◆ Disability
- ◆ Gender
- ◆ Human rights
- ◆ Race
- ◆ Religion
- ◆ Sexual orientation

Intergen operates in relation to age equality for older and younger people. Beyond this, it aims to contribute to the school culture and previous evaluations have shown promise in terms of the contribution it makes to social capital (Raynes and Rawlings, 2004).

Social Capital

It is the work of Putnam (1993, 1995) that has underpinned most discussion of social capital in the UK. Putnam (1995, p 67) describes social capital thus:

By analogy with physical capital and human capital - tools and training that enhance individual productivity - "social capital" refers to features of social organization such as networks, norms, and social trust that facilitate co-ordination and co-operation for mutual benefit.....Such networks facilitate coordination and communication, amplify reputations and thus allow dilemmas of collective action to be resolved...(Such) dense networks of interaction probably broaden the participants' sense of self, developing the "I" into the "we"...

The main elements of social capital, then, from Putnam's perspective are trust and co-operation and social networks based on norms of reciprocity.

Jack and Jordan (1999, p 243) spell it out further:

Social capital consists of cultural practices, norms, networks, links, know-how and tradition, through which people conduct informal interactions of all kinds. For instance, social capital is the trust that enables people to make contracts, rather than the contracts themselves; the teamwork that makes groups function effectively, rather than the roles and structures of the groups; the culture through which citizens understand and participate in politics, rather than the processes of government or elections; and the expectations that people will be friendly and reciprocal towards their neighbors, rather than the physical buildings and spaces they inhabit.

They go on to outline who might benefit from strong social capital, and to issue a warning that it may not necessarily work for the common good:

Social capital is produced through specific human interactions, and thus available only to members who share in certain ways of life (Jordan 1998a) and is freely available for the benefit of all members who take part in the community's interactions...the beneficial effects of norms, traditions and networks of trust and co-operation are as accessible to rogues and confidence tricksters, fraudsters and felons, as they are to the sociable, active or altruistic members of that society whose interactions sustain it (Jack and Jordan, 1999, p 243).

A distinction is often made between bonding and bridging social capital (Putnam, 1995). Bonding refers to homogeneous horizontal ties with actors who share overlapping boundaries and similar moral values. Such networks enhance cohesion through a strong community-based environment and frequent face-to-face communication which enables social support to flourish. Bridging refers to open networks characterised by 'extra community' links across diverse social cleavages, facilitating inter-group understanding and relations. The more recent concept of linking social capital refers to those external resources that can be harnessed in support of strengthening bridging and bonding capital, and is central to health and wellbeing (Putnam, 2004), particularly relevant to both older people and children.

Intergenerational programmes have also been thought to contribute to the health and wellbeing of both older and younger people (de Souza and Grundy, 2007; McGill et al. 2004; Reisig and Fees, 2007).

Wellbeing

Children's wellbeing in schools, and the wellbeing of older people are both of contemporary concern (Boneham and Sixsmith 2005; Sixsmith, Duckett and Kagan, 2005). Kilroy (2006, p 7) draws on Ryff and Singer's work (1998) to suggest that wellbeing is best described as the "presence of wellness, it is what it means to flourish and is about having a sense of purpose and direction in life, good quality relationships with others and opportunities to realise ones potential". By wellbeing, then, we mean more than satisfaction with life. Shah and Peck (2005, p 2) remind us:

... people also want to be leading rich and fulfilling lives - developing their capabilities and fulfilling their potential.

For Shah and Peck (2005) then, eudaemonic wellbeing (personal development and fulfilment) is as important as hedonic wellbeing (satisfaction and happiness). Indeed this two dimensional approach to personal wellbeing forms the core of an influential *wellbeing manifesto for a flourishing society* (Shah and Marks, 2004).

Hedonic and eudaemonic wellbeing of people who live in urban areas are inseparable from historical factors, people's economic positions, the environmental conditions in which they live and the political and ideological messages that define their life stages whilst enjoining them to break free and be active in their own lives. For both older people and young people, social responsibilities are closely linked to relevant social institutions (schools, pensions, public services etc.). In other words, wellbeing in and of communities must be viewed in terms of human systems, not just as individual responses to circumstances.

Evaluation of Intergen

The Community Psychology Research Team at Manchester Metropolitan University was approached by the retiring Intergen Coordinator in December 2007 with a view to evaluating Intergen. After some discussion it was agreed that the evaluation would examine both the processes through which Intergen delivers its activities and the impact of these on the different people involved. The key evaluation question to be addressed was: **What can we learn about how Intergen achieves what kinds of outcomes in the context of the different localities and schools in which it operates?** It was anticipated that this information would provide valuable evidence not only about Intergen's achievements to date, but also how the project might most effectively work in new localities and with new schools. With this in mind, the following evaluation objectives were agreed.

Evaluation Objectives:

- i) To identify the processes through which Intergen has recruited and supported volunteers as well as the supports within schools to enable the activities to proceed.
- ii) To identify the impact of Intergen on students, older volunteers, schools, volunteer coordinators and localities.

To fulfil these objectives, data was collected via questionnaires, interviews and focus group discussions. Table 1 summarises the sources, key questions and methods of collecting information (refer to Appendix 1 for evaluation tools including volunteer questionnaire and interview questions):

Table 1: Sources, Key Questions and Methods of Collecting Information

Source	Key Questions	Methods of Collecting Information
Volunteer Coordinators	i) What are the different ways in which volunteers are recruited and supported? ii) What works and what does not?	Individual interviews with the 3 volunteer coordinators
Volunteers School Coordinators School Pupils	i) How has involvement in Intergen impacted on volunteers (e.g. in terms of wellbeing and social capital) ii) What is the process of volunteering?	Group interviews with 3 volunteers in each locality (i.e. total of 9 volunteers). Questionnaire sent to all volunteers, completed by 21 volunteers ¹ .
	i) What has been the impact of Intergen on staff and schools (e.g. in terms of attainment, confidence and wellbeing)? ii) What is the process through which Intergen works within the school?	Interviews with a total of 7 school coordinators – 5 Primary Schools and 2 Secondary Schools.
	i) What is the impact of Intergen? ii) What is the impact of participating in voluntary activities?	49 children in a total of 9 focus groups: - 1 group of Yr 11 pupils (aged 15-16) - 5 groups of Yr 5 & Yr 6 pupils (aged 9 – 11) - 4 groups of Yr 2 pupils (aged 6 – 7)

Findings from the sources were combined to explore the **processes** and **impact** of Intergen. Quotes are integrated throughout this report and are identified as follows

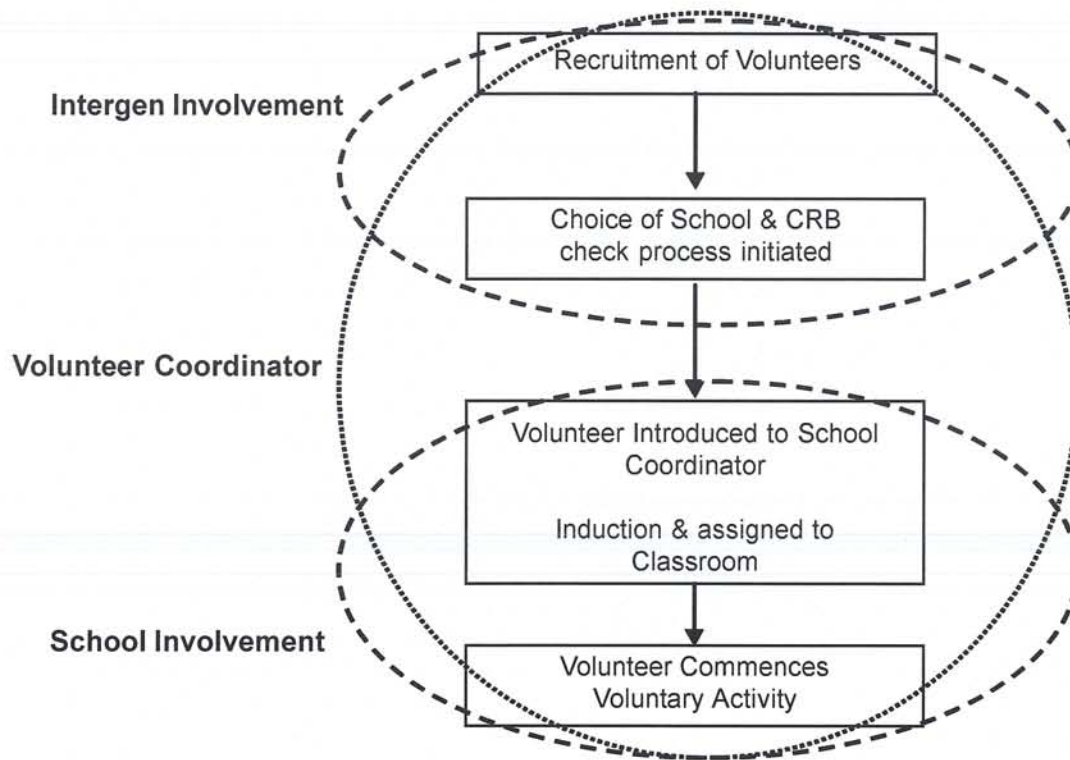
VC	= Volunteer Coordinator
V	= Volunteer
SCp	= School Coordinator (Primary School)
SCs	= School Coordinator (Secondary School)
Pp	= Pupil (Primary School)
Ps	= Pupil (Secondary School)

¹ A total of 50 questionnaires were distributed, of which 21 were returned - thus representing a 42% response rate.

Exploring Intergen's Processes

The evaluation revealed the complex yet 'organic' nature of Intergen and how it operates within schools. Figure 2 illustrates the key processes which emerged:

Figure 2: Key Process Involved in Organising Voluntary Activities in Schools



As Figure 2 illustrates, Intergen plays a role in the recruitment of volunteers (via promotional activities and publicity drives) as well as in processing the CRB check. Schools are involved once the volunteer is introduced to the School Coordinator and then commences the voluntary activity. The Volunteer Coordinator is the 'bridge' between these two domains and is involved in all areas as a key contact point for the volunteer and School Coordinator. These processes will be explored in detail with a view to understanding how Intergen delivers its activities:

Recruitment of Volunteers



Questionnaires indicated how volunteers first heard about Intergen as shown in Figure 3:

Figure 3: Bar Chart Showing how Volunteers First Heard About Intergen

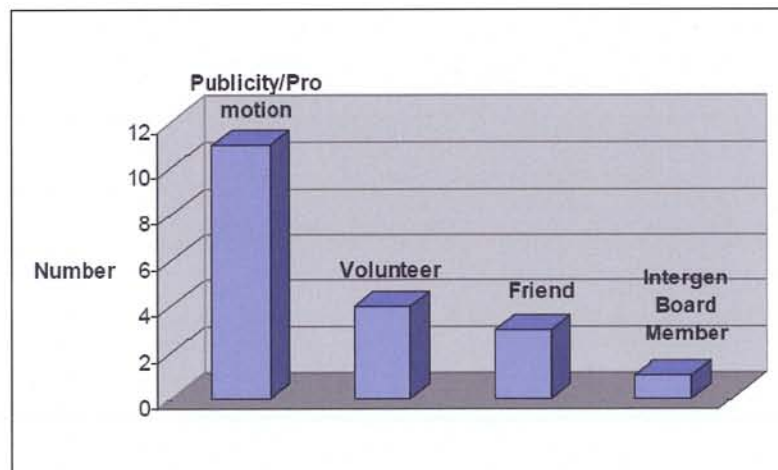


Figure 3 illustrates the most popular way volunteers first heard about Intergen was through publicity and promotional material, followed by through other volunteers.

Volunteers described how they first heard about Intergen and the recruitment process:

When I joined... every week they had an advert in the Sale and Altrincham Messenger about voluntary groups to join and I was coming

up to retiring and decided that I wanted to do voluntary work. I hadn't heard of Intergen so decided to ring the number and it was [the Chair of Intergen who] came round to the house and did a little interview and I decided to sign up [V].

I met the Volunteer Coordinator down there [at a church event] and I made a few contacts and the coordinator took my name and details and got back to me and it developed from there [V].

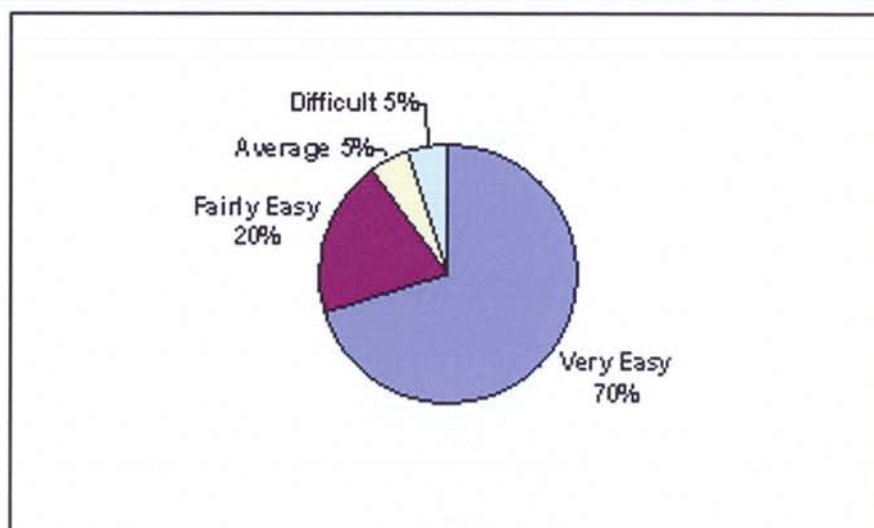
A keen coordinator followed up my first phone call very promptly and visited me at home [V].

As a Volunteer Coordinator explained:

I try to contact them within a week of them leaving their name. And try to set up an appointment within another week depending on their circumstances and their commitments [VC].

The questionnaire asked volunteers 'how easy was it to join Intergen?' and the results are summarised in Figure 4:

Figure 4: How Easy it is for Volunteers to Join Intergen



As Figure 4 demonstrates, for the majority of volunteers the process of joining Intergen was 'very easy' or 'fairly easy'. For the one volunteer who thought it was 'difficult' the reason stated was due to the CRB checking. This would indicate that the processes in place for joining Intergen are successful, with exception to the process by which CRB checks are obtained (this will be discussed later).

Volunteer Coordinators also described how they were involved in the process of recruitment:

For recruitment we go to open days which are for old people or for retired people or for senior people. We've been to Trafford General, we've been to Salvation Army, we've been to organisations like that where we have a day or half a day to try to involve people... otherwise it's by word of mouth or by phoning doctors and churches, organisations like that and say to them who we are or what we do and if they know anybody who would be interested you know, we give them our telephone number. We've got flyers which for various reasons, we're still waiting for them to be finished but then we will send them to people. We got a list of voluntary organisations... we're hoping to get into them, go in there and talk to people for a few minutes tell them what we do. As you know there's no guaranteed way of recruiting [VC].

Volunteers described areas needing improvement also in terms of Intergen’s promotion and advertising:

I tried to get a notice in the library which I asked ages ago and it was agreed but I was never given the thing. But now they’ve got an organiser now so I think I could get this poster and put it in the library and take some leaflets [V].

...if I tell friends or anybody that I’m working with Intergen, their reaction is ‘Intergen, what’s that?’ We’re not known and maybe if we did get known more and in more schools, and people talked about Intergen, that they would get lots more volunteers because its word of mouth that brings so much [V].

Volunteer Coordinators acknowledged the need for more male and ethnically diverse volunteers:

And men are reluctant to come forward. It’s a bigger step into the unknown for a man than it is for a woman for some reason [VC].

[Volunteers are] Mainly women, mainly white, in fact I haven’t got anybody in this area who is not white. Ok, and the school when you go to the school you’ll see that in fact there are quite a lot of Muslim children, or Asian children there [VC].

A School Coordinator in a Primary School recognised how Intergen could play a role in meeting the school’s need for male role models:

This is one of the things that I would like to develop through Intergen. I don’t have any male staff in school, not for the want of trying...but they [pupils] have no male teachers or assistants and I’d like to redress the balance, because the pupils need a good role model [SCp].

Summary of Recruitment

Table 5 summarises what works in terms of recruitment and the areas needing further work:

Table 5: Summary Table of Recruitment Process

	What Works	Areas Needing Further Work
<i>Recruitment</i>	Publicity & promotion	Need more diverse volunteers in terms of gender and ethnicity
	Word of mouth for recruitment	Use of volunteers to engage in advertising and promotion
<i>Volunteer Coordinator Role</i>	Pro-activeness of Volunteer Coordinators	Lack of efficiency in communication between Administration office and Volunteer Coordinators
	Following-up interested volunteers	

Exploring Table 5 in detail, the strength of Intergen’s recruitment includes its publicity and promotion. However, Intergen needs to consider focussing recruitment drives to obtain more male and ethnic minority volunteers. One Volunteer Coordinator commented on how they were trying to achieve more ethnic diversity:

I want to get more Black and Minority Ethnic [volunteers] involved which is why I keep going to [events aimed at ethnic minorities] and giving out the leaflets trying to get them involved... I took it on myself and I pushed for it [VC].

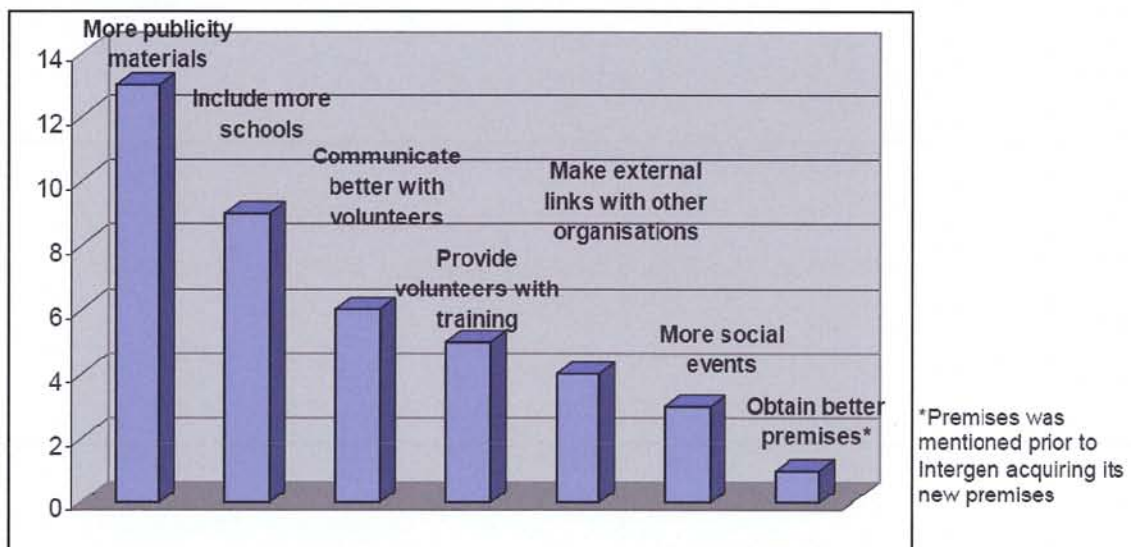
This is a positive step which could be further reinforced.

Volunteers tend to hear about Intergen through word of mouth (through friends other volunteers and Intergen Board Members). This is a positive indicator that Intergen is being recommended by others, however the evaluation recommends that Intergen consider using its current pool of volunteers to promote Intergen and to provide promotional material to facilitate this.

Another area of strength in Intergen’s recruitment is the pro-activeness of its Volunteer Coordinators who actively engage in the process of recruitment. Volunteer coordinators are often the first contact volunteers have with Intergen and are pivotal to securing volunteers. The evaluation recommends that Intergen consider introducing regular two-way communication between Volunteer Coordinators and the Administration office in order to stay abreast of upcoming recruitment events.

The questionnaire also asked volunteers to comment on ways in which Intergen could recruit more volunteers. Figure 6 summarises the volunteers’ suggestions:

Figure 6: Volunteers’ Suggestions for Improving Recruitment



Other suggestions for recruitment included:

Post request for volunteers on the school notice board – not all retirees are over 55 [V].

Use local newspapers – describe success, quoting schools [V].

Secondly, due to the busy nature of Secondary Schools a School Coordinator explained how it was difficult to communicate with Volunteer Coordinators:

I think the big problem is I'm not a senior teacher, I'm a teacher. I teach all day, you're not actually free very often. At lunch time I've been here doing coursework, so it helps if the coordinator can be free really early in the morning [SCs].

As a Volunteer Coordinator recognised:

...my links with the secondary school are less strong than with the primary school [VC].

[*In the Secondary School*] it's quite difficult so you need people I think with specialist skills. But the other [*primary*] schools, the heads are very, very supportive and very keen, so we've got very good relationships [VC].

Nevertheless, the benefit of Intergen's work within Secondary Schools was recognised by School Coordinators:

We recognise Intergen is a really important support for us and we want to be involved but the constraints on schools have changed over the last 5 years... The things you really believe in, like Intergen, take a second seat [SCs].

And actually one of the [*school*] coordinators said, it's in the annual report last year, something about, she was coming out of the high school and she didn't expect the boys to stop on their bikes and say 'hi' you know, out of school, that was an out of school situation and they stopped and they had a chat... So the more older people that we get into schools and particularly in secondary schools [*the better*]... So it's very, very important really, isn't it? [VC].

I can see a clear link I'm teaching diploma now as well and clearly Intergen can have a big role in the new diplomas for society and health and development in terms of making it real, the things you're talking about [SCs].

Secondary School pupils also suggested what types of activities they would benefit from:

I want to study medicine, so if a speaker would come in such as a doctor. But they're very busy so if they were retired they could come in. I'd like career advice [Ps].

Something on animal care [Ps].

First aid – I'd like to learn that [Ps].

Communication. How to communicate with others. For example with the deaf, how to do sign language [Ps].

Whilst these are generally linked to the pupils' choice of career, Secondary School pupils were aware of the broader benefits as one pupil commented:

Older people have experience and they can pass this on to the younger generation [Ps].

These aspects are encouraging, as is the fact that some volunteers were ready and waiting to go into a Secondary School:

I'm waiting for [*the Secondary School*] to come back to me. I've got three [*volunteers*] to go in there [VC].

School Coordinators suggested possible ways in which to improve the way in which Intergen activities were organised in Secondary Schools. For example, in terms of Government funding to provide resources for working with Intergen:

And if the school could have a small amount of money which won't come from Intergen, but from the Government for schools to work with organisations like this, it would free me up to do like a days work with maybe one of your volunteers and take the programme up properly. For example through community cohesion work... We could have an in-set day on it, I'd train the staff, but the government have got to put something in place to say we need to see more community cohesion, its on your school set, we're measuring it. Civic participation's on there, but not something specifically about community cohesion projects. So unless they're going to measure it, it's not going to happen [SCs].

More practically, a School Coordinator mentioned setting up a database of volunteer skills in order to obtain suitable volunteers (which was described as a previous venture):

There's been attempts in the past to get a database of volunteer skills and then try and do some matching up of needs of the school with volunteers or being able to send out to schools perhaps a pen picture of 'volunteer A has a keen interest in...' whatever, and 'volunteer B has previously worked as a...'. Then I think Secondary Schools might be more inclined to think 'oh that would be useful' [SCs].

Summary of Choice of School

Table 7 summarises the barriers and facilitators to effective working in Secondary Schools:

Table 7: Barriers and Facilitators to Effective Working in Secondary Schools

Facilitators		Barriers
Volunteers willing to work in Secondary Schools	Effective Working in Secondary Schools	Lack of volunteer interest
Recognition of the work that volunteers do and its benefit		Intimidation by secondary school children
Adding to the teaching of the curriculum		Secondary School Context: - Busy teachers - Lack of resources - Large number of students - Inflexible teaching structure - Diverse but specific subject areas
Breaking Intergenerational barriers between pupils and volunteers		Communication between School Coordinators and Volunteer Coordinators
		Other aspects are a priority

The evaluation would recommend that Intergen works on strengthening the 'facilitators' and reducing the 'barriers' which have been listed. Furthermore to consider different ways in which Intergen's work in Secondary Schools can be developed further. This includes the examples stated previously such as developing a database of volunteer skills to be used by Secondary Schools or to obtain Government resources for Intergen's work within Secondary Schools.

The CRB Check Process

Volunteers were disappointed by the length of time it took for the CRB check to be carried out. A Volunteer Coordinator described this process in detail:

...I would say I would work on two weeks in getting the CRB form filled in and the references from them... Everything goes to the office and then from the office it goes to town hall... it takes three to four weeks [for the CRB check] but in our experience eight weeks. So you have ten weeks and then a week or two to get an appointment in the school where the liaison teacher is free. To get them in there you'd say twelve weeks. If I was recruiting somebody now I would tell them it would be... a whole term and then they're not disappointed... they phone me up and say 'I've not heard anything yet, have you heard anything?' [VC].

A volunteer also described their feelings around the length of time taken for the CRB check to be processed:

The vetting, they drag their feet a bit. Takes time. By the time they're dealing with it you think 'oh they've forgotten about me'... and it seemed to drag out a long time because you've got to be vetted [V].

To resolve this issue, one of the Volunteer Coordinators suggested that the Coordinators take responsibility for this rather than the Administrator:

...coordinators take responsibility for the CRB checks and the references so that if I came out and interviewed you this morning I would've probably dropped your CRB form off this afternoon and get your references out tomorrow or something [VC].

Summary of CRB Check Process

For the CRB process, the evaluation recommends that Intergen considers the following:

- 1) Monitoring the length of time taken for CRB checks to be processed;
- 2) The way in which the CRB process is carried out and to consider whether or not this process should be the responsibility of Volunteer Coordinators;
- 3) Encouraging all Volunteer Coordinators to maintain contact with volunteers throughout the CRB check process; as mentioned by one Volunteer Coordinator:

And they [volunteers] will sort of keep contact. If they've not contacted me say within six, eight weeks I will phone them 'I'm just touching base telling you we've not forgotten you, we're waiting for the CRB check' [VC].

Role of the School Coordinator

School Coordinators described their role in a positive way as part of their day-to-day school duties and did not consider this to be 'voluntary':

And I wouldn't want it to be any other way because I value what we get back from Intergen as an organisation... So its just part of my normal work, it's just another aspect of it, I don't see it as an extra [SCp].

You take it as part of your role in schools, my role is I want to be the Intergen coordinator, and I want to be, and I value that [SCp].

In terms of choosing to be a School Coordinator, typically roles were assigned by predecessors (usually the previous head teacher) or because teachers were already working in a capacity suited to the role of School Coordinator (e.g. in charge of Health & Social Care or involved in Special Education Needs).

When asked about a contingency plan should they be unable to fulfil their role, most School Coordinators were certain that their role would be taken over by another member of staff:

The teachers would probably lynch me [*if I was to stop being a School Coordinator*], but I would find it easy to find another volunteer within school [*for the role*] because I think everyone in school is committed as I am and can see the rewards that the children get and the volunteers [SCp].

Induction

School Coordinators are responsible for giving new volunteers an introduction to the school, though varying degrees of involvement were described. Firstly little involvement:

... I do very little basically. We welcome the volunteers in, I meet the volunteers, I assign them to a respective class. So in terms of what I actually do it is very little [SCp].

Well, the Volunteer Coordinator brings them in. Then I have a small chat with them in order to see their interest and what they would like to do. And then, they are placed in a classroom with a teacher [SCp].

This is contrasted with more in-depth inductions, including discussions around suitable activities and confidentiality or child protection:

When the coordinator brings the volunteers in and I take them round the school to have a look and see so they can become familiar, and then we sit and we have a chat about what they feel they would like to do and what skills they have. They always say 'we don't have any skills' and then when you start talking to them there's always something we're looking for, like baking, cooking, sewing, listening to children read, playing musical instruments. There's always something, and then asking them about whether they'd like the older children or the younger children. Just finding the right place for them really and on what day. Giving them information about the school, the school brochure. Explaining about confidentiality and things like that [SCp].

...our coordinator will phone me and say 'ok I've got a couple of people who are keen to be volunteers, what do you say?' 'Yes, of course, when can I meet them, let's arrange a meeting'. At that initial meeting it's a tour of the school, it's a let them know what other

volunteers do in our school I suppose. And also it's asking them if there is anything in particular they would like to do. Then it's finding out the nitty gritty, the detail. When would they like to come in? How often would they like to come in and for how long each time? So the people who may be doing one hour initially turn around and say 'I'd like to do two hours, three hours'... it's also about giving them information that's pertinent to the school so ensuring they've got contact telephone numbers and they've got a name of a person they can contact... and also where they can sit, where they do the work... but also important stuff like school term dates, so that they're not turning up when it's a holiday, and also we like to give our volunteers prior notice of big events... the other thing that I feel that is definitely my responsibility... I need to be very clear about child protection issues, and about disclosure and all sorts of things like that... [SCp].

Recognising the need for adequate induction, a School Coordinator described how together with other schools in the cluster a protocol had been developed:

.... the three schools that we were involved with initially, we got together and we said let's write up a sort of an agreed protocol. Who does what and what with the prospective volunteer, the first time they've been around the school, what are they going to walk away with? Is it going to be a school prospectus, is it going to be holiday dates, is it going to be something about child protection? So it's actually there, do they know where the toilets are? Do they know if they can make themselves a cup of tea anytime? What's the rule about carrying hot drinks in school? So all those things [SCp].

Regarding the issue of 'confidentiality' volunteers commented on the amount of information they were given by schools:

Funnily enough I don't think it's ever come up in our meetings has it? [V]

I don't think it, it's something a bit sensitive perhaps. I think I suppose as Intergen work with volunteers who are 50 and over that they assume that they know enough about the world to know what's going on that they've seen the news and the papers and they know what the situation is and they have to be discreet [V].

There may be an issue around the amount of experience that School Coordinators have:

...these things [*developing protocols for volunteers*] we've learned over time and our eyes have been more opened by having volunteers in and we've been able to refine our practice and the things that we do [SCp].

Assigning the Volunteer a Classroom

Part of the role of the School Coordinator is to assign a classroom for the volunteer to work in. School Coordinators described this process including the reaction of teachers:

Having spoken to the volunteer and found out what they're particularly interested in it's usually there's something specifically they don't want to do which is quite easy for us to accommodate. Then we ask about the age range, younger ones or the older ones [SCp].

The call goes up in the staff room that we have a new volunteer then we look at who's already got a volunteer, then those who haven't got a volunteer because people always want a volunteer in their classroom [SCp].

I put out a general email to all staff saying 'are any of you interested in having a volunteer to assist? Here's what's available' [SCs].

In terms of the reaction of teachers towards having a volunteer in their class, this was described as generally positive:

For example I've got 2 new volunteers that are going to come in and I know full well that I'll have no problem placing them because people [*the teachers*] want volunteers [SCp].

Though in some instances the reaction was mixed:

At first, most of the teachers are a bit reluctant because they're not quite sure how to handle them in their classroom, or they don't know how to fit them in their daily routines. But, as soon as they understand that it's an extra help for them they are quite interested and pleased to have them. Some teachers prefer not to have them, and I respect their will [SCp].

The most negative response was from Secondary Schools, which can be explained by the school context (as discussed previously):

[*I mention the new volunteer at*] Department meetings and managers ask me to follow it up, but it's negative because people who are busy don't follow it up [SCs].

Support for Teachers & Encouragement for Volunteers

School Coordinators described how they support teachers who work with Intergen volunteers and encourage Intergen volunteers:

I think it is absolutely essential for the coordinator in the school to... ensure that you are working with the teacher in the school because if the teachers are thinking 'oh not another volunteer, not another person lending a hand' then how can I invite a volunteer as a guest into someone's class room?... So what we do is I go to the staff and I say 'right, next time we get some Intergen volunteers who would like one, what would you like them to do?' And ideally what days of the week would you like them to possibly come in for?' [SCp].

Encouragement for volunteers was mainly in the form of informal communication:

... when I'm in and they're [*the volunteers*] in I always make sure that I say hello... I say 'hi, how are you?'... I always try to remember to, and it's not a hard thing to do to be honest, I try to have a little word of encouragement to say well done or thank you very much [SCp].

This aspect was recognised by a volunteer:

[*The School Coordinator*] is always complimentary and encouraging when he sees you, so you do feel as if you're valued and that's all you can ask for [V].

Summary of Role of School Coordinator

Table 8 summarises what works with School Coordinators and areas for further work:

Table 8: Summary Table of What Works and Areas for Further Work in terms of the School Coordinator Role

	What Works	Areas for Further Work
<i>Role</i>	School Coordinator role is seen as part of the day-to-day teaching role	Does this aspect benefit the process of organising activities in schools <u>or</u> does this lessen involvement with Intergen?
	Contingency plan in place – replacement would be available	
<i>Induction</i>	Detailed induction including the development of protocols	Are protocols implemented across all school clusters?
<i>Assigning Volunteer to Classroom</i>	Teachers are happy and willing to accept new volunteers	Resistance from some teachers – especially within Secondary Schools
	Discussion with volunteer around skills and needs	Consistently implemented across all schools?
<i>Support & Encouragement</i>	Providing informal encouragement to volunteers	
	Supporting teachers	

Exploring Table 8 in detail, School Coordinators are happy in their roles and have contingency plans in place for a replacement if needs be. The role is perceived as part of the day-to-day role of working in schools, though the question remains about whether or not this benefits the process through which activities are organised in schools. Also whether or not this aspect lessens the School Coordinator's involvement with Intergen (i.e. if the role is seeing as being part of their teaching role, does this mean the School Coordinator does not consider themselves to be part of Intergen?).

In terms of induction, there are examples of good practice such as discussions with volunteers around their skills and requirements as well as supporting teachers and encouraging volunteers. However the evaluation was unable to ascertain whether this is being consistently implemented across all schools.

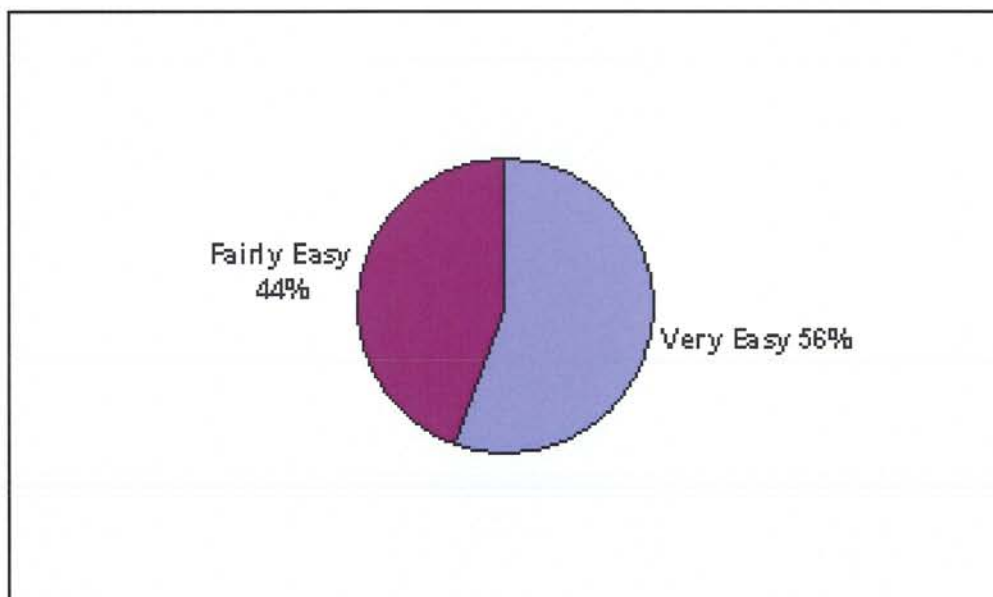
Assigning volunteers to classrooms is successfully implemented within schools and teachers are happy and willing to accept new volunteers. However certain teachers (particularly in Secondary Schools) are resistant to accepting volunteers.

Voluntary Activities in the Classroom



Volunteers felt that organising their first voluntary activity was 'easy' as summarised in Figure 9:

Figure 9: How Easy it Volunteers Consider it is to Organise their First Voluntary Activity in Schools



The processes involved in carrying out voluntary activities in the classroom were divided into deciding what voluntary activity to engage in, carrying out the activity in the classroom (including various barriers and facilitators) and motivation to continue working in the classroom:

Deciding on What Voluntary Activity to Engage in:



Intergen volunteers were engaged in a wide variety of activities and questionnaire responses included the following:

Baking
Computing
Gardening
Library
Literacy
Maths
Music
Office Work
Photocopying
Printing
Puzzles
Reading
Sewing

In some instances, volunteers described engaging in multiple tasks:

...sometimes I come home covered in paint and glue and goodness knows what. But you just have a look around and see 'what's she [*child*] doing', 'do you need any help?' [V].

This emphasises the flexible nature of Intergen volunteers, who are generally willing to work in whatever area needs filling:

Originally I wanted to work with primary age children but the need for a library helper in the Secondary School was there so I filled it [V].

...what I hear anyway from volunteers, [*is that*] they feel most comfortable about hearing children read, and that's a lovely way to start them but then there could be a real need at the school where actually the volunteer would be working on that need... [SCp].

School Coordinators accommodated this flexibility as one commented:

We try and make it as flexible as possible really... But we are very flexible in what they do. There's one lady who likes to work with the children whatever activity they're doing as a support to the teacher, whereas other ladies like to be an additional skills sort of person [SCp].

The questionnaire asked volunteers what factors are involved in deciding what voluntary activity will be carried out. Generally, more than one factor was selected and Figure 10 summarises the findings:

Figure 10: Factors which Contribute to Deciding what Voluntary Activity is Carried out in Schools

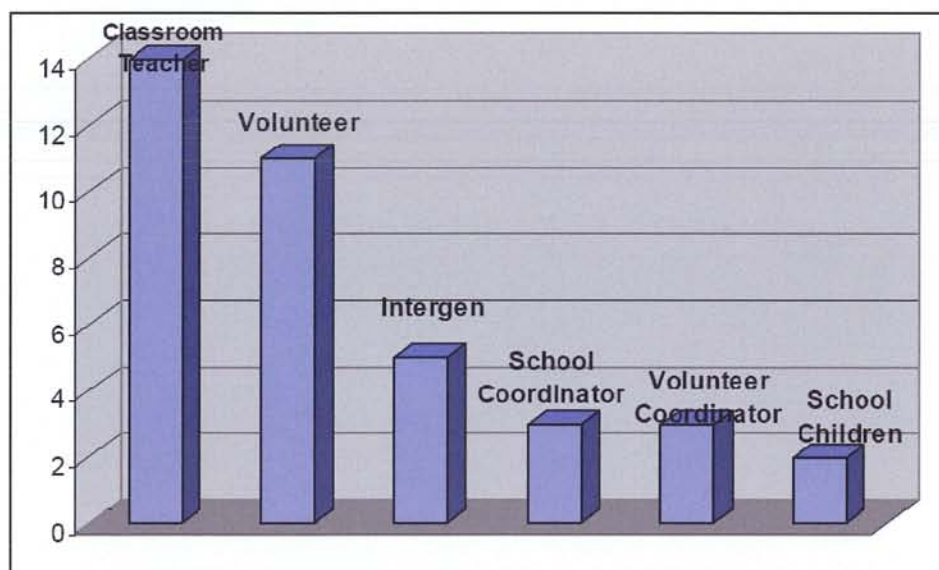


Figure 10 shows that the needs of the classroom teacher and the volunteers themselves were strong determining factors which were discussed by volunteers:

We've done things on our own that we've organised, and we've gone in what the teacher wanted us to do with the children because they know what they've got to do for their curriculum and what they've got to especially do... [V].

We're thinking all the time aren't we? But then again the teacher's come up with great ideas [V].

In trying to understand how these factors operate, one School Coordinator suggested that the length of time a volunteer has been with the school was an important aspect:

The ladies that have been here a slightly longer time are able to direct their own activities really. They will plan for the whole class to do an activity in small groups. Other volunteers just like to come in and be told what they're doing or listen to readers or talk to children and play games with children. So there's quite a variety really [SCp].

Carrying out Classroom Activities



Important aspects related to how volunteers carry out their voluntary activities in classrooms included support from the classroom teacher, barriers to effective working and motivation to continue:

(A) Support from the Classroom Teacher

School Coordinators recognised the importance of classroom teachers in managing voluntary activities in their classrooms and accepted that aspects of their roles were transferred onto classroom teachers:

[I carry out the induction and fulfil my role] then it's up to the teacher really to organise the activities that they do [SCp].

Teachers really support the volunteers. So if you have a volunteer in the classroom it's your responsibility to make sure they're okay they've got their equipment, know what they're doing [SCp].

Once they [*the volunteers*]... want to come in and help it's down to the class teacher to be able to mentor that person in the processes and procedures that we require.... the class teacher themselves will make the decision about where they perhaps want the volunteer to work. Do they want them to work in the staff room, do they want them to work in the corner of the classroom and things [SCp].

Volunteers also recognised this by suggesting the emotional support obtained from teachers:

You get the support that you want from the teachers in a way because just the way they are. They're warm and respectful and they sort of treat you as part of the team in a way don't they. And they really appreciate you... [V].

As well as more practical support from teachers:

The teacher's very good. She's very organised and she has everything ready for us, doesn't she, more often than not. Whatever we need – scissors, sellotape, rulers or whatever, she has it all ready outside the classroom... [V].

My first time I was introduced to the teacher of the class I would be helping and she asked what I wanted the children to call me and went through the process of the activity I wanted to be involved in. From then I gained confidence in what I was doing [V].

(B) Barriers to Effective Working

Volunteers mentioned a number of barriers which restricted their effective working in classrooms.

Firstly, a lack of information about school processes and procedures:

But there's so much going on in the classroom it's difficult to know everything and there are school rules and regulations. I was never ever told about those. You've got to pick them up. But when the children went to go the toilet they've got to put a band on, so they've asked permission to go toilet, so there's only 3 bands. But when I first went there, the kids thought I'd let the whole class go! Basic rules and things like that. So I think there's little areas where a little bit of help would be beneficial [V].

You're worried that you're doing something, even like when I initially went in and read to them one-to-one... And you're with them and they say 'can I have the next book, I know where the books are'. Even things like that, you're thinking 'should I be letting them get another book?' It's like they know more than I know! So it was just a case of 'read with them', well for me I would've liked to have known that apart from listening to the children saying the words, knowing that the whole process has been done correctly [V].

For some volunteers, expectations from teachers pushed their capabilities:

I've been to school, reasonably educated, but my recall won't bring it back. The teacher says 'oh show them how to do that' and I'm confused. You need a bit of time to assimilate what is there to pass on. I don't get that time. I've been out of the classroom, maybe just making tea for somebody, they've [pupils] had their blackboard lesson, and I come in and I've got to impart it and I don't know it! [V].

I had to use a protractor a couple of weeks ago. The teacher said 'I've got to go out now, just show them when they get stuck with that'. I said 'it's 60 odd years since I even looked at a protractor!' [V].

Another barrier was environmental restrictions in the form of child-sized chairs:

They're only tiny, but sitting on tiny chairs and getting down and helping them... I'm in agony when I get off that chair! The little chairs! [V].

...volunteers sometimes complain about how the activities are done. Because you know, working with young children is hard because you have to constantly lean over to their chairs because they are small. Their tables and chairs are lower. Also, the teachers sometimes forget to bring them staff chairs to sit, and the volunteer sometimes can complain, if they are doing a one-on-one reading... [SCp].

Physical restrictions were also mentioned as a barrier:

The school does a lot of trips and they always invite us. Another volunteer goes because she's the fittest amongst the most of us. But we don't go do we? I can't, because it's the physical thing [V].

Intergen volunteers were aware of their physical capabilities and School Coordinators mentioned volunteer ill health as a barrier preventing voluntary work in schools:

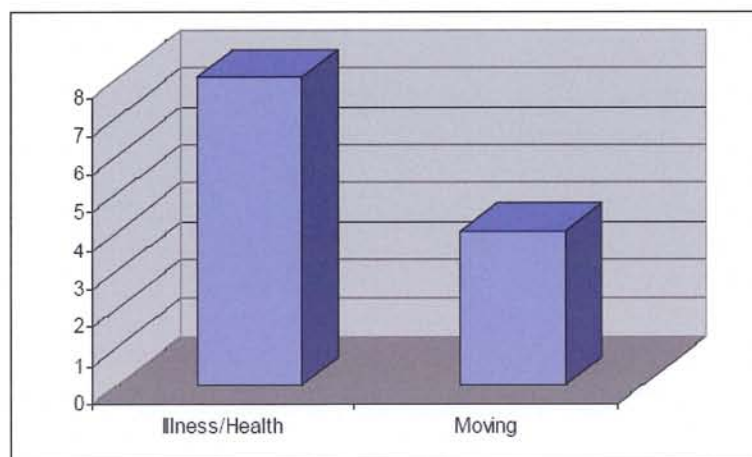
...many of the problems are related to health issues. Yes, it is our main concern with the volunteers. For example, one of our volunteers is now ill [SCp].

We used to have another speaker who I think hasn't been in for a while, I think she's ill [SCs].

She didn't come back. She went into hospital and didn't come back again which was sad... [SCp].

This was reflected in the questionnaire which asked volunteers to consider what factors would prevent them from continuing their work in schools. The two main responses were illness or poor health followed by moving location:

Figure 11: What Volunteers think would Prevent them from Continuing to Work in Schools



(C) Motivation to Continue

The questionnaire asked volunteers what motivates them and responses were generally based around self enjoyment, interest and appreciation:

Interesting; Enjoyment; Rewarding [V].

When you leave a challenging job it's nice to still feel of 'value' somewhere, although I also have other interests [V].

Appreciation by the school; Appreciation shown by the school for the work I do and the connection with young people; Positive feedback from the teacher and feeling 'part of the team' [V].

Also the ability to give something back or help others:

A new challenge that makes a real contribution to the community; The help I give to the school [V].

Summary of Carrying out Classroom Activities

Table 12 summarises facilitators and barriers to effective working in classrooms:

Table 12: Barriers & Facilitators to Carrying out Voluntary Activities Effectively

Facilitators		Barriers
Flexibility of volunteers and the types of activities they carry out – e.g. meeting needs of children and classroom teacher	Effective Working in Classrooms	Lack of information regarding school processes and procedures
Flexibility of the school in meeting needs of volunteers		Practical Constraints (e.g. in terms of school structure)
Good relationship with Classroom Teacher – emotional and practical support		High expectations within the classroom and assumed prior knowledge
Self-motivated volunteers: - Involvement with children - Meeting own needs (enjoyment, interest, feeling valued and appreciated by the school) - Giving back to others.		Environmental constraints (e.g. small chairs)
		Physical constraints
		Volunteer illness

Exploring Table 12 in detail, Intergen's strength lies in the flexibility of its volunteers and the Primary School context. This can be contrasted with the context of Secondary Schools in which resource constraints present inflexibilities. Primary Schools take the time to understand the needs of their volunteers whilst meeting the needs of the teachers. Volunteers are equally responsive and once in a classroom adapt their voluntary activity to meet the needs of the school, teachers and pupils. This flexibility is supported by a good working relationship with the classroom teacher (who provides emotional and practical support). Activities fulfil the needs of the volunteers and gives them enjoyment, allows them to feel valued and appreciated by the school and enables them to feel they are giving back to others.

Factors which hinder effective working in the classroom include a lack of information provided to volunteers about school processes and procedures (especially given that different schools may adopt different practices and implement rules and regulations in different ways). Within the classroom volunteers face physical and mental challenges. These are embedded within other restraints whereby volunteers have to fit their activities around the school structure (e.g. number of weeks in a term) and deal with environmental constraints (e.g. small chairs, desks and physical strains). Finally overarching these constraints is the volunteers' physical health which has the potential to prevent voluntary activities taking place.

Conclusion of the Process of Intergen

The evaluation has highlighted areas of strength and areas of improvement. Starting with the issue of **recruitment**, Intergen needs to continually work on its publicity and promotion and to attract a more diverse body of volunteers.

Looking at the process through which **voluntary activities are organised in schools** the evaluation highlights pockets of best practice. An area to consider for improvement is the level of consistency across schools, and to put into place mechanisms for ensuring consistency across all school clusters (e.g. explaining issues around confidentiality).

Intergen's relationship with **Secondary Schools** is restricted due to resource constraints, though the value of Intergen is recognised by the schools and volunteers are ready to work in Secondary Schools.

The work of Intergen in **Primary Schools** is exemplary in terms of the support from School Coordinators, classroom teachers and the flexible and responsive nature of volunteers. The benefits experienced by volunteers (in terms of recognition, value, enjoyment and giving something back) were motivators for them to continue working in schools whilst barriers were recognised as being illness, physical constraints (within the school context) and assumptions (based on knowledge of teaching concepts and procedures and protocols within the school).

Two key elements in this whole process are the Volunteer Coordinators and the role of Intergen as an organisation:

Volunteer Coordinators

Volunteer Coordinators were recognised as being pivotal to the work of Intergen across all areas. Firstly in terms of recruitment:

Coordinators are adept at going out and getting volunteers they know where to look for volunteers they know how to encourage them in. They know what we're looking for as well, they're very good at communicating with the school, so for example the coordinator knows that I would like more male volunteers and I would like someone who plays the piano. So that's a facilitator [SCp].

School Coordinators described good working relationships with the Volunteer Coordinators and recognised the value of their work:

This area had a gap when it didn't have a coordinator so there was no-one actively working to recruit new volunteers. When we didn't have the coordinator we weren't getting the volunteers in and she's [*Volunteer Coordinator*] our positive contact and a good coordinator definitely makes a difference [SCp]

Indeed, School Coordinators recognised that without Volunteer Coordinators activities suffered as a consequence:

...but as I said last year or so we've not had the speakers. Probably because the coordinator went out of her post [SCs].

One area of inconsistency however, was in terms of the relationship between volunteers and Volunteer Coordinators after volunteers had been placed in schools:

I do find that speaking to volunteers once you're in a school and you're settled in a school, that's it, you're totally left aren't you? [V]

Once you're placed in the school, end of story [V].

I have not seen my organiser [*volunteer coordinator*] since I started and although I feel part of the team at school, I feel isolated from other Intergen volunteers... More flexibility to support volunteers is needed [V].

This is contrasted with other volunteers who described positive relationships with their Volunteer Coordinator:

We got postcards [*from the Volunteer Coordinator*] that one time. As time's gone on there's more of us, so it's more interesting [V].

Intergen as an Organisation

There were some concerns expressed about the socialising aspect of Intergen. A School Coordinator compared what Intergen volunteers gained compared to those grandparents who volunteer independently in the school:

I think the benefits for the volunteers also are the social aspect. They get to know each other. Either whether that's in schools or at the meetings [SCp].

Volunteers however, were disappointed by the lack of opportunities for socialising:

I know very few people at Intergen, even at the gatherings. You don't really know people do you [V].

Meetings need to have some sort of time when you can meet other volunteers. Perhaps feel a little more connected [V].

We've had 2 new volunteers and we've never seen them have we? [V].

I think we should have more get togethers, even if it's just the same support. Just all the volunteers from our school [V].

One of the issues raised by volunteers around attending social events was the lack of notice that they were given:

There was a meeting in Sale the other month but I didn't know about it. I didn't get a letter [V].

If it [*invitation to a social event*] was sent early enough though, then they [*other volunteers*] would be able to prioritise themselves better. But I've noticed that they [*other volunteers*] haven't received them [*invites*] sometimes and we have. We've had to inform our coordinator [*about this*] [V].

Another volunteer discussed how the social gatherings were not as effective as they could be:

What happens is they have an Intergen gathering at the end of term. That's 3 times a year and it's a different school... It's usually very short it's usually 4-5pm spot on. But by the time you've done that [*had refreshments and listened to the entertainment*] and you're just finding out there's a new face, there's somebody that you know, 'you're at my school, I didn't know', you're going out and it's all over and finished with, and then that's it for another whole school term [V].

There were, however, pockets of good practice:

I know the one coordinator's organised coffee mornings and organised it for her volunteers to get together not in school [V].

During the course of the evaluation, Intergen was dealing with a number of organisational changes – for example, the board is being reconstituted, new operational procedures will be devised and new ways of securing funding for the future of the organisation are being considered. Volunteers commented on the lack of communication from Intergen around these organisational developments if they were unable to attend social events (which is where such information is conveyed to volunteers):

We don't know about changes, I don't know about changes or what's going on [V].

[A lack of communication with Intergen] doesn't stop me doing what I need to do in schools, but on the other hand if you're part of an organisation you just, it's nice to know what's going on in it! You know, if you were talking about it and somebody said 'oh your organisation is doing this' and you say 'oh I didn't know', it's not nice is it? [V]

We're not au fait with the changes Intergen is going through and don't think we're updated. We're behind and our coordinator has said they're waiting to update us till the letterheads arrive. Now I found that a fault of Intergen is they should keep us updated. And they did ask for people with email addresses, and not everyone has them, but I've never had an email off them [V].

One of the key funding issues Intergen is facing is volunteer travel expenses and at a social event hosted by Intergen various options were discussed. The evaluation sought to find the reaction of volunteers and School Coordinators about this issue¹.

In terms of the possibility that schools contribute towards volunteer travel expenses, most school coordinators felt that they would be willing to look into this but were hesitant:

I would certainly look at [*contributing towards*] it. If it meant I could keep the volunteers then obviously I would. It would be hard because obviously schools have a very tight budget and... that's a lot of money for the school to find. I'd be very sad to see that facility go, I think that would have a huge impact, because I think some schools would have to turn around and say 'I'm sorry, we don't have the funds to do that' [SCp].

Schools should contribute, but I have no money. Don't hold the budget so would have to be a senior teacher [SCs].

However when asked about volunteers paying their own travel expenses, School Coordinators were strongly against this idea:

It would depend on the volunteer and hopefully it could be a two-way thing. I would prefer for the school to pay then for it to be a barrier [SCp].

I think that would be very difficult for volunteers... I wouldn't be very comfortable with that at all. I think one of the reasons that Intergen works so well is because travelling to school is not an issue and I would be very very weary about stopping that [SCp].

In contrast, volunteers were strongly against the idea of schools paying for their travel:

I don't think the school should be asked [*for money*].

I've said to the coordinator if they do start charging the schools, they're not charging for me. I would opt out of Intergen altogether...[V].

You feel you want to do that [*opt out of Intergen*]. Because the relationship changes a little bit... It's like they're having to pay for me and I don't agree with that [V].

When asked about paying for their own travel expenses, most volunteers expressed that they did not claim for their travel and explained that the main issue was travel costs for attending social events. A group of volunteers discussed the possibility of a car pool system, whereby travel to and from social events could involve car sharing:

I think we should have a pool of drivers who are willing to take people to these gatherings and the people wouldn't mind paying a pound or something like that if you were in somebody's car would you? They're [*the social events*]not that far are they?... I thought that a pool of willing drivers and we could always give something towards the upkeep. Quite a few volunteers have a car so there would be someone from that area [V].

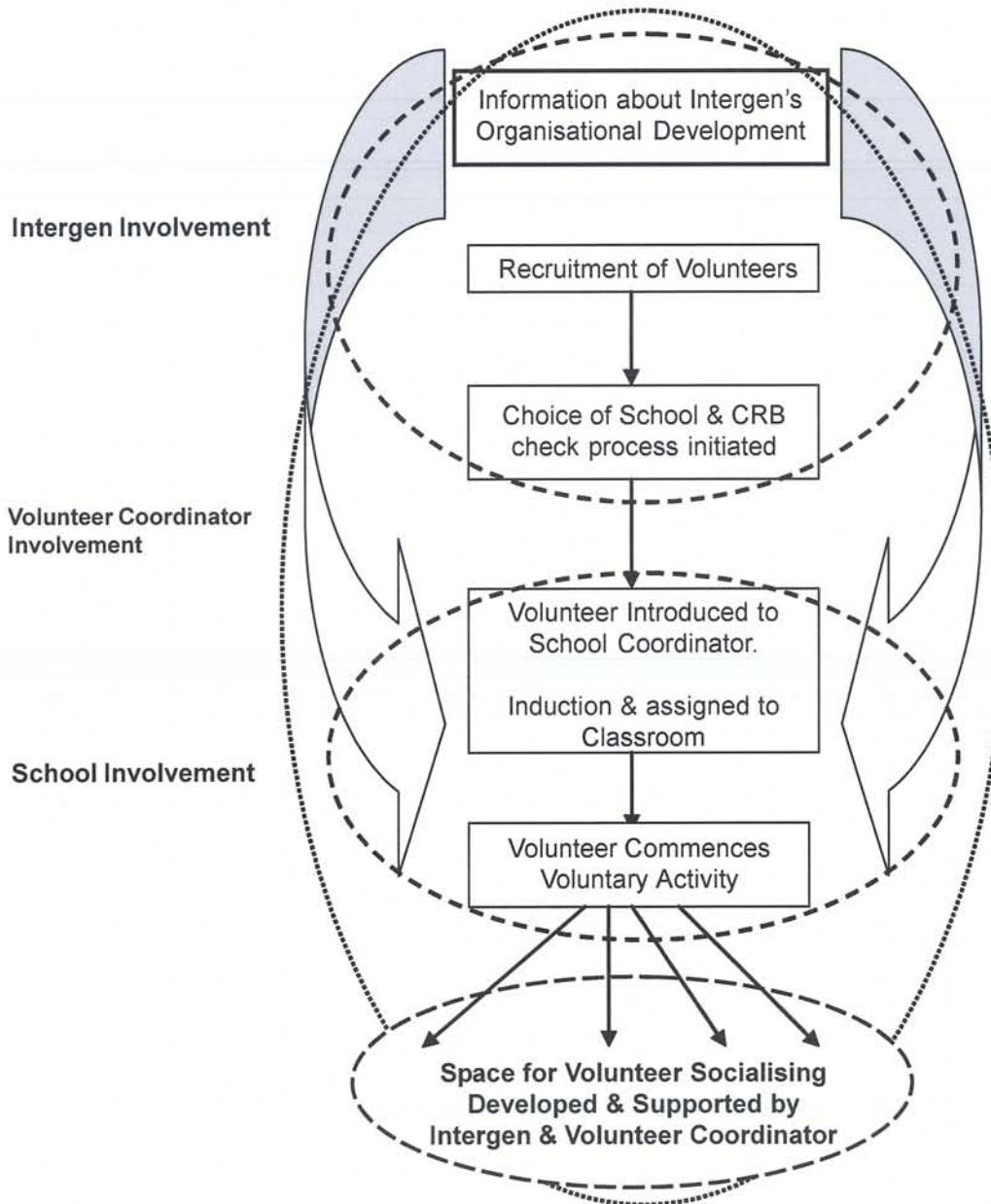
This issue around funding is a very sensitive topic and these findings illustrate the difficulties that may be encountered and the need to engage in consultation and debate.

Ways Forward

The evaluation would propose that Intergen considers expanding the boundaries of some of its processes to make its work more effective. Using Figure 2 presented earlier on page 14, this includes the following:

² Volunteer Coordinators were not included as they had been interviewed for the evaluation before these funding options were mentioned.

Figure 13: Proposed Additions to Key Processes Involved in Intergen's Organisation of Voluntary Activities in Schools



Changes to the model include firstly that Intergen's involvement is widened and information about Intergen's organisational developments is conveyed to the volunteers and schools. This relationship is denoted by large arrows as it involves Intergen communicating information.

Secondly the Volunteer Coordinator role has been extended to provide support to the volunteers throughout the duration of their voluntary activity within schools and their socialising.

Finally, at the bottom of the model there is a separate space for volunteers to socialise. This is independent of Intergen and the school context, though is developed and supported by Intergen and Volunteer Coordinators. Whilst Intergen does to some extent provide this (e.g. through social events every term, and the exemplar of one volunteer coordinator who arranges meetings for volunteers) this space is different in that it is responsive to the needs of the volunteers and allows volunteers to share their experiences with each other.

Exploring Intergen's Impact

The evaluation sought to understand the impact of Intergen in terms of two concepts which have been outlined at the start of this report:

- i) Wellbeing (including eudaemonic wellbeing and hedonic wellbeing)
- ii) Social capital (including bridging and bonding capital)

Where appropriate these aspects have been included when exploring the impact of Intergen on the following:

1. Volunteers
2. Classroom Children
3. The Classroom & Classroom Teachers
4. Schools
5. Intergenerational Understanding
6. Changing Other Attitudes
7. Wider Community

1. Volunteers



The evaluation revealed a complex and rich picture of the impact of Intergen on its volunteers:

Volunteer Hedonic Wellbeing

Volunteers described their satisfaction and happiness in a number of ways:

I gain an awful lot, it makes us happy! [V]

You get a laugh and you get company, you get the gratitude of teachers which is nice. And you get unconditional affection from the children, they are lovely [V].

This happiness was acknowledged by the school children as a volunteer explained:

One boy said 'are you getting paid for this?' The other girl said 'no she's not, she comes here to have a laugh!' [V].

When pupils were asked to comment on how the volunteer felt about working with them, the following responses were given:

[*The volunteer is*] Happy because when I come to her she's smiling [Pp].

I think they [*the volunteers*] feel like they're on holiday and they just come here because everybody has to be very nice to them, not nice to the teachers... But every single time we are nice to them [*volunteer*] and I think they feel happy [Pp].

Excited because they like working with us [Pp].

Exploring how this hedonic wellbeing was obtained, volunteers and a School Coordinator described how voluntary work in schools filled certain 'gaps':

I didn't work, but being a widow it's not very nice, is it? I never worked, stayed at home with the kids so that was my life, the husband and the children. So when he's gone and the children are gone, it's a big gap so you've got to fill it with something [V].

It makes you feel useful. One thing with retiring is that you lose that little bit of being useful at doing something, doing your job and you're doing it [V].

I was on my own, I just wanted something to do and occupy myself a bit. I've done a lot of things in my time but they sometimes fade out. You start these things full of energy and enthusiasm and then suddenly they've gone, haven't they? [V].

We have a great lady [*volunteer*] who said after her husband died she had nothing to live for until she became involved with Intergen. And the work she does here she says it's just absolutely turned her life around. She feels that she's valued and has a place in society which is lovely to hear [SCp].

For one volunteer working with pupils filled the gap of not having grandchildren:

I say to them [*the children*] 'you know that I haven't got any grandchildren' so I borrow them one morning a week! They're quite happy about that! So I've always loved children, I mean I'd love to have been a grandmother earlier on, but things don't always happen as you want [V].

Interestingly, pupils were in general quite perceptive about this, and when asked why volunteers came into schools the following responses were obtained:

She wants to be young again and play with the children and to help the children [Pp].

She doesn't want to be stuck at home all day sitting around and stuff, so she can come in and be social and she wants a bit of company [Pp].

Maybe [*the volunteer comes to the school*] because she's tired and she's got no job and she's bored and she doesn't want to get overweight [Pp].

Volunteers also described a sense of satisfaction due to a recognition of their work from a variety of sources. Firstly the pupils:

[*For the children*] we're role models [V].

The children like having me, I love having them. I love being with them [V].

Secondly, by individuals within the school environment (including the classroom teacher):

Not particularly feedback but by the way people are with me, we're very much appreciated. And people are very friendly, very helpful and very respectful [V].

I think my teacher quite respects the fact that I'm useful and doing what she needs to be done, and if she's happy with me in the classroom that is enough [V].

Thirdly, by pupils' parents:

If a parent comes in I always get a nice smile off them and the teacher will tell me what they say. But the child always goes home and mentions me to them which is very nice [V].

Volunteer Eudaemonic Wellbeing

In terms of personal growth and stretching, volunteers described being challenged or learning things:

They might be on the computer and they'll come to me and say 'can't get this' or something similar. I'm actually always interested to go and see what they're doing and see what they've got up to. They've got to log in and get to a programme, so it's really really interesting to me to find out [V].

I've learnt an awful lot how to teach children numeracy. I did A'level maths but I couldn't ever remember how I first learnt any number work... So now I know lots of different ways of helping and teaching children [V].

This experience of being challenged was expressed as being transformative:

You get satisfaction and so much change. I've come out even after an hour or half an hour and I've come out and I've been a different person than when I went in. It's almost sort of a bit of a challenge really. Because we get old and cynical, you do change [V].

A small number of strains on wellbeing also emerged, as one volunteer mentioned:

Its hard work, I'm telling you! I'm tired by the end of Tuesday! [V].

As discussed earlier (under the Processes of Intergen) expectations of prior knowledge within the classroom were a source of anxiety for volunteers. Furthermore, a volunteer discussed how working in a Secondary School was a challenge:

...Working with the children it's incredibly fulfilling, although you don't only have good experiences... one girl, at first was very rude but with time we became very close [V].

For this particular volunteer, the situation was resolved (in that a relationship was formed with the student) though at the time the conflict was a source of anxiety.

Volunteer Social Capital

In terms of social capital, voluntary activities in schools provided opportunities for volunteers to make new contacts and expand their social networks:

I think you gain an awful lot, you're contributing. You're making little friends you're making some big friends [V].

[*There was a*] Volunteer whose husband passed away. The teacher she works with, because she lives locally, they meet up occasionally in the holidays [SCp].

For me, with my volunteer we have become friends... [SCp].

A School Coordinator highlighted an interesting example of how the school had been involved in finding out a volunteer had suffered a stroke and had sent get well soon cards:

We have a volunteer... when he didn't arrive one week we phoned his home... the guy didn't answer the phone, I went around... [*there was no reply so the volunteer's daughter was contacted who went round to the house to find her father had suffered a stroke*]... it was a very sad time, the kids were absolutely destroyed in school, their [*volunteer*] was not coming into school anymore, and he had fallen down and really hurt himself and when I told the teacher she was absolutely in floods of tears, so they all wrote get well messages they all wrote get well cards and things... [SCp].

Another School Coordinator mentioned visiting and sending flowers to an unwell volunteer and maintaining contact:

[*The volunteer*] is now ill, and as soon as I knew I visited her and brought her flowers. She was quite pleased by that. I think the most important thing... is to keep in touch... if I know that if any of them [*volunteers*] is absent, I call them to see if everything is okay [SCp].

This sense of belonging to the school context was cemented by invitations to various trips and events hosted by the school:

The school does a lot of trips and they always invite us [V].

...also we like to give our volunteers prior notice of big events so for example if we've got a travelling theatre company coming in or a puppet show or a sports day or whatever, we of course invite the volunteers and they're often, rather than sitting on the sidelines, they'll often be there as, in almost a teaching assistant role because they become part of the furniture [SCp].

Volunteers were also mentioned in school publicity material:

They have a prospectus now and my granddaughter brought it. I saw that they mentioned Intergen in it and how it's appreciated [V].

Indeed, School Coordinators described volunteers as members of staff and referred to staff room interactions:

The ladies come in at break time, come in for their coffee, so they talk to all staff really, sit in there. And there's one who likes to bake cakes which goes down nicely! So she'll occasionally bake cakes and bring them in. In that respect they're treated like any other member of staff... [SCp].

We invite them into the staff room so we don't say 'hey you can't sit there because that's Mr. X's seat' you know [SCp].

In terms of reciprocity (which is an element of social capital), volunteering allowed volunteers to feel they were contributing and 'giving something back' to society:

I wanted to give something back especially with children... so I thought that would nice and I worked in a Secondary School so I thought it was nice working with younger children [V].

You're giving something. Voluntary work is free and giving free. Where people volunteer it's a benefit to somebody else [V].

You don't realise you are teaching them when you're just showing them something which is second nature to you. You just do it automatically and then you think 'I helped that child' you know, it's a good feeling [V].

Reciprocity also took the form of the sharing of gifts between the volunteer and pupil:

When it was Easter one child gave me a big chocolate bunny and I've never had one in my life. I was amazed! They bring me a chocolate bar when it's their birthday as well... [V].

At Christmas we put together a bit of money to buy her [volunteer] a Christmas present [Pp].

And because we've been so kind she [volunteer] bought us chocolates and stuff [Pp].

Thus opportunities to generate social capital are available within the school context.

2. Classroom Pupils



Intergen impacts on pupils participating in voluntary activities:

Pupils' Hedonic Wellbeing

Satisfaction and happiness was at the forefront of pupils' description of the impact of activities. Primary School pupils (aged 6 -7) were asked how the activities made them feel and generally responded with 'happy', though 2 pupils mentioned 'proud' and 'excited'. As one child summarised:

We learn, but in a funner way than we do stuff in class, like division. And its more fun to remember it and you remember it because it's more fun to do.

Furthermore children responded that they would feel 'sad', 'miserable', 'bored', 'unexcited' or 'angry' if the volunteers were not in their classroom. Other responses included 'lonely' and the following:

I'd feel bored. I would be mad after a few years [Pp].

Older Primary School pupils (aged 9 – 11) explained how voluntary activities made them feel:

It was relaxing and fun [Pp].

Calmer...If you've had a horrible day it's really nice, you kind of, she [volunteer] has a really sweet gentle voice that calms you down and...you can just relax... [Pp].

And because it's the end of the week because we have it on a Friday you've got something to look forward to.

One pupil explained how it reduced stress from upcoming tests:

It'll be really calming this week because we've got SATs as well and we all really want to do well. Everybody's really stressed.

Another testimonial was pupils' accounts of how activities were taken up outside of school:

I liked it so much that for my birthday I asked for this box with loads of cross-stitch stuff in it [Pp].

Its good to have it in all schools because then you can have more chance of doing more stuff and then you do more things at home [Pp].

Pupils felt a sense of pride and satisfaction by making gifts for family outside of school:

I made a flower for my little sister [Pp].

I made one for my friend because it was her birthday [Pp].

You can do it for your parents if it's their birthday or its mother's day [Pp].

An additional benefit for pupils was in terms of the encouragement and attention received from Intergen volunteers. Pupils were happy with the ways in which volunteers interacted and encouraged them:

And she [*volunteer*] doesn't shout [Pp].

Because [*with the volunteers*] you're not really that bad, it's just that you do something wrong and they just don't shout at you... They just tell you what you need to do and you don't make a mistake again [Pp].

Sometimes it might be good, but if you don't want to talk to your teacher you can talk to them [*Intergen volunteers*]. Not like your teacher is strict, but they are, but they [*the volunteers*] understand [Pp].

Volunteers were committed to this and commented on the encouragement, love and attention they provided pupils:

You've got to give them encouragement and you've got to give them love in a way, in the way that you treat them. Very often those kids don't get a lot of love and attention [V].

I think some of them, very often it's the only loving word that they've had! [V].

They're getting the attention, they're getting a role-model [V].

This also included increasing the wellbeing of those school children who were recognised as being challenging:

There's one little boy and he's a real little toughie, but he did wonderfully... because this boy was with us last year and he was so quiet and he never spoke didn't he? And I noticed as we was doing the buns [*making hot cross buns*], and... now normally he'd never talk, but the same boy he's come out of his shell and he loved the attention. He's one of seven boys [*in his family*] and he loved [*the volunteer*] because she was using his name and you see them blossom [V].

Another volunteer described spending time with a child for whom English was not his first language:

We had a little Ghanaian boy and he couldn't speak a word of English and so I spent the whole afternoon with pictures and telling him what they were [V].

This illustrates the ways in which Intergen volunteers can play a vital role in improving the wellbeing of children, as a School Coordinator summarised:

The relationship that the children have with the volunteers is just such a nice relationship, it's so comfortable and the children absolutely love having the volunteers in. They love talking to them, they love working with them. They always know they're going to do something fun. They love it because there's another person they can talk to [SCp].

Pupils' Eudaemonic Wellbeing

In terms of personal development and fulfilment, pupils expressed their enjoyment at having the opportunity to experience new challenges and try new things:

It's just good to do something different [Pp].

Normally I used to come home and say 'I didn't really do anything in Golden time today, it was a bit boring', but now I don't say that a lot [Pp].

It's good to try new things. When I tried it I thought that it wouldn't be very good and then when I did it I did a rose, and next week I did an Easter egg and I did different things. So we did different things for the different seasons [Pp].

One child acknowledged that this opportunity to 'try new things' was linked to the volunteer:

She [*volunteer*] let's you do stuff that probably others wouldn't [Pp].

Another child appreciated being able to do things herself with the volunteers and contrasted this with doing the same activity at home:

[*The best thing was*] Making crispy cakes because it's like when you do it at home but it's with somebody else and its more funner... Because at home your mum has to whisk it, but [*here*] we can whisk it [Pp].

Some children understood the broader implications of what they were being taught and when asked why the volunteers carried out their activities the following responses were obtained:

To help us make things [Pp].

Because they might want to make us learn or making stuff [Pp].

To make us get a bit more clever [Pp].

To make us know how you do things when you get older. When you get older you have to do stuff like that. Like to cook and you might you have to fix different things that are broken, like my teddy got broken [Pp].

Pupils also described a strong sense of pride and achievement linked to producing arts and craft:

You can sit down and do whatever you want and when you finish you feel proud of what you made [Pp].

I did one [*craft activity*], and I framed it and took it to my friend in Barbados because it said their names on it. It was a bear with a balloon. It's like you're learning how to do another talent [Pp].

Because when you finish it you feel really really proud and you want to tell everybody [Pp].

Pupils were also aware that part of the experience included being able to interact with another adult:

It's good to have other people come in, because we do have people come in but it's not often [Pp].

They do like an older person [V].

However, not all pupils recognised the value of Intergen's work in schools. As one child explained, some children preferred to carry out other activities:

Some like playing on the phone or Nintendo or PSPs [Pp].

Other pupils explained how certain activities organised by Intergen volunteers were 'made fun of' by other pupils:

They think it's [*the activity*] not popular, and they have better things to do and they think it's not cool cause 'it'll spoil my reputation' [Pp].

And also like the popular girls, they don't do it either because it's not as popular as somethings [Pp].

Sometimes they make fun of cross-stitch, but not us. They say 'why you doing cross-stitch?', and stuff like that [Pp].

Pupils' Social Capital

Pupils explained how activities allowed them to bond with other pupils (i.e. bonding capital):

Just getting to know other people as well because sometimes different people come from different classes [*to take part in the activity*] so its nice to sit down and talk to them as well. Because it's quite a quiet activity so then it's good to talk to different people as well so you feel more friendly [Pp].

Also you get on with your friends because you can't argue in front of her [*volunteer*] or argue who's done the best cross-stitch, so you can get on with your friends without having a row about who won and who didn't win and stuff [Pp].

And you can talk with your friends about stuff without being interrupted or told off for something that you've said about someone else [Pp].

3. The Classroom & Classroom Teachers



Intergen activities impact on the classroom and the work of classroom teachers. Whilst the evaluation did not directly engage with school teachers (focusing mainly on School Coordinators), responses from school children and Intergen volunteers illustrated the impact on teachers and on the general functioning of the classroom:

Impact on Classroom Teachers

Pupils described their teacher as being 'happy and excited' about the volunteer working in their classroom. As one child commented:

We used to always be in a classroom all cramped up but I think its good that some people have decided to do other things and I think she [*teacher*] likes it when she sees us enjoying ourselves and seeing us do something different [Pp].

Volunteers recognised their role in providing support to teachers:

It's an extra pair of hands [V].

We're like in the background in the shadows until they can come forward [V].

This notion of 'supporting' teachers was very explicit throughout the accounts of pupils and volunteers, and as a School Coordinator summarised:

Classroom teachers are always really grateful for extra help, and that's the main thing. And they do start to rely on certain people and think 'so and so is coming today'. It does make their life easier as a teacher, definitely [SCp].

Unpicking the ways in which this support operates, this included firstly in terms of providing general support to teachers, allowing them to work on other tasks or in some instances leave the classroom:

They [*teacher*] can do something else, they give you a job and it frees them to do something [V].

In the nursery they [*teacher*] know if I'm there I'll keep an eye on things and I can see what needs doing because I brought up children on my own and you know, you get to know how to deal with children don't you [V].

Peace of mind as well, the teachers go to the toilets, she must wonder what's going to happen when she's away! But I'm there, so... [V].

As one pupil commented:

[*The teacher*] She gets a bit of a break [Pp].

Volunteers also provided emotional support to teachers:

They're so stressed. I think the teachers are so stressed with all the different things they've got to do, apart from teaching it's the form filling and all this lot. Sometimes if they've got somebody to say 'come on you'll be alright'. We mother them! [V].

I think they feel like they're not alone. They're getting help from outside, they're getting some support that encourages them [V].

Volunteers also provided more practical support:

But when it's the SATS which are coming up now and they haven't got the time to listen to the children read they've asked us to step in and do reading, like you do [V].

I'm the one who stops behind and picks all the pencils up and all the paper so the cleaner doesn't come round! [V].

A School Coordinator recognised the practical support provided by Intergen volunteers in terms of enhancing how the curriculum is delivered:

It's always a positive impact on teachers... Because some teachers use them in the classroom to support the children's reading... they'll use them to do that aspect of the curriculum as an enhancement [SCp].

There was only one negative impact on school teachers. This was discussed by a pupil who commented on how a teacher reacted to a group of children missing part of a lesson because they were taking part in Intergen activities:

We've got the teacher who does the year 5 year 6 class, he really doesn't like it when you miss lessons. And last week we missed a bit of numeracy and we came in and he got really annoyed at us. And we said 'we were doing cooking' and he said 'well you shouldn't be doing cooking in lessons' and he got really annoyed at us [Pp].

Impact on the Teaching Environment

Volunteers provided one-to-one support to pupils. Pupils were highly perceptive of how large numbers of children in a classroom impacted on teaching and recognised the value of Intergen volunteers:

I think they [*teachers*] feel happy because we don't have lots and lots of children because some of the children get taken away so we don't have a big massive queue [Pp].

Volunteers also described the benefit of being able to provide one-to-one support:

I do numeracy with the children... and it's very difficult in a class of 30, they need often one-to-one help. You have a group of 8, and if I can at least give time to every one of them, whilst the teacher might only get through half... [V].

The teacher's always so very busy that if you've time to spend with one child. I mean sometimes I've spent nearly half a day with one child [V].

You can give more attention to those pupils [*who need more help*]... [V].

Children were also aware of this:

I think it would be good for all schools to have it because during class time when you have our teacher and you don't get much time to read much, like you can't read out loud and the extra teacher [*Intergen volunteer*] can help [Pp].

[*The teacher is*] Happy we're reading cause I'm dyslexic so I need help with my reading [Pp].

Volunteers were also involved in improving pupils' behaviour or assisting with disciplining. As one pupil said:

It makes them [*teacher*] feel really happy because one thing is if children are not well behaved they can then learn to be well behaved with [*the volunteers*] so they become well behaved with their normal teachers and they get a rest from the children who are bad, and sometimes they just need a rest from everyone [Pp].

One volunteer recognised the importance of teaching pupils simple etiquette:

It's simple things like manners. A lot of them don't know 'please' and 'thank you'[V].

Volunteers provided examples of how they had intervened in certain situations to help teachers and pupils:

I was holding one little lad and he was determined he was going to nut this girl. And I did get this girl into trouble afterwards cause she's a little missus. She'd upset him and I had to forcibly restrain him. I said to him 'I'll sort it, I'll see that she's punished'. And I told the teacher and the teacher didn't half give her a roasting. He was crying with rage, and he'd got into serious trouble if he'd carried on [V].

Anything I've picked up on with difficulties that they're [*the children*] are having or anything, the teacher's always quite happy for me point that out to her so that she can you know, just keep her eye on that little problem [V].

The support provided by volunteers in the classroom was recognised by pupils and classroom teachers:

I know the teacher appreciates it and she goes 'you are coming back?' [V].

I was told the other day that it helps them [*pupils*], they're very grateful for any help that I can give them [V].

4. Schools



School Coordinators saw the benefits of being affiliated with Intergen and were generally positive about this link. As an indicator of this, Intergen was included in school publicity material:

Whenever there's a newsletter that may have relevance I put it in. So for example, I at least once a term put in something, I do a newsletter which has an element of community work, working alongside other agencies, partners within the community, and Intergen falls directly into that [SCp].

...but there's definitely articles around volunteer activities in the past and especially the gardening and healthy school. Really through the school magazine [SCs].

Yes, I think Intergen are in our school brochure, but it doesn't name them [*the volunteers*]. But we do explain about Intergen to our parents [SCp].

Some School Coordinators stated that their work with Intergen had been reported positively in their Ofsted report:

But it does have a positive impact because they [Ofsted] can see that one - we involve our community in school, two - we value the skills that they can bring, and three - that we are trying to work at an intergenerational approach for our children. And then at a very basic level it's someone else supporting you in the classroom. So it was reported in a very positive manner [SCp].

It's in our Ofsted report... our work with Intergen. It's also written within our school's personal social, health and citizenship education program... the citizenship bit and the personal-social bit of those areas we are able to say quite categorically through working with older people, in the way that we do, that's also meeting part of the challenge for us as a school to develop our younger pupils to be citizens within society [SCp].

A School Coordinator recognised the added value of being part of Intergen in comparison to other schools:

It just opens-up the scope of our activities. We offer this intergenerational knowledge that other schools don't [SCp].

School Coordinators also acknowledged the positive impact on student performance:

Two years ago, my year one teacher said to me 'there's a whole bunch of kids that are nowhere near their target for mathematics... I've been talking to our Intergen volunteer, and she's been mad keen to take a small group of children with maths each week for half an hour and do some real mathematical recovery work'. So, I said 'ok'... The work went in, kids a year later took their SATs and they made the target, and they were miles off the target, now that was a shift in attitude... because they can approach math in a far more confident way... [SCp].

I think it benefits the children... It benefits their reading, definitely [SCp].

A School Coordinator in a Secondary School explained how Intergen volunteers provided evidence for pupils' coursework:

It's been excellent because the volunteer gave primary evidence for coursework which we'd never have got. Trying to get volunteers to come from health services or early years – they're all working. You don't get speakers because they're working. So it's ideal for us because it's a group of people who are happy to come in, actually have the time for it and do it well. So... it's been brilliant [SCs].

School Coordinators expressed how Intergen volunteers were valued staff members:

And he's [*volunteer*] working you know in the classroom, maybe preparing something, he's around the place and he's coming and going with things so the students probably don't even know he's a volunteer I think. They'd probably think he's a member of staff, which in our eyes he is [SCs].

He's got a very comfortable relationship with the staff in that faculty – he's in the staffroom with them having his morning coffee, it's a very comfortable relationship and it's developed over time. You'd be hard pressed to know he's a volunteer. And there will be staff who'll see him and know his name and see him regularly, but perhaps don't know that he's not an employee of the school [SCs].

In terms of what volunteers provide the schools, this was aptly summarised by a School Coordinator:

My staff also recognise that what they are getting, and I put it in really crude terms... getting an unpaid classroom assistance for a period of the week that you know [SCp].

Schools also have the opportunity to increase their social capital through participating in Intergen social events where they meet other school teachers and head teachers. As a School Coordinator commented:

Most of the head teachers in the area I know anyway. But it's another opportunity for meeting. So I suppose there is that communication as well [SCp].

One School Coordinator in a Primary School commented on how participation in Intergen meetings (generally cluster meetings) resulted in making contact with a Secondary School:

There is a good link with the secondary. Because if we weren't linked [*to Intergen*] then I wouldn't have any communication with their head teacher necessarily because my school... feeds into the Junior school [SCp].

Whilst this indicates a generally positive impact on schools, one School Coordinator highlighted a negative experience:

...we had one volunteer... it didn't work. She undoubtedly had skills to offer... I think she was basically a very lonely lady. She wanted to work in the office with the secretaries but what happened was rather than her coming in and helping they didn't get anything done because really all she wanted to do was sit and talk. And I know that's really sad, but for the running of the school we couldn't cut out a day and say we're not going to get anything done that day... [SCp].

This situation was resolved through discussions between the Volunteer Coordinator and the volunteer in question and a suitable arrangement was made.

5. Intergenerational Understanding



One of the primary aims of Intergen is to foster intergenerational understanding. This was evident in terms of altering pupils' perceptions of older people and informing volunteers' perceptions of young people:

Altering Pupils' Perceptions of Older People

Pupils were asked to describe older people and typically used words such as 'kind', 'nice' and 'fun', whilst younger pupils mentioned 'walking sticks'. Some pupils described how Intergen volunteers matched their perceptions of older people:

I think some old people are interesting because they can tell us interesting stories from the olden days. Like [the volunteer] does [Pp].

She [volunteer] comes to make sure we have a good time and learn how to cook and bake and stuff. Because she's retired and she comes, and I know she's retired because she looks really old [Pp].

However when pupils were asked to compare perceptions of old people with how Intergen volunteers were, responses indicated that Intergen may play a role in breaking stereotypes:

I changed my mind because when I came to school and I saw them [*volunteer*] I thought that if they're nice, every old person could be nice and I changed my mind... [Pp].

I changed my mind because I normally see, I used to normally see old people very old, so I actually didn't think of old people as [*the Intergen volunteers*]. But when I saw them I changed my mind [Pp].

Most old people I know are grumpy. [*Volunteer is*] like a child, but older [Pp].

Understanding why the work of Intergen is important, volunteers and School Coordinators highlighted the changing nature of family dynamics with younger children having less opportunities to interact with their grandparents. As one School Coordinator summarised:

We assume that kids have grandparents, extended families but we do have families within school that don't have that extended group and don't have a chance to speak to an older person, so it does give them an opportunity to talk to someone with a totally different outlook on life. It is beneficial [SCp].

Volunteers recognised this and explained how they described their childhood to pupils:

We can tell them what it was like when we were little. They think we're very very very very very old! We're 100 years old! We can tell them that horses and carriages weren't around when we were small! [V].

One child, this was a few years ago, 'when you was little was it the black and white time?' All the old films were black and white and they thought when we were little it was all black and white! [V].

We talk to them about what we used to play and we sing certain songs. We're doing the abc so we used to sing the abc [V].

A volunteer explained why this aspect was important for pupils:

It helps them to find themselves and it helps them to sort of see there's another way of life and another way of thinking [V].

A School Coordinator reflected on how interacting with Intergen volunteers had a possible role in pupils' interactions with elderly people in an Elderly Residents Home:

Our children are more comfortable and will interact with them [*the residents*] in a different way... its been quite interesting go see when we take the children now to the retired accommodation, perhaps to sing Christmas songs, or go and have a chat, how children interact with the retired residents. They're very comfortable and happy to just go up and speak to them... and it has crossed my mind that that might be a direct result of working with Intergen volunteers in schools [SCp].

Secondary School pupils were, however, unsure about the work of Intergen in breaking intergenerational barriers. A group of pupils felt that by working in Secondary Schools, pupils would not necessarily change their stereotypes:

Some pupils would be interested, some are not [Ps].

I don't think it would help make students treat older people better [Ps].

However, the Secondary School pupils did agree that there was more opportunity for breaking stereotypes with younger children, and also felt that to some extent their stereotypes had been broken when they had met an Intergen volunteer:

She [*volunteer*] was quite healthy and had a really good personality. She was cheerful and positive and took pride in her job [Ps].

Informing Intergen Volunteers' Perceptions of Young People

Volunteers reflected on the ways in which their voluntary activities in schools had informed their perception of young people:

[*You gain*] An insight into what it's like to be a child again [V].

We can find ourselves in them, and they can find themselves in us [V].

One volunteer learnt about the latest games consoles which children were enjoying:

Do you know what a Wii is? Well I didn't know what it was. So a couple of months ago they're sat round and they're talking about getting this Wii. And I said 'a wee'? So [*the other volunteer*] said [*what it was*], so I said a wee is when you want to go the loo! I mean I know what it is now, but of course this is where I was instructed [V].

For another volunteer it was understanding the current education system and to contrast this with her own education as a child:

When we were 5 or 6 we weren't learning about science or nature. And they do a whole vast curriculum. I mean, I'm not there the rest of the week, I can see the work what's happening around the classroom, how they are with the computers, I think its absolutely brilliant that the children have access to this and the curriculum covers so much so early [V].

For one volunteer working with children through Intergen enabled her to deal better with children in general:

I think I've learnt a little bit how to handle children in some respects. Not having had any little ones in the family, but as I got to know them, from September to now, and then we'll have a new class, it's the different personalities, the different needs, the different attentions, the ones that are really just seeking attention or the ones that are struggling, and I think I can assess them quicker than I initially could [V].

Other volunteers described hearing from pupils about family problems such as breaking families, divorce, trouble with the police and drugs and alcohol:

It's like sitting on the table to chat. We can talk about drugs and talk about alcohol, we talk about all sorts... it's surprising. It's amazing some of the things that come up! Personal stuff as well [V].

There's a little lad who's ten and you listen. He's bad on his reading and he says 'I'm getting a new mother' whose mother has left them and he's really bitter against the world [V].

My first time with this child and the first thing she told me was about her dad having an asbo and then she said about somebody stabbing, and the shock! I had to learn not to show it and it's like all the different dads and uncles and 'I don't like this new one'. And you just have to have a straight face and not get involved. They'll talk to you about it... You've got to, in a way, take a step back inside yourself from some of the things that are happening [V].

The same volunteer described how this experience of working with Intergen helped her deal with her own family situation:

Now my daughter's husband has moved out now so we've got all the problems with the 3 girls. We've got to, in a way again take a step back... [V].

School Coordinators also recognised the changing nature of family dynamics affecting older people's interactions with children. As a School Coordinator summarised:

I think sometimes [*older*] people don't get to see their grandchildren. Just the opportunity to mix with a different generation. Particularly in this day and age some of our Year 6 children are really huge, and it's that the kids are not 'so and so's' and it's that chance to interact [V].

6. Changing Other Attitudes



The impact of Intergen was seen in changing other attitudes around gender and ethnicity. Volunteers provided examples of how they encouraged male pupils to engage in sewing and knitting:

And the boys said 'sewing's not for boys'. So of course then we tell the story of the soldiers away during the war. Because my father had his own sewing kit, this is the Second World War. And of course there were no women there to do the sewing if a button came off or whatever, and then it [*taking part in the activity*] was alright [V].

It was the same with the knitting first... 'its not for boys that'. Definitely you know, 'that's the women that do that'. So we said 'well how do you think the soldiers and the sailors get on?' Cause I had an uncle who was in during the war, he was on a boat. 'Where would they get new socks from if they didn't make them themselves', and things like that, and that's why they were quite willing [*to take part*] after that [V].

In this way the volunteers provided a new perspective to the children in class to participate in activities considered to be gendered. This aspect impacts on volunteers in terms of providing them with a challenge; augments intergenerational understanding (by learning about how things were done in the past); and also impacts on the children by widening their knowledge, understanding and experiences, and breaking down stereotypes.

Volunteers also described working with pupils from different ethnic backgrounds and learning about different cultures. For example, a volunteer explained how she had learnt about different religions:

So they're bringing something to me, I didn't know that, but they're telling me something and they're quite relaxed telling me 'oh we don't do this, we do that'. It was when we were doing baking we had to look at the contents very carefully for everything for beef extract [V].

This volunteer continued to explain how pupils had shared their religious beliefs and practices and how they had engaged in a discussion. Other volunteers reflected on how they had learnt positive things about other cultures:

We had a little Asian boy in at 3, and he said 'I can count up to 100' and by jolly he could! He showed me on the bead thing. He could count up to 100 and he was only 3! [V].

I find that in literacy the Asian children are the ones who read at home. So they come into class and it's a pleasure because for us to sit down and read, they read [V].

This sharing of experiences and culture benefits both pupils and volunteers, but also has the potential to affect the wider community by fostering interracial understanding and interaction.

Another change in attitude was in terms of pupils' perceptions about their transition within schools. One volunteer commented on how younger children were looking forward to moving up the school as they were aware that they would be working with Intergen volunteers:

It's the like the younger ones, like whatever we've made, they come to see. And they know when they get into the top class they will come to us and they'll be doing that. So they're looking forward to getting to top class to come to us, aren't they? [V].

A Primary School pupil acknowledged this fact, referring to his transition into Secondary School:

It's good because it's not just the same old, you get to do other things [*with Intergen volunteers*] and in Secondary School I heard that you do lots of things like this, so it's getting you prepared for secondary school as well.

7. Wider Community



Interactions between Intergen volunteers and pupils occur in the wider community (i.e. continues outside the school context). Volunteers and pupils described the ways in which these interactions occurred:

I've seen her [*volunteer*] like walking. I've seen her in the swimming pool a couple of times and I always wave at her and I think it's just nice that we know her and its nice that we're waving to her [Pp].

I think it gives her [*volunteer*] a warm feeling inside when we see her outside of school [Pp].

Volunteers were pleased with this contact outside of the school:

You go in the shops and they [*pupils*] say 'oh that's Mrs so and so', 'there's Mrs so and so'. It's lovely when they do that [V].

Very often you see them [*pupils*] giving you a big beaming smile as they're going past [V].

They recognise you [V].

A School Coordinator reflected how the school's involvement with Intergen had encouraged them to make links with other retired people in the local community:

So we do try to work with our local community and our retired residents, and that's been encouraged through our work with Intergen. There's a realisation that the children need to realise that when people are a bit older it doesn't mean they don't do anything just because they're retired. They still have skills to offer and they're still people... [SCp].

Another School Coordinator described an exemplary project carried out in collaboration with Intergen which brought together different aspects of the local community. This project involved working with a local primary school on developing a garden:

.... we've done work where we've gardened with the primary school so it's been our students, an Intergen volunteer doing the work in the community, and that was really cool.... and we're looking at healthy school initiatives, we're trying to help our local schools, so we get a healthy schools award, but part of it is transferring it onto transition into your primary... the Intergen volunteer was involved all the way through. We got some free plants from a Garden centre. So it was really nice, loads of different elements of community getting involved, but really the Intergen volunteer was key because we didn't have a clue and wouldn't have felt safe either not knowing how to garden... That was the best project that we did, that was when it was at its peak. We had all different people working together... so it was like putting things back, which I thought was really cool, into community [SCs].

Conclusion: How Intergen Achieves Intergenerational Understanding and Other Outcomes

Summarising the various outcomes of Intergen's work in schools, a rich picture emerges. Within the classroom Intergen enhances the wellbeing of pupils, teachers and volunteers. The teaching and learning environment is enriched, which benefits the children, and, by allowing them to feel useful, also benefits the volunteers. This in turn affects the profile of the school in terms of student achievement. Furthermore by being part of Intergen, schools raise their profile and can report to Ofsted their endeavours to engage in intergenerational and citizenship work and build links to the local community. By working in the school context volunteers increase their social capital and also foster intergenerational understanding. This then filters into the community and as interactions continue outside the classroom (between teachers and volunteers, and volunteers and children) social capital is generated. Finally, through interaction with different cultures and learning new activities, gender and ethnicity based stereotypes are altered and this also has the potential to filter out into the wider community – thus demonstrating community cohesion.

These findings are positive indicators of the success of Intergen and highlight the ways in which Intergen impacts on wellbeing and social capital. There are, nevertheless, some areas for consideration for further development, including:

- Detailed exploration of the Secondary School Context so as to enhance the potential of Intergen in secondary schools;
- Exploration of the social capital generated for children, which may entail looking in more detail at who it is that participates in activities and who does not;
- Further exploration of how impacts filter into the community, including how the outcomes of Intergen are measured and become more widely understood.

Recommendations

Recommendations for Intergen are organised according to effective working, future evaluations and research and the future of Intergen (including general and funding recommendations):

Effective Working

Table 14 and Table 15 summarise the recommendations for enhancing the effectiveness of Intergen.

Table 14: Summary of Recommendations for Intergen to Work More Effectively

Area	Recommendation	Aim
Recruitment	Focus recruitment efforts to obtain a more diverse range of volunteers	Increase the amount of male and ethnically diverse volunteers
	Use volunteers as resources for publicity and promotion and to continue to develop and disseminate publicity and promotional material	Increase the number of volunteers
	Introduce regular two-way communication between Volunteer Coordinators and the Administration Office	Increase effectiveness of Volunteer Coordinators' recruitment activities
CRB Check Process	Monitor the length of time taken for CRB checks to be processed	Improve the efficiency of the CRB process - increase volunteer satisfaction with Intergen and decrease time taken for volunteers to be placed in schools
	Reconsider the way in which the CRB process is administered – possibly making this the responsibility of Volunteer Coordinators	
	Volunteer Coordinators maintain contact with volunteers during the CRB check process	Increase volunteer satisfaction with Intergen
Relationship with Volunteers	Find ways to regularly communicate with Volunteers about Intergen and its organisational priorities (e.g. via a newsletter)	Improve relationship with volunteers and their sense of belonging to Intergen
	Build on existing efforts to provide more opportunities for volunteer socialising and networking	Increase satisfaction for volunteers and opportunities to develop social capital
Volunteer Coordinators	Maintain support for volunteers throughout their activities rather than obtaining this from School Coordinators	Increase satisfaction for volunteers
	Provide more opportunities for Volunteer Coordinators to meet and share best practice – the new office base may encourage this	Increase satisfaction for volunteers and support for Volunteer Coordinators
Voluntary Activities	Engage in a broader range of activities to generate intergenerational understanding	Increased intergenerational outcomes

Table 15: Summary of Recommendations involving Collaboration with Schools

Area	Recommendation	Aim
Effective Working in Secondary Schools	Increase the number of volunteers interested in working in Secondary Schools through targeted recruitment	Improve Interger's effectiveness within Secondary Schools
	Find effective means of contacting and communicating with Secondary School Coordinators	
	Explore new and/or different ways of engaging with Secondary Schools (e.g. by developing a database of volunteer skills and holding gatherings in Secondary Schools)	
	Consider possibilities for obtaining funding to support Interger's work in Secondary Schools	
	Work with School Coordinators to tackle resistance from Secondary School teachers towards working with Interger volunteers	
School Coordinator Role	Explore how School Coordinators carry out inductions for volunteers in each of the schools and share best practice through the development of protocols	Ensure consistency of best practice in volunteer induction across all schools
Volunteer Activity in the Classroom	Ensure volunteers are supported throughout their voluntary activities by Volunteer Coordinators and classroom teachers	Improve the experience of volunteers once they commence voluntary activities in classrooms thus potentially increasing volunteer wellbeing
	Request classroom teachers provide sufficient information to volunteers about classroom procedures and expectations around prior knowledge and skills are discussed	
	Request schools provide appropriate adult-sized chairs for volunteers	
	Encourage ongoing discussion between teachers and volunteers about how activities can reach the maximum number of pupils and change negative perceptions of pupils towards certain activities	Increase the intergenerational impact for children
	Consider identifying projects which explicitly focus on intergenerational understanding	
Community links	Consider developing a strategy for community based impact	Focus activities to develop intergenerational understanding, wellbeing and social capital at a community level
	Consider working with schools to obtain funding to engage in community projects which develop intergenerational understanding	

The overall aim of these recommendations is to make Intergen's work in schools more effective, efficient and wide-reaching.

Future Evaluation and Research

The recommendations for further evaluations and research are as follows:

1. To engage in ongoing evaluation which is used to feed-back into planning (specific questions to be asked are in Appendix 2).
2. To include direct observation of intergenerational activities in future evaluations as well as the opinion of Classroom Teachers.
3. To collect on an ongoing basis pictorial and other evidence related to the work of Intergen for inclusion in further evaluation reports.

Future of Intergen

Intergen as an organisation is currently in a state of flux with implemented and proposed changes to its organisational and committee structures, premises and directions and avenues for funding. Table 16 lists general recommendations which could be key to ensuring Intergen's success as it continues to develop and grow in the future.

Table 16: Recommendations for the Future of Intergen

Recommendation	Aim	Potential Risks	Potential Gains
To consider engaging in discussion with Volunteer Coordinators, Volunteers and Schools about the aim of Intergen	To focus on organisational goals as a collective with a view to increasing Intergen's effectiveness and the achievement of objectives and outcomes	<ul style="list-style-type: none"> -Lack of engagement by <u>all</u> stakeholders -Questioning the way Intergen works -Differences in values, beliefs and expectations causing conflict 	<ul style="list-style-type: none"> - Development of Terms of Reference for all positions -Increased awareness of organisational goals -More effective working in classrooms - Increased bonding and affiliation within organisation
To consider increasing the number of schools participating in Intergen	To make a stronger impact in terms of the number of pupils and number of volunteers	<ul style="list-style-type: none"> -Lack of resources -Increased administration costs -Need for more: <ul style="list-style-type: none"> ▪ Volunteers ▪ Volunteer Coordinators ▪ School Coordinators ▪Funding (e.g. for volunteer travel costs) 	<ul style="list-style-type: none"> - Increased profile of organisation -Stronger impact -Increase in number of volunteers by expanding localities - Benefits expanded to more schools, pupils and volunteers

Funding

The biggest challenge facing Intergen at present is the issue of funding. Table 17 summarises recommendations for funding.

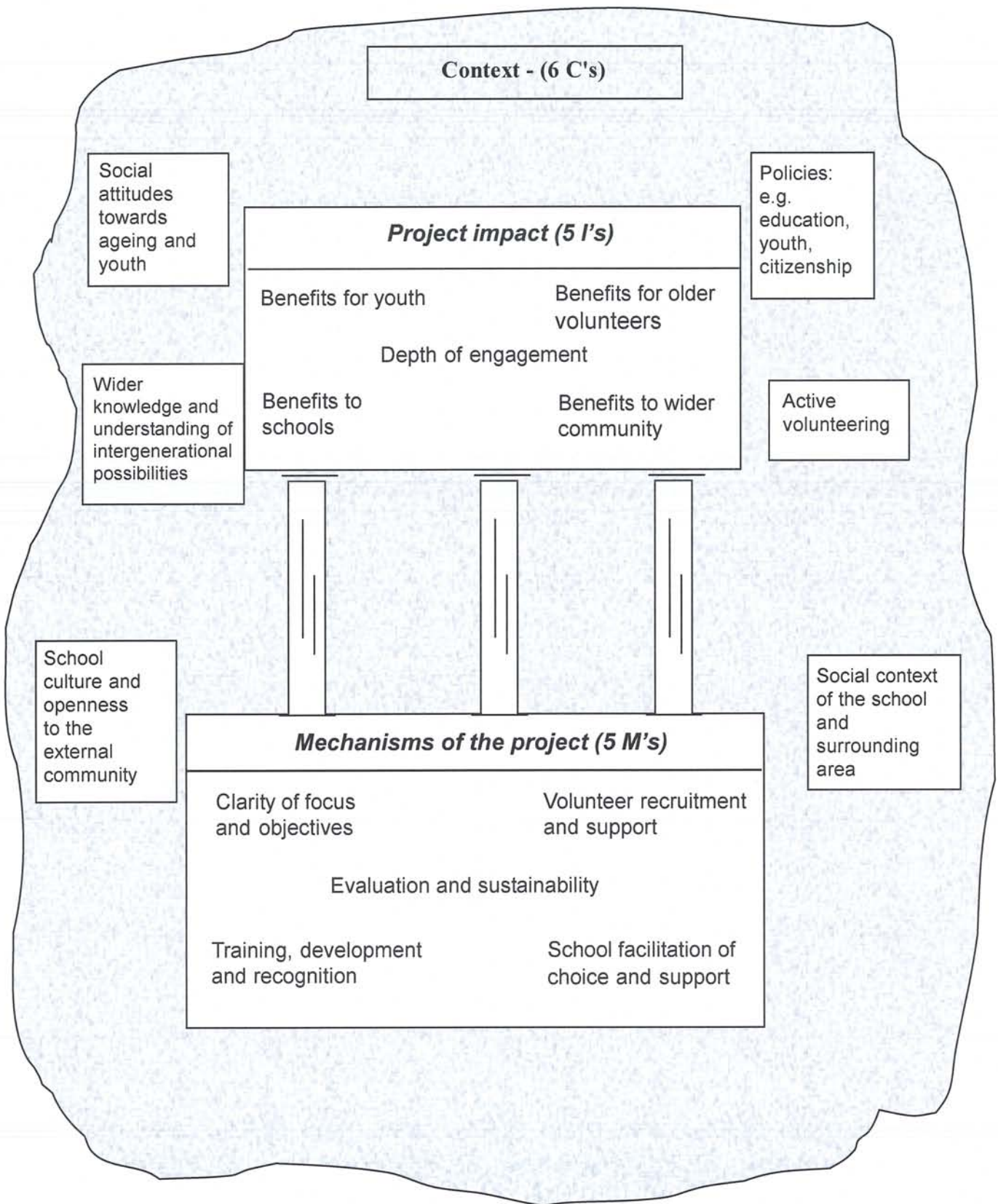
Table 17: Recommendations for Funding

Recommendation	Aim	Potential Risks	Potential Gains
To consider options for obtaining funding and to consult with Volunteer Coordinators, Volunteers and Schools	To generate ideas and ensure that all stakeholders are happy with proposed changes	-Lack of consensus or agreement -Different needs and expectations	-Organisational cohesion -Sharing of ideas -Collective problem-solving
To consider applying for Government funding (e.g. volunteering schemes and charity funding) To consider collaborating with schools to apply for funding	To support Intergeren's work in schools, in particular aiming at community cohesion and intergenerational work in communities	-Lack of resources for bidding for money -Unsuccessful bids -Failure to identify relevant bids to apply for	-Financial resources to work with Secondary Schools -Financial resources to work with communities -Developing intergenerational outcomes at a community level
To consider collaborating with schools to host an intergenerational fund-raising event	Working with Primary and Secondary Schools to apply for funding for community and intergenerational projects – e.g. under healthy schools' initiatives	-Lack of interest by schools -Failure to identify relevant school personnel to collaborate with -Different needs and expectations	-Opportunity to work collectively -Opportunity to share resources and knowledge -Strengthened application due to collaborative work -Financial resources to work with schools
	To host a fund raising event (around an intergenerational theme) to be held in the local community	-Lack of resources to organise event -Lack of interest by the community	-Opportunity to work collectively -Financial resources obtained -Fostering intergenerational outcomes

Evaluation Conclusion

Building on the ideas of Kaplan (1999) and taking into account the experiences of Intergeren, it is possible to identify the key features of a high quality school based intergenerational programme. Figure 18 illustrates how the mechanisms of the project support the outcomes in terms of impacts on youth, older people, schools and the wider community. However each project takes place in a different national, local and historical context, and to fully understand any particular project, it is necessary to understand its context.

Figure 18: Pillars of Support for Intergenerational Programmes: Project Impact Supported by Good Organisational Processes, in the Context of Policy and Cultural Attitudes and Practices (adapted from Kagan, 2008).



This evaluation and the literature on intergenerational school based programmes, has contributed towards an understanding of the key ingredients of a quality intergenerational school based project should Intergen be replicated elsewhere. Most of these are generic and apply to any school based project and can form the basis of a future evaluation framework (see Appendix 3). Others are specific to the Intergen model.

The Intergen-specific features are:

- Cluster approach with a volunteer coordinator and volunteers linking to specific localities and schools
- Concern for support and recognition of all involved
- Socialising/networking opportunities for volunteers
- Flexibility in deployment of volunteers
- Attention to recruitment and reflection of local population

These features characterise the work that Intergen does, as it continues to make an important and valuable contribution to young people, older people, schools and communities.

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Appendices

Appendix 1 – Evaluation Tools (Questionnaire & Interview Questions)

Volunteer Questionnaire



Thank you for agreeing to participate in the **Intergen Evaluation Project**.

This project is being conducted by researchers based at Manchester Metropolitan University. The information you provide will be used to produce a written report for Intergen focussing on the processes and impact of Intergen's activities.

The attached questionnaire will ask about your participation as a volunteer with Intergen and what impact you think this activity has. The questionnaire should take approximately 15 minutes to complete.

The data you provide will be anonymous; you have the right to withdraw at any point during the study and you do not have to answer any question which you do not want to. The findings from the questionnaire will be analysed descriptively (e.g. percentages) and will be used to produce a written report for Intergen.

Furthermore your data will be handled in accordance with Manchester Metropolitan University's Data Protection Policy (developed in light of the Data Protection Act). Relevant aspects include that your data will not be kept for longer than is necessary for the purposes of the research, will be kept safe from unauthorised access, accidental loss and destruction and your personal details will not be shared with any third parties.

Please **detach** this front sheet which indicates your Personal Reference Number (PRN) at the bottom right corner of the page. If at any point you wish to withdraw your data please state this PRN to the contact person below to request withdrawal from the study. Furthermore, please do not hesitate to contact the person below for any further information about the evaluation:

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PRN:

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PLEASE DETACH THIS FRONT SHEET & KEEP FOR YOUR RECORDS

Volunteer Questionnaire

Please answer the following questions writing answers clearly or ticking all of the relevant boxes which apply:

Section A: Demographic Information & Volunteer Background

1. Age: _____ years.

2. Gender: Male Female

3. Please state your ethnicity:

Asian Bangladeshi	
Asian Indian	
Asian Pakistani	
Black African	
Black Caribbean	
Chinese	
White British	
White Irish	

Any other Asian Background	
Any other Black Background	
Any other White Background	
Mixed White & Asian	
Mixed White & Black Caribbean	
Mixed White & Black African	
Mixed White & Chinese	
Any other Mixed background	
Other	

If 'other' please state: _____

4. What area do you live in: _____

5. How long have you been retired? _____ years.

6. Prior to your voluntary work with Intergen, had you engaged in any other voluntary activities?

Yes No

If Yes, what type(s) of activity:

7. Do you engage in any voluntary activities in addition to your work with Intergen?

Yes No

If Yes, what type(s) of activity:

--

Section B: Involvement with Intergen & Voluntary Activities

8. How long have you been working as a volunteer with Intergen?

9. How did you first hear about Intergen?

Recommended by friend(s)	
Recommended by family	
Approached by Intergen board member or director	
Approached during school event by volunteer coordinator	
Approached by volunteer	
Saw publicity/promotional material	
Other	

If 'other' please state:

--

10. Do you participate in any of the Intergen Board meetings /are you a trustee?

Yes

No

If No, would you like to become more involved with 'Intergen'?

Yes

No

11. Which school(s) do you volunteer in?

Ashton	Sale	Stretford
Ashton on Mersey High School	Sale Grammar School	Stretford High School
Cherry Manor Primary School	Springfield Rd. Primary School	St Hilda's C of E Primary School
Woodheys Primary School	Worthington Rd. Primary School	Victoria Park Infants School

12. What year groups do you work with?

Primary School:

Nursery	
Reception	
Year 1	
Year 2	

Junior School:

Year 3	
Year 4	
Year 5	
Year 6	

Secondary School:

Year 7	
Year 8	
Year 9	
Year 10	
Year 11	

If 'other' please state: -----

13. What types of voluntary activities do you engage in?

Baking Classes	
Knitting	
Sewing	
Choir	
Gardening	
Maths	
Puzzles	

Art Classes	
Design & Technology	
Office work	
PE	
Music	
Sciences	
Computing	
Other	

If 'other' please state: -----

14. How often do you carry out these voluntary activities?

More than Twice a week	
Twice a week	
Once a week	
Fortnightly	
Once a month	
Once every 2 months	
Once every term	
Once every 6 months	
Once a year	
Other	

If 'other' please state: -----

15. Please rate from 1-5 how much each of the following contribute to deciding what type of voluntary activity you carry out in schools:

Contributor to your voluntary activity	Rating 1-5 (1 being least, 5 being most)
Yourself	
Intergen (as an organisation)	
Volunteer Coordinators	
Other Volunteers	
The School Coordinator	
Classroom Teacher	
School children	

If there are any other contributory sources please state them and rate the extent of their contribution:

Source(s)	Rating 1-5 (1 least, 5 most)

16. Why did you decide to become a volunteer with Intergen?

17. How easy did you find it to become a volunteer with Intergen?

Very Easy	
Fairly Easy	
Average	
Difficult	
Very Difficult	

Please state why, or state what factors may have resulted in this:

--

18. How easy did you find it to organise your first voluntary activity in schools?

Very Easy	
Fairly Easy	
Average	
Difficult	
Very Difficult	

Please try to expand on what factors may have resulted in this:

--

19. What motivates you to continue your involvement with Intergen?

--

20. What **single** factor would be most likely to cause you to cease your voluntary activities with Intergen?

Moving location	
Negative experience whilst teaching	
Feeling undervalued by the school	
Feeling undervalued by Intergen	
Other	

If 'other' please state:

--

21. What do you think Intergen needs to do in order to recruit more volunteers?

More publicity materials		Employ more staff	
More social events		Include more schools	
Make external links with other organisations		Provide volunteers with training	
Obtain better premises		Communicate better with volunteers	
Improve its procedures			

Please state any other possibilities which have not been listed:

22. Which **one** statement most accurately summarises your experience of volunteering with Intergen:

Every aspect has been satisfactory and fulfilling	
Most aspects have been satisfactory and fulfilling	
Some aspects have been satisfactory and fulfilling	
No aspect has been satisfactory and fulfilling	

Please explain why:

Section C: Communication, Support & Feedback

23. How often do you **communicate** with the following and what are the characteristics of this communication:

Communication with Intergen: i.e. with the board of trustees, administrator or director	Rarely	
	Often	
	Very often	
Examples include: newsletters, annual reports or other publicity material, emails or letters.	Mainly via email	
	Mainly via post	
	Mainly via telephone	
	Mainly face-to-face	
	Mainly social communication	
	Mainly formal communication	

Communication with
Volunteer Coordinators:

Rarely	
Often	
Very often	

Mainly via email	
Mainly via post	
Mainly via telephone	
Mainly face-to-face	

Mainly social communication	
Mainly formal communication	

Communication with School
Coordinators:

Rarely	
Often	
Very often	

Mainly via email	
Mainly via post	
Mainly via telephone	
Mainly face-to-face	

Mainly social communication	
Mainly formal communication	

Communication with School
Teachers:

Rarely	
Often	
Very often	

Mainly via email	
Mainly via post	
Mainly via telephone	
Mainly face-to-face	

Mainly social communication	
Mainly formal communication	

Communication with Other
Volunteers:

Rarely	
Often	
Very often	

Mainly via email	
Mainly via post	
Mainly via telephone	
Mainly face-to-face	

Mainly social communication	
Mainly formal communication	

24. Please rate from 1-5 how important each of the following sources are in terms of **supporting** the voluntary activity you carry out in schools:

Sources of Support	Rating 1-5 (1 being least, 5 being most)
Intergen (as an organisation)	
Volunteer Coordinators	
Other Volunteers	
The School Coordinator	
Classroom Teacher	
School children	
Friends	
Family	

If there are any other sources that **support** the work that you do with Intergen, please state them and rate the extent of their contribution:

Source(s)	Rating 1-5 (1 least, 5 most)

25. How often do you receive **feedback** and how useful is this in regards to the work that you do with Intergen:

Source	Examples	Feedback Rating 1-5 (1 being least, 5 being most)	
		Regularity	Usefulness
Intergen	Via promotional material, annual reports etc.		
Volunteer Coordinators	Telephone, email, letters and gatherings etc.		
Volunteers	During volunteer social events.		
School coordinators	Telephone, email, letters etc.		
School teachers	Telephone, email, letters etc.		
School children	Observations in class including comments made by the children.		

26. Which of the following sources would you prefer to receive more communication, support and feedback from?

Sources	Communication	Support	Feedback
Intergen (as an organisation)			
Volunteer Coordinators			
Other Volunteers			
The School Coordinator			
Classroom Teacher			
School children			

Please provide examples for any of the boxes you ticked above:

Section D: Impact of Voluntary Activities on Self

27. Please rate from 1-5 how much of the following you have obtained as a result of your involvement with Intergen:

	Rating 1-5 (1 being least, 5 being most)
1. Greater social networks	
2. Increased satisfaction with life	
3. Less isolation	
4. Feeling valued	
5. Sense of achievement	
6. Increased confidence	
7. Skill development	

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8. Sense of purpose	
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9. Increased self-esteem	
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10. Increased Knowledge	
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11. Increased understanding of youth	
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12. Increased understanding of school processes	
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13. Sense of belonging with the community	
-------------------------------------------	--

14. Sense of belonging with schools	
-------------------------------------	--

15. Sense of belonging with Intergen as a charitable organisation	
-------------------------------------------------------------------	--

16. Sense of belonging with the children	
------------------------------------------	--

28. Of the previous 16 points, which single point would you say is **most** and **least** important to you:

Please state the number in the corresponding box:

Most Least

29. Please state any additional impacts of your work with Intergen on yourself which have not been listed:

--

Section E: Impact of Voluntary Activities on Others

30. Please rate from 1-5 how much you think the activity that you do impacts on the following and explain briefly in what ways:

	Rating of impact 1-5 (1 being least, 5 being most)	Please explain briefly in what ways:
Yourself		
Intergen		
Volunteer coordinators		
School coordinators		
Classroom teachers		
Children		
The school(s) in general		
The wider community		
Intergenerational understanding		

31. Please tick the corresponding box if you agree with the adjacent statement:

The voluntary activity that I engage in:

Helps children learn	
Helps teachers and schools	
Fosters intergenerational understanding	
Builds more community links	
Results in more cohesive communities	
Overall increases my well-being	

Please write any other statements which are not listed:

If you did not agree with any of the previous statements, please explain why:

Section F: Additional Comments

Please state any additional comments which you feel would benefit this evaluation.

Comments could include:

1. What do you think InterGen can do to continue with its success?
2. Where do you see InterGen in the short-term and long-term?
3. Are there any additional questions you think the evaluation project should ask?

Comment Box:

Section G: Further Participation in the Evaluation

If you would like to participate in a face-to-face or telephone interview at a later date please fill in your details below, detach this sheet and pass to one of the researchers:

Name:

Contact number and/or address:

Email Address:

Preferred means of contact:

Telephone Post Email

Preferred interviewing method:

Telephone Face-to face

Thank you

Interview Questions for Volunteer Coordinators

Involvement with Intergen:

1. How did you first hear about Intergen?
2. How long have you been a volunteer coordinator and how did you become a volunteer coordinator?
3. Why did you decide to become a volunteer coordinator?
4. Prior to working with Intergen, did you participate in any voluntary activities?
5. How has your life differed since you have been a part of Intergen?

Activity as a Volunteer Coordinator:

Relationship with Volunteers

6. Talk through the process of being a coordinator, how are volunteers recruited and how are voluntary activities organised?
7. How many volunteers are there under your area?
8. Who are typical volunteers? E.g. in terms of locality, gender, ethnicity and any other factors.
9. What are typical volunteer activities?
10. What keeps volunteers motivated to continue? Are there any who withdraw from the project?
11. What are the ways in which volunteers are supported?
12. In your opinion, what works and what does not work?
13. How often and how do you communicate with other volunteer coordinators?
14. Are there any contextual differences between the three different areas?

Relationship with Schools

15. How are schools involved in the process?
16. How are school coordinators designated?

17. What role does the school play in deciding on the type of activity the volunteer engages in?
18. Do the schools provide any form of feedback about the activity?

Relationship with Intergen

19. As a volunteer coordinator how do you communicate with Intergen?
20. Do you participate in any of the Intergen Board Meetings? If so, how does this affect your work as a volunteer coordinator?
21. How is your work influenced by Intergen and/or the Board of Trustees?
22. How are volunteer coordinators supported?

Impact of Intergen:

23. What do you think has been the impact of your involvement with Intergen on yourself?
24. What do you think has been the impact of Intergen on the following:
 - Volunteers (e.g. in terms of wellbeing and networking)
 - Schools, teachers and school children
 - Wider community
 - Intergenerational understanding
25. What do you think Intergen can do to continue with its success?
26. Where do you see Intergen in the short-term and long-term?

The Evaluation Project:

27. Are there any questions you think the evaluation should ask the volunteers, school teachers and school children?
28. What is the best way to contact school coordinators?
29. Can members of the research team attend the social event held with all volunteers and if so what is the date and venue?

30. Are there any other questions you think the evaluation should ask or any directions you think the evaluation should take?

Interview Questions for Volunteers

Involvement with Intergen

1. How did you first hear about Intergen?
2. Why did you decide to become a volunteer? And why did you decide to volunteer through Intergen?
3. How long have you been a volunteer?
4. Do you do any other voluntary work?
5. Before volunteering with Intergen were you a volunteer anywhere else?
6. Have you ever considered or would you ever consider being a Board Member of Intergen or a volunteer coordinator?

Activities as a Volunteer

Coordinating Activities

7. How was your voluntary work in schools organised?
(E.g. CRB checking or any other legal/official requirements).
8. How long did the whole process take?
9. What activities do you do in the school and how often do you go into schools?
10. How was this decided on?
11. How was your activity in the classroom organised?
12. How is it decided which classroom you will be working in?
13. Approximately how long does a particular type of voluntary activity last?
14. Who supports your voluntary activity?

Relationship with Others (i.e. Teachers, Pupils, Volunteers, Volunteer Coordinator & Intergen)

15. What is it like working alongside teachers?
16. What is it like working with the children?
17. Do the children or teachers provide you with any feedback?
18. Do you communicate with others volunteers? If so, how often?
19. What is your relationship like with the volunteer coordinator?

20. What is your relationship like with Intergen?
21. Do you communicate with any other aspect of the Intergen organisation? (i.e. other school coordinators, Board members, former director or chairman)

Impact of Intergen

22. What do you gain by being a volunteer?
23. What do you gain by working with/alongside the following:
 - Classroom teachers
 - Classroom pupils
 - Volunteer coordinator
 - Other volunteers
 - Intergen
24. Since starting your voluntary activities what has been the biggest change in your life?
25. What motivates you to keep working in schools?
26. How does working with 'Intergen' compare with approaching the school yourself and working voluntarily?
27. What is the impact of working on schools on yourself?
28. What do you think has been the impact of your work on the following (and provide examples):
 - Classroom teachers
 - Classroom pupils
 - School in general
 - School as an organisation
 - Volunteers
 - Children/Teenagers in general
 - Older people in general
 - Wider community
 - Intergenerational understanding

Intergen as an Organisation

29. How do you feel about the changes Intergen is going through as an organisation? (E.g. new premises, new director, changes in board structure and changes to payment of volunteer travel expenses).
30. What do you think Intergen can do to continue its success?
31. What do you think as a volunteer you could do to help Intergen continue with its success?

Evaluation Project

32. Are there any other questions you think the evaluation should ask or any directions you think the evaluation should take?

Interview Questions for School Coordinators

Involvement with Intergen

1. When was the first time that you heard about Intergen?
2. How long have you been a 'school coordinator' and how did you become a school coordinator? (designated/voluntary/history?)
3. How long has Intergen been present in this school and how was this link established?
4. Besides working 'voluntarily' with Intergen, have you worked as a volunteer somewhere else?
5. Have you ever considered or would you ever consider being a Board Member of Intergen or a volunteer coordinator?

Activities as a School Coordinator

Coordinating Activities and Liaising with Intergen

6. How many volunteers are under your supervision?
7. How would you describe the volunteers? (Locality, gender, ethnicity and any other relevant).
8. Talk about the process of being a 'school coordinator' (general question).
9. Are you involved in recruiting volunteers at any point?
10. How are volunteer placements in the school arranged, how long does this process take and what is your role in this? (E.g. CRB checking or any other legal/official requirements).
11. How are volunteer activities organised within the school and classroom?
12. What activities are done by the volunteers in this school, how is this decided on and approximately how long do they last?
13. How much time and effort is involved for you as an individual to work for Intergen?
14. If for any reason you were unable to continue as a school coordinator, what would happen next?
15. What are the barriers and facilitators for effective working with Intergen?
16. Do you have any other volunteers working in your school?

Relationship with Classroom Teachers & School Pupils

17. How are teachers approached about volunteers working in their classroom and how do they normally react to this?
18. How do you decide which classroom the volunteer will work in?
19. How are pupils informed that an Intergen volunteer will be working in their classroom?
20. Are parents informed about the work Intergen does in their child's class?

Relationship with Volunteers

21. How often and how do you communicate with the volunteers?
22. How often do you see the volunteers?
23. Do you ask teachers and school pupils for feedback about the work done by the volunteers?
24. Do you provide volunteers with any feedback or ask them for feedback?
25. Is it anyone else involved in the process of supporting the volunteers within the school?

Relationship with Intergen: Volunteer Coordinators/Intergen Board/School Coordinators

26. How often and how do you communicate with the volunteer coordinator of your area?
27. Does the volunteer coordinator provide any type of feedback?
28. Does Intergen provide any type of feedback to the school for supporting their project?
29. Do you communicate with any other aspect of the Intergen organisation? (i.e. other school coordinators, Board members, former director or chairman)

Impact of Intergen

30. What do you think has been the impact of your involvement with Intergen on yourself?
31. What do you think has been the impact of Intergen on the following:
 - Classroom teachers
 - Classroom pupils
 - School in general
 - School as an organisation
 - Volunteers

- Children/Teenagers in general
- Older people in general
- Wider community
- Intergenerational understanding

32. What do you think Intergen can do to continue its success?

33. What do you think the school could do to help Intergen continue with its success?

Evaluation Project

34. What is the best way to arrange the 'focus groups' with the pupils of your school?

35. Are there any other questions you think the evaluation should ask or any directions you think the evaluation should take?

Interview Questions for Infant School Pupils

Intergen & Volunteer

1. Does anyone here know what is Intergen?
2. Do you know [insert volunteers name]?
3. What does [volunteer] look like?
4. What do you think of [volunteer]?
5. How is the [volunteer name] different from your class teacher?

Volunteer Activity

6. What activity does [volunteer] do with you?
7. What do you think of this activity?
8. Is there anything you liked or disliked about the activity?
9. Are there any other activities you would like to do with [volunteer name] or any other Intergen's volunteer?

Impact of the Activity

10. Why do you think [volunteer name] comes to the school?
11. How do you think doing [activity] makes [volunteer name] feel?
12. What have you learn from this activity?
13. How does the [activity] make you feel?
14. How do you think the [activity] makes your teacher feel?
15. Do your parents know about the work that [volunteer name] does? What do they think?
16. Do you know of any other volunteers who work at your school?
17. Do you think other schools should also have volunteers like yours?

Interview Questions for Secondary School Pupils

Intergen

1. Does anyone here know what is Intergen?
2. What did you think of the talk that [the volunteer] gave?
3. Was it useful?
4. Are there any other things that you think would be useful for you to do in class?
5. Is there anything that you feel older retired people could teach you that would benefit you?
6. What do you think of elderly people?
7. How did [the volunteer] fit into that perception?
8. How do you think the voluntary work would make the person feel?
9. Are there any other volunteers in your school?

Appendix 2 – Evaluation Questions to be Asked in Ongoing Evaluations

Table 19 summarises the Recommendations for Future Evaluations and Further Research:

Table 19: Recommendations for Future Evaluations and Further Research

Recommendation	Research Question	Possible Data Collection Method
Further research into the role of School Coordinators	How does the role of School Coordinator conflict or support the role in school and what is the impact of this? (e.g. how does this affect Intergen's work in schools)	Questionnaires and interviews with all 9 School Coordinators
Assess how classroom teachers and other school staff support volunteers	How do staff members in the school encourage and support Intergen Volunteers?	Questionnaires and interviews with Classroom Teachers and volunteers; observation of activities in classrooms
Explore how activities in school generate social capital for children	How do voluntary activities generate social capital for children and what is the wider result of this?	Interview with school children; observation of activities in classrooms
Explore the attitude of all teachers towards the work that Intergen does in schools	What do all teachers (regardless of having an Intergen volunteer in their class or not) think about the work that Intergen does?	Questionnaires and interviews with Classroom teachers who do and do not have Intergen volunteers in their classrooms
Explore what added value schools who participate in Intergen gain compared to those schools who do not	How do other schools foster intergenerational understanding? What do schools working with Intergen gain compared to those who do not?	Questionnaires and interviews with head teachers in a variety of schools in cluster areas
Once Intergen engages more with Secondary Schools to understand the impact	What is the impact of this? To what extent and how does Intergen's work foster intergenerational understanding? What is the impact in terms of social capital?	Questionnaires and interviews with pupils and classroom teachers; observation of activities in classrooms. Questionnaires and interviews with volunteers
Explore additional benefits obtained by schools as a result of their participation in Intergen and to theoretically frame these	In addition to social capital and wellbeing, what are the other impacts of Intergen? What other concepts can be used to evaluate the impact of Intergen?	Building on from this evaluation, questionnaires and interviews with all stakeholders involved in Intergen

Appendix 3 – Future Evaluation Framework Quality assessment of Intergenerational programmes

Each domain (that is Context, Project impact, Mechanisms of the project) lists themes that might be included. From the outset of a project the project team should decide what indicators will be used to assess progress on each theme.

Theme	Question	Indicator
<p>1. Context of the Project</p> <p>Policies Clarity of internal and external drivers linked to project, especially policies on education, ageing, youth.</p> <p>Local social context Understanding of the demographic and social features of the locality and the school(s)</p> <p>Contemporary social attitudes Social attitudes towards ageing and youth</p> <p>School culture School culture in relation to openness to external involvement</p>	<p>What are the relevant policies influencing the project? Do different stakeholders' needs address different policies?</p> <p>What is known about demographic age profiles? Are there any known problems occurring between elders and youth?</p> <p>What is known about elders' attitudes towards youth and youth attitudes towards elders?</p> <p>How open is the school to involvement with external agencies?</p>	<p>Statement about relevant policy drivers for different stakeholders Identification of relevant targets linked to policies</p> <p>Area profile statistics. Community safety and/or quality of life statistics.</p> <p>Recent press coverage of intergenerational incidents (positive and negative) Social attitude statistics. Recent qualitative reports.</p> <p>Statements in school policies, brochures, newsletters. Explicit mention in Ofsted reports</p>

<p>Active volunteering Culture of volunteering in the locality, networking and celebration</p> <p>Wider understanding of intergenerational activity Local understanding about the possibilities of intergenerational activity</p>	<p>What are the levels of volunteering the locality? What support for volunteering in the locality is there?</p> <p>What other intergenerational activities are there locally? What levels of volunteering are there in different parts of the local population</p>	<p>Local Authority active citizenship surveys. Reports from Voluntary Sector co-ordinating bodies (CVS etc)</p> <p>Evaluation reports from local projects Local Authority statistics about active citizenship or quality of life for elders. Local Authority statistics about active citizenship and volunteering for youth</p>
<p>2. Project Impact</p> <p>Benefits for youth <i>This theme is project-specific. The indicators will vary according to the focus of the project but might include:</i></p> <ul style="list-style-type: none"> Academic skills and performance Attitudes towards ageing Skill development Wellbeing Satisfaction and fulfilment Self esteem and confidence Knowledge and understanding Emotional development Social skills Development of relationships Other 	<p>What are the project -specific anticipated benefits for youth? Once these are identified, qualitative and quantitative indicators should be chosen and agreed amongst project partners and methods for collecting data agreed.</p>	<p><i>Examples might include:</i></p> <ul style="list-style-type: none"> Questionnaires (e.g. quality of life; wellbeing; general health; social attitude; self esteem, locus of control; social networks) Case study vignettes of change collected internally or externally to the project. Case study vignettes of no change or problems encountered. Minutes of meetings at which evaluation discussed amongst partners and agreement

<p>Benefits for older volunteers <i>This theme is project-specific. The indicators will vary according to the focus of the project but might include:</i></p> <ul style="list-style-type: none"> Health and wellbeing Activity Attitudes towards youth Self discovery Knowledge and skills Social awareness Improved life circumstances Self esteem and confidence Meaning and sense of purpose Enhanced social networks Other 	<p>What are the project -specific anticipated benefits for older people? Once these are identified, qualitative and quantitative indicators should be chosen and methods for collecting data agreed.</p>	<p>of indicators reached. Photos and other material</p>
<p>Benefits to schools <i>This theme is project-specific. The indicators will vary according to the focus of the project but might include:</i></p> <ul style="list-style-type: none"> Help in the classroom (for teachers, for individual pupils) Achievement of Government policy targets (community engagement, citizenship etc) 	<p>What are the project -specific anticipated benefits for schools? Once these are identified, qualitative and quantitative indicators should be chosen and methods for</p>	<p>Examples might include: Questionnaires (e.g. quality of life; wellbeing; general health; social attitude; self esteem, locus of control; social networks) Case study vignettes of change collected internally or externally to the project. Case study vignettes of no change or problems encountered. Minutes of meetings at which evaluation discussed amongst partners and agreement of indicators reached. Photos and other material</p>

<p>Curriculum enhancement (e.g. history, science, health and social care) Help in various school activities (e.g. administration)</p>	<p>collecting data agreed.</p>	<p>Measurement of contribution to specific targets (e.g. numbers of pupils involved with volunteers etc.)</p> <p>Questionnaire data (e.g. perceived benefits across the school, coping strategies for staff)</p> <p>Case study vignettes of change collected internally or externally to the project.</p> <p>Case study vignettes of no change or problems encountered.</p> <p>Minutes of meetings at which evaluation discussed amongst partners and agreement of indicators reached.</p> <p>Photos and other material</p>
<p>Benefits to wider community <i>This theme is project-specific. The indicators will vary according to the focus of the project but might include:</i></p> <ul style="list-style-type: none"> Economic - enabling older people to stay in community and contribute to local businesses Active citizenship Civic improvement through ideas generated by intergenerational partnerships Community cohesion Other 	<p>What are the project -specific anticipated benefits for communities? Once these are identified, qualitative and quantitative indicators should be chosen and methods for collecting data agreed.</p>	<p>Case study vignettes of change collected internally or externally to the project with dimension to include, e.g. social contacts, health and wellbeing, maintenance of independence; recruitment of volunteers through word of mouth etc.</p> <p>Case study vignettes of no change or problems encountered.</p> <p>Attendance at dissemination events.</p>

		<p>Contribution to Local Authority wellbeing and community cohesion targets.</p> <p>Photos and other material</p>
<p>Depth of engagement <i>This theme is project-specific. The indicators will vary according to the types of activities supported but might include:</i> Learning about the other age group Seeing the other age group but at a distance Meeting each other (not usually involving the whole school) Annual or periodic activities (not usually involving the whole school) Ongoing intergenerational activities and relationships Ongoing, natural intergenerational sharing, support and communication</p>	<p>What are the project -specific anticipated additional benefits? Once these are identified, qualitative and quantitative indicators should be chosen and methods for collecting data agreed.</p>	<p>Questionnaires (e.g. general health, quality of relationship, density of networks)</p> <p>Monitoring data about different kinds of spin off activities.</p> <p>Case study vignettes demonstrating different kinds of relationships emerging from the activities.</p> <p>Photos and other material</p>
<p>3. Mechanisms of the project</p> <p>Clarity of focus and objectives Focus: Older volunteers offer service to youth and/or... Youth offer service to elders and/or.. Joint initiatives in which elders and youth work together to achieve an external goal and/or... Mixture of the above</p>	<p>Are the aims and objectives of the project clear and agreed amongst all partners? Is the focus of the project and its anticipated benefits clear? Are roles and responsibilities of those</p>	<p>Aims and objectives clearly stated</p> <p>Focus and anticipated impact clearly stated</p> <p>Project design likely to achieve project goals</p> <p>Evaluation plan agreed by all partners</p>

<p>Organisational model agreed (number of schools involved, in clusters or not etc)</p> <p>Objectives clearly stated in a way that can be measured</p> <p>Project partners secured</p> <p>Roles and responsibilities clear</p> <p>Funding proposals written</p> <p>Planning with partners</p> <p>Management arrangements in place (preferably with a Board of management, constitution etc)</p>	<p>involved in the project clear and agreed?</p> <p>Have the elements of the project been designed in such a way as to be able to achieve its goals?</p> <p>Is there an agreed evaluation plan in place from the outset?</p> <p>Does the project Board have the necessary expertise to support and sustain the project?</p>	<p>Roles and responsibilities clearly outlined in operational policy</p> <p>Terms of reference for project Board agreed and schedule of meetings prepared annually.</p> <p>Minutes of meetings at which partnership and the above are all agreed.</p>
<p>Volunteer recruitment and support</p> <p>Publicity and marketing</p> <p>Effective recruitment strategy</p> <p>Diversity addressed</p> <p>Resource strong volunteer coordinator(s) (good knowledge of local area, good social networks, good interpersonal skills)</p> <p>Volunteer approval processes efficient</p> <p>Expenses and their administration in place</p> <p>Ongoing personal contact with volunteer - phone calls, birthday cards, get well cards etc.</p>	<p>Are the mechanisms for the recruitment, support and development of volunteers adequate?</p> <p>Are the procedures for recruiting and approving volunteers efficient?</p> <p>Are there appropriate mechanisms in place for regular contact with volunteers and between volunteers?</p>	<p>Job descriptions of volunteer co-ordinators and volunteers in place</p> <p>Matrix of recruitment sites for volunteers agreed.</p> <p>Regular feedback (verbal or written) from volunteers in place: time and efficiency of volunteer recruitment; contact and support etc.</p> <p>Numbers of volunteers and other stakeholders attending project meetings</p>
<p>School facilitation of choice and support</p> <p>Commitment from School Head and Governors</p> <p>School co-ordinator identified and relevant resources secured (time etc)</p>	<p>Is the level of commitment from schools adequate?</p>	<p>Attendance at project meetings.</p>

<p>Mechanisms for engaging volunteers in activities through choice in place Induction procedure Relevant training identified and given Gatherings of volunteers and school staff on regular basis Monitoring and feedback mechanisms in place Regular communication between school and volunteer co-ordinator Back up arrangement in place Publicity in school newsletters to parents and annual reports</p>	<p>Are there resources available for school co-ordinators? Are there appropriate mechanisms in place for regular contact between school co-ordinators and the project?</p>	<p>Feedback from school co-ordinators about the deployment and experience of volunteers. Resources made available to support school co-ordinators. Monitor numbers from the school attending project meetings.</p>
<p>Training, development and recognition Mechanisms in place for feedback from and to volunteers and schools as well as co-ordinators Training needs identified and training available (volunteers, co-ordinators and Management Board members) Formal processes of recognition for volunteers and school co-ordinators Roles recognised in school and project publicity</p>	<p>Are there systems in place for identifying and meeting the training and development needs of volunteers and other stakeholders? What systems for recognition are there for volunteers, school co-ordinators, pupils, schools?</p>	<p>Notes of meetings with volunteers to identify training and development needs. Records of training and development sessions. Feedback from volunteers and other stakeholders Publicity and awards and numbers attending awards ceremonies Photos and other material</p>

<p>Evaluation and sustainability Evaluation plans in place from the start Ongoing reflection and planning Methods of collecting information clear Creative use of information for evaluation (e.g. visual, creative writing, etc) Regular review and learning about what works and what does not work so well. Planning for succession in project management and the expansion of volunteers Mechanisms in place for feedback from and to volunteers and schools as well as co-ordinators Training needs identified and training available Formal processes of recognition for volunteers and school co-ordinators Roles recognised in school and project publicity</p>	<p>Is there an evaluation plan in place? Will the evaluation be sufficient to contribute to project improvement? Will the interests of funders be met through the evaluation? Is there appropriate expertise to undertake the evaluation (including external expertise as required)? Is there a plan for dissemination and sharing of results of evaluation?</p>	<p>Existence of evaluation plan and minutes of meetings at which it was agreed. Qualitative and quantitative indicators identified as part of the evaluation plan. Contract of commissioning if relevant. Evaluation report. Response to evaluation report from different stakeholders Action plan for the future of the project.</p>
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Published by: RIHSC: Research Institute for Health and Social Change

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RIHSC Research Reports and Occasional Papers

Published occasionally by RIHSC: Research Institute for Health and Social Change

For information contact the publishers at the address below

ISSN 1750-1571

ISBN 978-1-900139-28-1

Printed by the Manchester Metropolitan University

RIHSC: Research Institute For Health and Social Change:

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ISSN 1750-1571

ISBN 978-1-900139-28-1

£12.00