



INTERGENERATIONAL EDUCATION

Prepared for

**Age Friendly Hamilton Steering Group /
Hamilton City Council**

Presented by

Chris Fransham, Tessa Neuman & Ané Theron

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WHO WE ARE



→ Tessa

Tessa Neuman is a final year occupational therapy student. She has worked in aged care, customer service roles, and as an allied health assistant at Te Whatu Ora Waikato. Tessa is passionate about helping others achieve their goals and reach their full potential no matter their age or disability. Tessa is creative, bubbly, and makes connections with others with ease, this helped the team complete the project to a high standard.

→ Ané

Ané Theron is a final year occupational therapy student. She has worked at kindergartens as an unqualified relief teacher and have done volunteer work at rest homes. She is passionate about helping people reach their full potential and live their best possible lives. Ané has communication, computer and research skills that assisted the team to complete the project.

→ Chris

Chris Fransham is a final year occupational therapy student. He has worked in stroke and brain injury rehabilitation, community and government organisations. He's passionate about social justice, occupational justice and seeing people thrive.

WHAT IS OCCUPATIONAL THERAPY

Occupational therapy is a healthcare profession that helps people regain independence in their daily lives. Occupational therapists aim to help people overcome barriers so that they can fully participate in occupations. Occupations are the activities and tasks of everyday life. These include things people do to look after themselves, to enjoy themselves, and to contribute to the social and economic fabric of their communities. Occupational therapy is the art and science of helping people take part in everyday living through their occupations.

Occupational therapy is also about fostering health and wellbeing, and about creating a just and inclusive society so that everyone can participate to their fullest potential. The things that occupational therapists do to help people take part in everyday living are sometimes referred to as 'enabling occupation'. (OTBNZ, n.d)



THE COMMUNITY PARTNER

Age Friendly Hamilton Steering Group is a group of experts in issues affecting older people in Hamilton. Their work involves reviewing the Hamilton Age Friendly Plan and ensuring that it is delivered upon, and identifying future opportunities to expand and enhance age friendly services, facilities and activities (Age Friendly Hamilton Steering Group, 2022).

Kirikiriroa was the first city in Aotearoa to join the World Health Organisation (WHO)'s Age-Friendly Network of Cities and Communities in 2018.

Age Friendly Hamilton Steering Group and Hamilton City Council are focussed on future-proofing the city's facilities, support, and services, especially as the number of New Zealanders aged 65+ is expected to double to between 1.3 and 1.5 million by 2046 (Hamilton City Council, n.d.).

Intergenerational education has been identified as one area of focus for the Age Friendly Hamilton Steering Group and Hamilton City Council. Intergenerational education is defined below in *Defining Intergenerational Education*.



INTRODUCTION

Younger people (30 years and under) and older people in Aotearoa report higher levels of loneliness than other age groups (Loneliness New Zealand, n.d.). There is a need for meaningful occupations and connections for these groups to stay active, keep learning, give time and connect (Mental Health Foundation of New Zealand, n.d.). Intergenerational education provides an opportunity to address this need for both groups simultaneously.

Intergenerational education is a possible pathway to enable these groups to see benefits including:

- Decreasing loneliness
- Participating in meaningful occupations and building connections
- Widening education
- Diversifying social groups
- Effectively using technology, especially for older people
- Understanding different perspectives
- Enabling participation in a wider variety of occupations
- Engaging in the cultural passing on of knowledge and stories
- Developing and maintaining physical function
- Building social connections between generations



PROJECT AIM

This project set out to produce a stocktake of current and previous intergenerational education programmes in Kirikiriroa, and a report to highlight the benefits, enabling factors and barriers to running successful programmes. This will enable the Age Friendly Hamilton Steering Group / Hamilton City Council to better support future intergenerational education initiatives for Kirikiriroa.

Project objectives achieved:

- Completed a literature review of current research exploring the benefits and limitations of intergenerational education.
- Undertook a stocktake of current and past intergenerational education programmes in Kirikiriroa.
- Produced a report outlining the benefits of intergenerational education and any associated barriers and enablers.



DEFINING INTERGENERATIONAL EDUCATION



Intergenerational education, also known as intergenerational learning, is “an approach to the design of experiences (e.g., informal, formal, out-of-class, in-class, etc.) that promotes learning through inclusive and collaborative engagement between younger and older adults” (State University of New York, n.d.).



Intergenerational education programmes are intentionally created and facilitated opportunities for learning, often involving community and public providers like schools, rest homes, retirement villages, community centres, churches, marae, kura kaupapa Māori, Kōhanga Reo and early childhood education centres.



While intergenerational education programmes can include all ages, in the context of this project, only programmes including people over the age of 65 (as the knowledge-gainer or the knowledge-sharer, or both) are considered, as the project stakeholders have specific interest in this cohort.



Some examples of intergenerational education include grandparents' day at schools and kindergartens, intergenerational men's sheds and older people's computer skills education classes with young people. A well-known example is the Australian Broadcasting Corporation's programmes Old People's Home for Four Year Olds and follow-up series Old People's Home for Teenagers.



METHODOLOGY

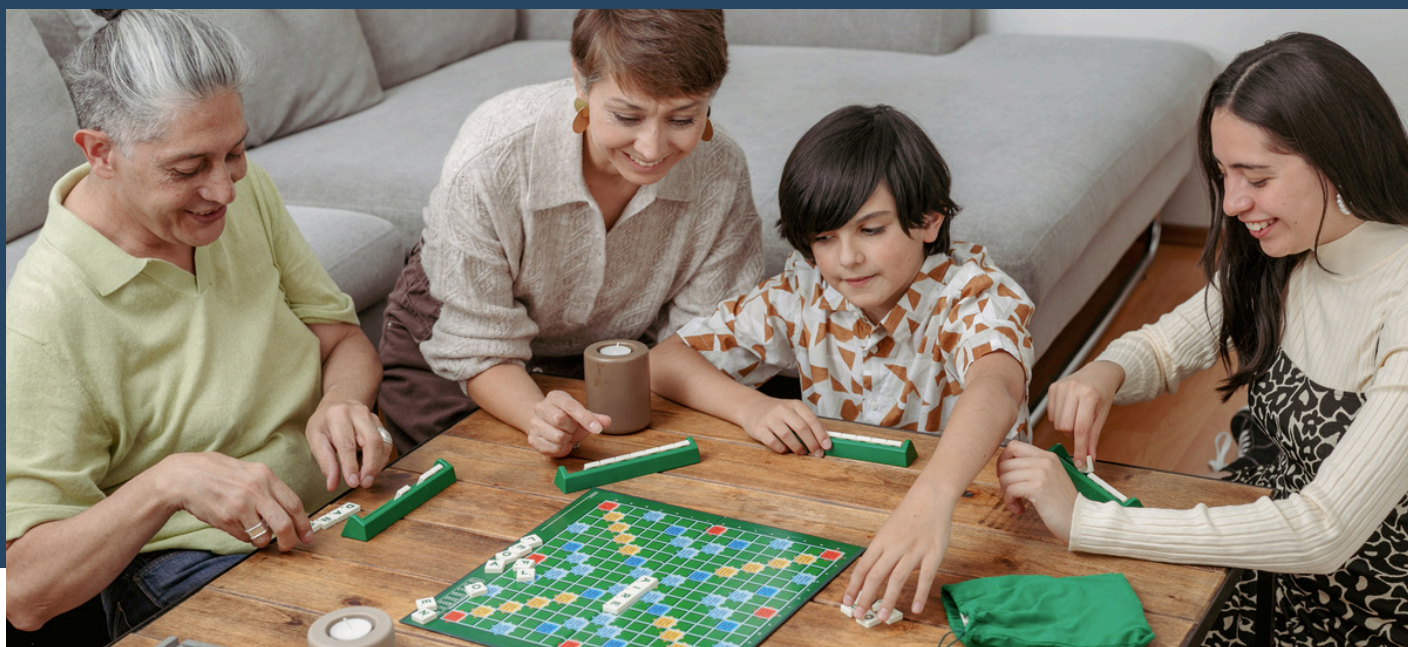
The project team conducted a brief literature search to locate relevant evidence of the benefits and barriers and enablers to success of intergenerational education programmes. Themes were compiled and written into recommendations.

To validate and build on this literature for a Kirikiriroa context, the group compiled a list of organisations in Kirikiriroa who could potentially be contacted to see if they run or had previously run intergenerational education programmes, then contacted them. These organisations included marae, kura kaupapa Māori, kohanga reo, community centres, aged residential care facilities, schools, special character schools, kindergartens, kaumatua organisations, churches and others. Additionally, some organisations outside of Kirikiriroa who were known to be delivering or likely to be delivering intergenerational education programmes were added, to provide a broader perspective. The list of organisations the team contacted is included as Appendix One.

Organisations were contacted by email when addresses were publicly available, and phone when there was no email address.

Organisation contacts were offered an opportunity to have a conversation with the project team, and if accepted, they were asked what sort of programmes they had or were running, what they saw as the benefits of these, and what they felt were barriers and/or enablers to the success of these programmes.

Contacts were advised that they and their organisations would not be quoted or identified in their responses, and that responses would be themed into general themes.



ETHICS

This project was given ‘Ethics B’ approval as part of blanket approval for all Otago Polytechnic Fieldwork 5 projects. This means that this project used the following principles to ensure ethical practice:



Stocktake only names organisations where the intergenerational education aspects are publicly available, e.g., on a website. All other organisations are not specifically named, but broad information may be included about the types of programmes and settings when referring to specific comments, without naming providers, e.g., the ‘colocation between a special character school and housing development project’.



Report on the barriers and facilitators of successful intergenerational education does not mention providers by name, only referring to identified themes.



Public posts, for example on Facebook, seeking contact from intergenerational providers referred to the project as a ‘project to understand intergenerational education’ rather than a ‘research project’ to avoid any perception of the need for increased ethical approval.



Any posts requesting interest in future pilot programmes will come from the council or Age Friendly Hamilton, not from the students.



Students made it clear to providers how information gathered from conversations would be used, following the above principles.

MĀORI CONSULTATION



We will ensure our responsiveness to Te Tiriti o Waitangi by:



Including kaupapa Māori organisations e.g., Rauawaawa, marae, Kōhanga Reo and Kura Kaupapa Māori in our stock take.



Incorporating te reo Māori into our report.



Ensuring ‘intergenerational education’ is adequately defined in public communications so as to ensure that Māori providers are aware that what they are offering, which they may just see as standard practice, might fit within project criteria.



Being deliberate about obtaining consent and choice over participation in our project.

SECTION ONE: LITERATURE REVIEW

Benefits of Intergenerational Education

A recent systematic review discusses that several studies have found that intergenerational education can lead to:



Improved, empowered sense of purpose for older people engaged in intergenerational education (Skropeta et al., 2014, as cited in Kirsnan et al., 2023, p.361).



Improved children's behaviours and attitudes towards older people and people with dementia (Middlecamp & Gross, 2002, as cited in Kirsnan et al., 2023, p.361).



Reduced loneliness and social isolation for older people engaged in intergenerational education (Martin et al., 2010; Murayama et al., 2015, as cited in Kirsnan et al., 2023. P361).



Increased positive attitudes, behaviors, confidence and competence in children and significant differences in mental and physical health and quality of life for older adults (Giraudeau & Bailly, 2019).



Older LGBTTQIA+ people can experience greater loneliness and isolation due to not having descendants (CILIA, 2021). Connecting with other generations, in ways that help to ease social isolation and build connections, may be particularly beneficial for this group.



SECTION ONE: LITERATURE REVIEW

Enablers to success

It is important to investigate the enablers and success factors of a wide range of intergenerational educational programmes to assist with the development of successful and effective intergenerational programmes in Aotearoa.

Three main studies were utilised to collate the success factors / enablers for intergenerational education:



A recent systematic review that utilised a wide range of different sources (Girardeau & Bailly, 2019).



A recent qualitative study conducted in Australia involved developing, implementing, and evaluating an intergenerational learning program across four research sites located in Southeast Queensland and New South Wales (Kirsnan et al., 2023).



A qualitative study examining the environment and activities that effectively promote individual involvement and cross-age interactions in a joint day care setting serving seniors and children from infancy through kindergarten Epstein & Boisvert (2006).

SECTION ONE: LITERATURE REVIEW

Enabler: Meaningful activities

Girardeau & Bailly (2019) highlighted the factors needed for intergenerational education programs to be successful. It has been found that one of the most salient factors for success includes the meaningfulness of the activity that the group participates in. The activity needs to make people feel valued, useful and competent to ensure enjoyment. This fits well with occupational therapy theory, as meaningful activities promote engagement and participation (Egan & Restall, 2022). Programs should be designed so that younger and older people are actively involved. Activities should be interactive and collaborative, allowing participants to share experiences and learn from each other (Epstein & Boisvert, 2006).

One study found that older people tended to enjoy activities that are more productive and useful. For example, people enjoyed community-service activities such as making a first-aid kit for a homeless shelter more than traditional activities such as board games (Girardeau & Bailly, 2019).

To be able to provide meaningful assistance to children is a key determinant of success for intergenerational programs for older people. Likewise, a sense of purpose for younger people is a success factor of a program. Children can be given the role of teachers, for example, teaching older people about technology. This can lead to children increasing their confidence as they feel valued, respected and impactful (Girardeau & Bailly, 2019).



SECTION ONE: LITERATURE REVIEW

Kirsnan et al. (2023) found that the best engagement occurred when paired activities were less structured and more conversational. Approximately 20 to 30 minutes has been shown to be a good amount of time when engaging in an activity before engagement starts to decrease. Examples of activities that received high levels of engagement were:

- Egg on spoon
- Reading
- Introduce your teddy
- Dancing

Epstein & Boisvert (2006) found that another enabler is when activities are tailored to the interest and abilities of all the age groups. Activities should have clear goals and should be designed to promote interaction and cooperation.

Examples include:

- Arts and crafts
- Storytelling
- Gardening
- Technology workshops



Enabler: Sustained interactions

Kirsnan et al. (2023)'s study used a variety of equipment and materials. They have determined that objects and toys that were familiar to children lead to an increased intergenerational engagement. This is due to the fact that objects brought a sense of security to the children.

Enabler: Environment

One study linked the environment and engagement. Small indoor environments with limited space restricted the level of movement and engagement. If tables were set up for younger and older people separately, it also decreased the engagement. This indicated the need to ensure that the physical environment is well matched with the activity (Kirsnan et al., 2023).

Creating a welcoming, inclusive atmosphere is essential for fostering positive interactions. This can include having facilitators that can guide the activities to ensure everyone feels comfortable and valued. The physical environment should also be accessible and facilitate interaction (Kirsnan et al., 2023).

SECTION ONE: LITERATURE REVIEW

Barriers to success

Introduction


Kirsnan et al.'s (2023) study was a 16-week programme across four sites, where 3-5yr old children were brought together with older people in aged care services (residential or day respite) for around 60 minutes at a time, for intergenerational learning activities. Two sites were co-location sites where early childhood education and aged care facilities were located on the same grounds, and the other two involved one group visiting the other's facility.

Researchers specifically focused on understanding the barriers and enablers to engagement between the intergenerational participants, to help to develop programmes that have the best possible outcomes for participants.

Results highlighted five factors as having a bearing on engagement outcomes:


→

Participant characteristics




→

Facilitator role




→

Type of activity




→


Equipment and materials



→

Environment





SECTION ONE: LITERATURE REVIEW

Barriers related to participant characteristics

- Having a mismatched number of participants (e.g. more older people than younger people or vice versa).
- Activities that were not age-appropriate, especially for children. For example, a show and tell session where the older people brought in memorabilia was received with boredom from the children.
- Participant temperament can be, especially initially, a barrier to engagement. Children who are shy to engage were noted to require some facilitator encouragement in initial stages, but improvements were noted throughout the programmes as relationships were built and strengthened. This highlights the need for dynamic, 'just right' facilitation.
- Mobility, physical condition and cognitive condition impacted older people's engagement in certain activities, e.g. ten-pin bowling. Older participants appeared to enjoy seeing children engage in physical activities like parachute games, but eventually withdrew from involvement due to tiredness.

(Kirsnan et al., 2023)



SECTION ONE: LITERATURE REVIEW



Barriers related to facilitator role

Researchers found that facilitators needed to be flexible, understanding which of four roles to take on to support maximum engagement – supporting, initiating, role-modeling and re-focusing, depending on the participants, environment, activity and relationships. This indicates a likely requirement for facilitators to be skilled with older and younger people and adaptable communicators. (Kirsnan et al., 2023)



Barriers related to type of activity

Researchers found that intergenerational engagement was lowest in individual activities such as arts and crafts, but they found that high-energy activities resulted in lower intergenerational engagement, largely due to older people being less able to participate. For the younger age cohort, activities longer than 30 minutes were seen to result in increasing boredom for the children. (Kirsnan et al., 2023)



Barriers related to equipment and materials

For both the younger and older groups in Kirsnan et al.'s (2023) study, the introduction of unfamiliar objects or activities lead to at least an initial dip in engagement. This indicates that familiarity is an important enabler for pre-school and older people in intergenerational education.



Barriers related to environment

Indoor environments that were too small to allow free movement were seen to limit levels of interaction, even with active facilitation. Additionally, activities needed to be selected to match the environment – reading outdoors in pairs lead to some pairs separating, rather than staying engaged together.

SECTION ONE: LITERATURE REVIEW

Conclusion

This literature review has shown that there are well-evidenced benefits of intergenerational education, including for the older people and the younger generations involved, ranging from improved mental and physical health, improved understanding between, and attitudes towards, other generations, reduced isolation, an empowered sense of purpose for older people.

Enabling factors

Consistently the most important enabling factor for successful intergenerational education programmes is choosing meaningful occupations for both generations involved. Engaging in occupations that were collaborative, less structured, conversational, and 20-30 minutes long were deemed to be the best for cohorts of older people and young people.

Finding the ‘just-right challenge’ for both cohorts is a key factor for intergenerational education providers in ensuring that the activities are meaningful and engaging.

Building longer term relationships and rapport between cohorts was also a key enabler of success, pointing to the greater benefits to be gained from sustained intergenerational education programmes, rather than individual intergenerational connection events.

Finally, there are several recommendations that can be garnered from literature, including that the role of facilitator is key and requires flexibility and adaptability, that groups involved in intergenerational education receive some training about the needs of the other cohort, that cohorts and pairs may need to be intentionally matched in terms of age, stage of life, needs and temperament.



SECTION ONE: LITERATURE REVIEW

Barriers

Barriers to successful intergenerational education highlighted many of the opposites of enabling factors. For example, barriers were experienced when cohorts or individuals were not well matched in terms of needs, activities were chosen that were of interest to one cohort but not to another, or activities were chosen that were too challenging for one or both cohorts, including to the mobility of the older people.

Overall, this brief literature review provides a good starting point for conversations with intergenerational education providers in Kirikiriroa, to build on the understanding of the specific barriers and enablers in this area.



SECTION TWO: ORGANISATION STOCKTAKE

Introduction

The project team then approached a broad range of organisations who may have been providing intergenerational education programmes, to understand what programmes were being offered, by whom, and what providers saw as the benefits, barriers and enablers to success for their programmes.



162

Number of organisations the project team reached out to for contact



25

Responses received

Of these...



11

Had never run intergenerational education programmes



14

Had run, or were currently running, intergenerational education programmes and were willing to discuss these with the project team



SECTION TWO: ORGANISATION STOCKTAKE

Intergenerational education in Kirikiriroa

Intergenerational education programmes in Kirikiriroa span the range from simple connection events that provide an opportunity for informal education, such sharing meals with multiple generations across a church congregation, through to formal intergenerational education programmes where young people and older people work together on a project to design and develop fundraising merchandise and systems.

Specific examples of intergenerational education that providers told the project team about are listed below:

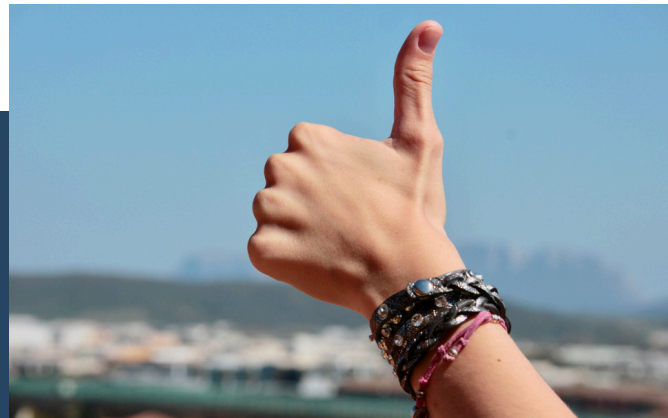
→ Grandparents' Days	→ Children from an afterschool programme playing bingo and singing carols with neighbouring pensioner flats
→ Intergenerational street parties and fairs	→ Older volunteers visiting after-school care facilities regularly to lead activities such as knitting and ukulele
→ Intergenerational bible study groups	→ Intergenerational mentoring and buddy programmes
→ Multigenerational te reo Māori classes where older and younger students would mutually assist each other	→ Intergenerational penpals programs between retirement village residents and a local primary school

SECTION TWO: ORGANISATION STOCKTAKE

Identified benefits

Providers highlighted many similar benefits to those found in the literature review.

Specifically mentioned were:



- A greater sense of inclusion and meaningful occupation for older people
- Broadening of community to combat isolation for older and younger people
- Two-way learning opportunities
- Sharing of cultural knowledge
- Building empathy and respect between generations
- Gaining a sense of understanding for the challenges in the lives of those older generations and younger generations
- Development of long-lasting relationships (including stories of 17-year-old and a 91-year-old programme attendees who were still friends at 27 and 101 years).
- The development of relationships that can help to 'fill the gap' e.g. for older people without descendants, they can still feel that they have an impact in younger people's lives, and vice versa for younger people.

SECTION TWO: ORGANISATION STOCKTAKE

Enablers of success

Introduction

Providers identified the following enablers of success for intergenerational education programmes:

- Dedicated staff
- Co-designed programmes
- Meaningful occupation
- Catering to the needs of group and individuals
- Cultural norms
- Co-location or near location
- Inductions and training
- Being aware of accessibility and mobility needs, and prepared with resources and environment

These are explained in more detail below.

Enabler: Dedicated staff

Most providers noted that intergenerational education programmes required initial and ongoing support from dedicated staff – such as a teacher in a school, an activity coordinator in a rest home, an after-school care coordinator or seniors activity coordinator in a community centre. When the intergenerational education programme delivery is a specific part of their role, it makes it easier to make the time for delivering it.



SECTION TWO: ORGANISATION STOCKTAKE



Enabler: Co-designed programmes

Almost all providers referred to the need to consult and co-design programmes with the participants. When programmes are tailored to specific populations, considering the culture, language, geographical area, socio-economic status, interests, stage of life, skills, knowledge and experience of the groups, they are more likely to succeed.

Enabler: Meaningful occupation

Almost unanimously, providers highlighted that finding activities relevant to both age cohorts was critical to the success of intergenerational education programmes. Co-designing activities, understanding the age and developmental needs of different cohorts, and having experience in the facilitation of activities for the different cohorts all help in this area.

As an example, when matching older people with preschoolers, activities that can meet both cohorts' needs for movement and coordination could include dance classes or simple obstacle courses. Another example is the joint preparation and consumption of food – a meaningful occupation and need at all stages of life.

One provider noted that it is a good idea to have backup activities in case of barriers, or the initial planned activity doesn't hold the interest of those present.



SECTION TWO: ORGANISATION STOCKTAKE

Enabler: Catering to the needs of groups and individuals

Multiple providers agreed that programmes need to be flexible and adaptable to the needs of the groups involved and their individuals. For some providers including one buddy programme, this meant ‘matching’ buddies together through questionnaires. For others, this meant intentionally limiting group numbers to avoid social overwhelm for introverts.

One provider found university age children were a good age for engaging with older people with mild to moderate dementia, as they were mature enough to hold good conversations. They have found for older people with less communication abilities it is valuable having a specific buddy as rapport has already been built.

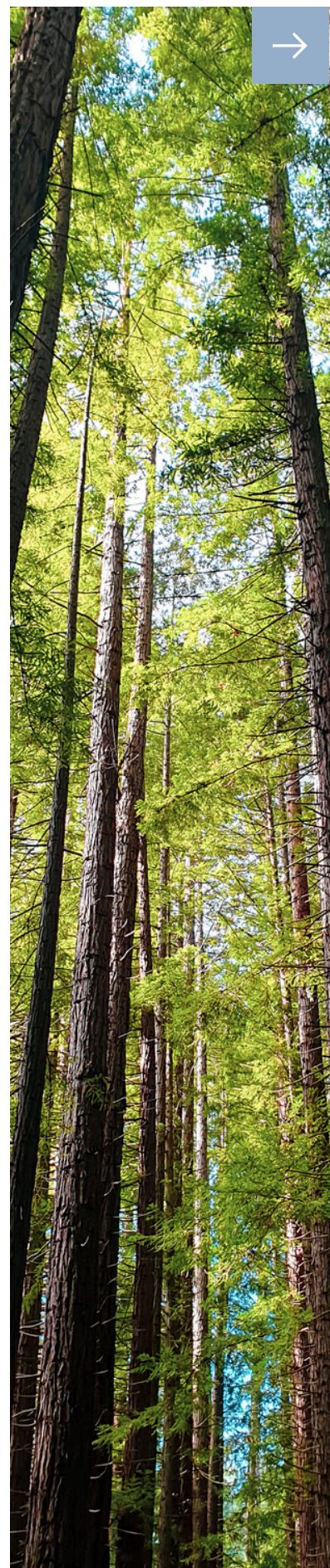
Similarly, this provider found that morning activities were best for the older people, as that is the time when they were observed to have the most energy for the activities.

One provider also noted that, depending on the activities and the types of groups involved, it may be necessary to intentionally select pairings for buddy programmes. This provider used a survey to identify potential complementary personalities, needs, skills, knowledge and experience.

Enabler: Cultural norms

Three providers noted that many cultures, including Māori, have traditions of intergenerational passing down of knowledge, and the involvement of older people in the education of younger people, acting as an enabler to intergenerational education within the family and cultural community.

Feedback received from one providers was that migrants living in New Zealand sometimes struggle to maintain cultural systems of intergenerational education in their adopted new countries, because of the pull of different cultural norms, especially for their younger generations. A counter to this was establishing intentional cultural communities around intergenerational education.



SECTION TWO: ORGANISATION STOCKTAKE

Enabler: Co-location or near location

When different age groups can be co-located with others, it removes a lot of the logistical and cost barriers of undertaking shared programmes and building intergenerational connections. An example of this is ‘The Park’ in Wellington where four-year-olds were visiting the retirement village on site for an hour weekly, for several years prior to the COVID-19 pandemic.

Two providers noted that a ‘neutral’ meeting place, close to the facilities of older adults (and ideally close to younger generation participants) is an enabler, as they some older non-participants in facilities found younger visitors disruptive, and some facilities struggled to cater to larger groups. Having neutral space close to both generations also mitigates mobility issues and simplifies transport challenges, enabling more frequent activities.

Enabler: Inductions and training

Providers also noted that inductions are sometimes necessary for participants in intergenerational programmes. This helps participants to understand what to expect and how to interact, which the providers felt facilitated the building of trust, responsibility, and ultimately, relationships.

Enabler: Accounting for accessibility and mobility needs

As a counter to the barrier of individual health and mobility needs, particularly for older people, providers noted that an enabler of success for intergenerational education was being well aware of participants’ mobility and health needs, and being aware of the physical environment of the activity, the resources and mobility equipment (if any) available, and the access environment.



SECTION TWO: ORGANISATION STOCKTAKE

Barriers to success

Introduction

Providers identified the following barriers to success for intergenerational education programmes:

- Funding limitations
- Unsustainable staff resourcing
- Health and mobility issues
- Lack of awareness of benefits
- Perception of ageism and/or irrelevance to younger people
- Risk management issues
- Intergenerational connection instead of intergenerational education
- Lack of best practice guidelines and toolkits for running intergenerational education
- Fluctuating numbers

These are explained in more detail below.

Barrier: Funding limitations

Lack of funding was highlighted by all providers as a challenge to overcome. Specific challenges include funding transport options for older people with mobility issues to get to activities and events, funding for kai and resources, and funding for activity coordinators. Some providers noted that it was sometimes possible to get funding to start a new initiative, but that intergenerational education programme funding could be cut in budget rounds, possibly due to funders not seeing the benefits of these programmes.

One provider noted that having sustainable funding to run anything other than the 'normal curriculum' in schools, retirement villages and other facilities is difficult, so focus on finding areas of alignment between different populations that would meet the needs of the curriculum and the participants was beneficial.



SECTION TWO: ORGANISATION STOCKTAKE

Barrier: Unsustainable staff resourcing

Providers noted that programmes were often started by someone with a passion for intergenerational learning, with particular skills and experience in older person's care, activity facilitation, education or childcare that helped them to launch a project alongside their main role. While this was helpful for the launching of a new initiative, a common experience was that the initiatives were unsustainable once that person moved into another role, went on maternity leave, or left the organisation, and the programmes often stopped or were significantly reduced in size and impact.



Barrier: Health and mobility issues

COVID-19 risk was mentioned by some providers, and many referred to the fact that their intergenerational education offerings reduced significantly during the height of the pandemic and still haven't completely recovered. One provider noted that the vulnerability of the older population has meant that the cautiousness of, and for, this population continues to be impactful in terms of isolation.

Additionally, some providers highlighted the challenge of overcoming health challenges like low mood, cognitive decline, higher needs due to loss of driving capacity, decreased physical and mental tolerance and mobility issues in older person cohorts. While intergenerational education programmes are known to have benefits for older people in most of these areas, at times providers noted that the barriers that they presented were enough to make the programme too difficult to deliver sustainably.

SECTION TWO: ORGANISATION STOCKTAKE

Barrier: Lack of awareness of benefits

While providers were generally aware of, and enthusiastic about the benefits of intergenerational education, some felt that the wider public and funders didn't necessarily see the benefits beyond 'intergenerational connections'. Providers with experience supporting others to develop intergenerational programmes mentioned that this lack of understanding of the benefits for all age cohorts was a limiting barrier in securing funding for the initiation and maintenance of intergenerational education programmes.

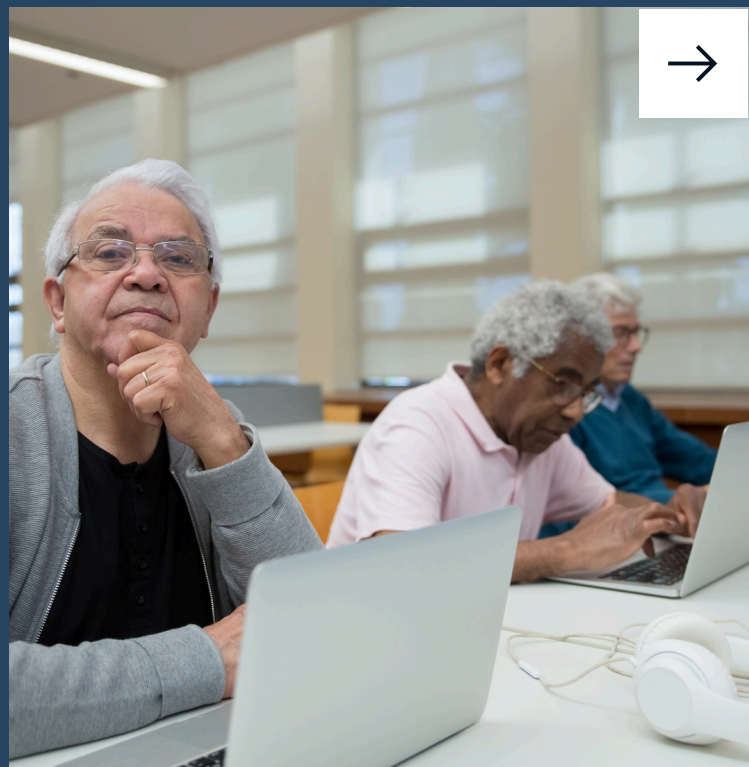
Barrier: Perception of ageism and/or irrelevance to younger people

Some providers noted that they encountered challenges engaging younger people in intergenerational connections with older people because of a perceived lack of relevance of the older people's lives to the younger people's lives. One provider labelled this as societal ageism, while others felt that it was a result of different life stages.

This was not universal across all providers, however, and highlights the need to ensure that programmes are co-designed by the different cohorts to be included, based around meaningful occupations or mutual interests for both cohorts, and that intentional decisions are made around matching cohorts with complementary needs and skills.

Successful examples of this included older people teaching younger people ukulele at after school care, Bible study groups, paired mentoring programmes, and kaumātua taking waiata, kapa haka and te reo Māori wānanga.

Additionally, some providers noted that younger people can tend to feel that they have little free time to engage in intergenerational education, while older people can often have plenty of time. This presents a challenge to overcome around timetabling, ensuring that activities are meaningful and productive for both cohorts, and that time expectations are managed well.



SECTION TWO: ORGANISATION STOCKTAKE

Barrier: Risk management issues

Some providers expressed a desire to engage in more intergenerational education activities, but encountered barriers including aged residential care facilities and schools needing to vet non-family visitors to their facilities, even including police-vetting in one instance, meaning that groups who wanted to visit for activities on a regular basis found it too difficult and costly.

Barrier: Intergenerational connection instead of intergenerational education

Possibly due to resourcing constraints, many providers appeared to be offering ‘intergenerational connection’ opportunities, but many fell short of more intentional ‘intergenerational education’. While still beneficial, this limits the benefits of the programmes.

Barrier: Lack of best practice guidelines and toolkits for running intergenerational education

Providers noted that organisations are largely coming up with their own ways of doing intergenerational education because there isn’t a centre of practice for intergenerational education in Aotearoa, and they felt they may be ‘reinventing the wheel’ with intergenerational education. This results in programme creators needing to have significant programme development skills, and programme development takes more time than picking up ‘off the shelf’ solutions and adapting these to suit a particular audience. Promisingly, there are centres of practice growing internationally, such as the Australian Institute of Intergenerational Practice, but this is yet to happen in New Zealand.

Barrier: Fluctuating numbers

Providers noted that, in several programmes, planning activities was challenging, due to unexpected fluctuations in numbers of participants. This was sometimes due to illness or mobility challenges, weather, and other unknown causes.



SECTION THREE: RECOMMENDATIONS

Recommendations

Introduction

Overall, this project has shown that there are few truly intergenerational education programmes in Kirikiriroa that are long-term, with most only being one off or shorter in duration. While intergenerational connections are positive for both age groups, there are more benefits to be gained from longer term programmes. In order to support the development and growth of long-term intergenerational education programmes in Kirikiriroa, the following recommendations have been identified.

Recommendation 1: Support sustainable long-term programmes through leveraging existing partnerships, reducing single points of failure through central support and resources



There are many organisations who want to deliver intergenerational education, but haven't been able to sustain it. For some, this was because COVID-19 changed risk tolerance, particularly for older generations, but for others, it was often due to key staff leaving or moving to other roles.

Where providers had been successful in long-term implementation was when they had established partnerships between organisations, such as between a kaumātua services organisation and a high school, that was formalised but adaptable, or they had multi-generational participants built into their main purpose, such as multi-generational church congregations.

The importance of partnerships was also evident in organisations outside of Kirikiriroa and even Aotearoa, with an Alzheimer's support organisation partnering with Otago University, and healthcare student classes in the USA partnering with disability organisations (Weiss, 2023).

The sustainability of programmes could be nurtured by providing networking opportunities for interested providers, and best practice guidelines including resources, ideas and support for intergenerational education providers. This could help to reduce the learning and administrative burden on staff new to roles facilitating intergenerational education programmes.

SECTION THREE: RECOMMENDATIONS

Recommendation 2: Communicate the benefits of intergenerational education to secure stable funding

Funding instability is always a challenging area for providers undertaking innovative programmes, especially outside of what could be viewed as their ‘core purpose’. Establishing stable funding streams to encourage and support long-term intergenerational education programmes could enable their sustainability.

Sustainability of programmes is also supported by providers and their funders understanding the benefits of intergenerational education. A centre of practice for intergenerational education would be a logical place to provide this information to potential programme partners, while simultaneously lowering some of the logistical and administrative barriers to implementation of intergenerational education programmes.



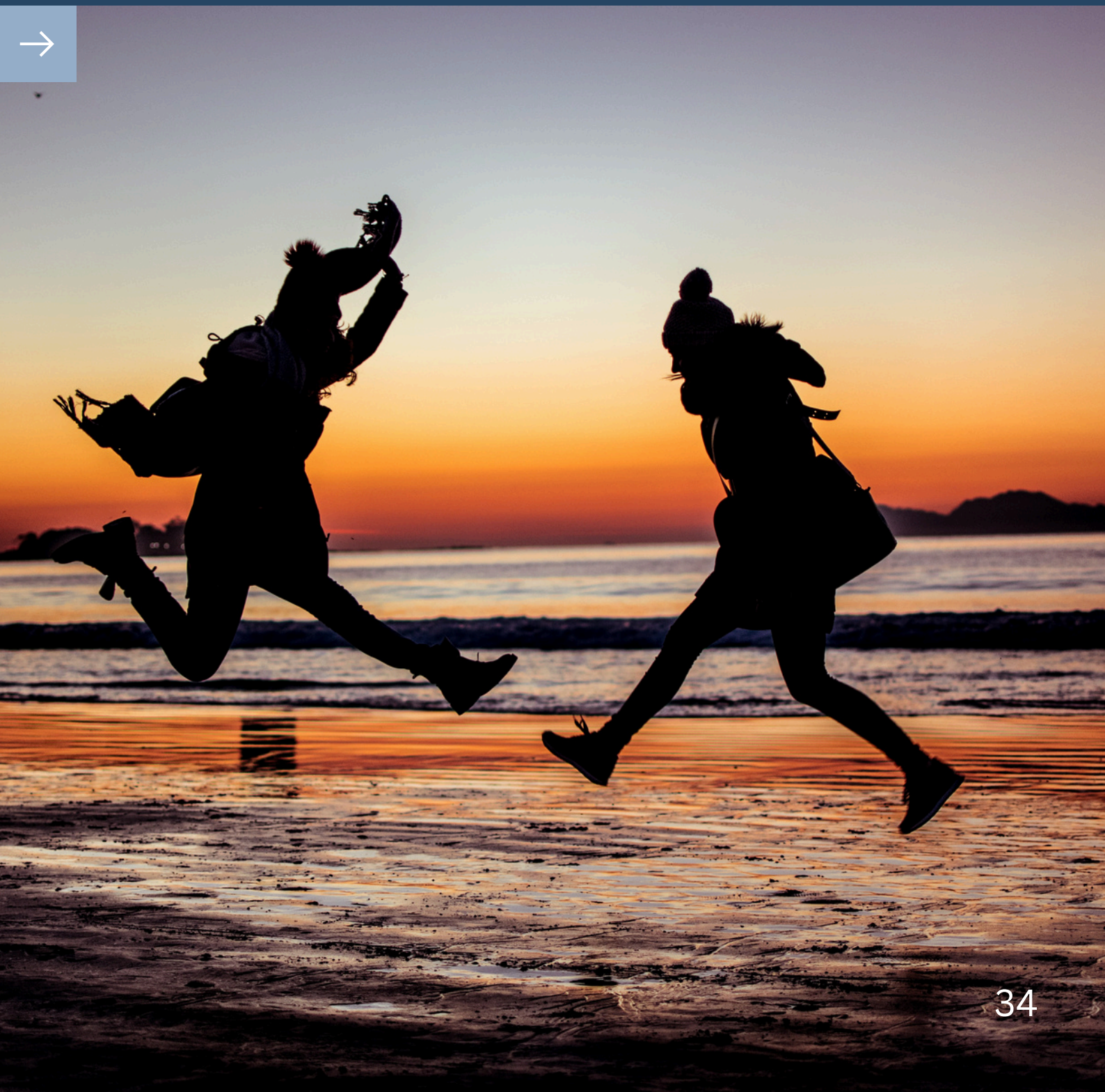
Recommendation 3: Encourage co-location

According to some intergenerational education providers, the ideal physical environment for delivery is co-located facilities, or a neutral venue near both age groups, to enable ease of access for those with mobility challenges, limit disruption to normal activities for the facilities, and to limit the logistical considerations and travel time and complexity. It is acknowledged that colocation is not always possible due to cost restrictions however, and this is where options such as nearby facilities including local community centres, or spaces within the facilities of one of the generations may be used.

SECTION THREE: RECOMMENDATIONS

Recommendation 4: Focus on meaningful occupation

Finally, a key theme is to ensure that intergenerational education programmes are purposeful for participants and providers, in that they provide genuinely meaningful activities and benefits for the generations involved. This can be achieved through co-design, considered selection of both age cohorts and characteristics of participants, and conscious choice of activities to suit the needs of the generations. This would also be aided by a centre of practice with potential ideas for different age groups.





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APPENDIX ONE: ORGANISATIONS ATTEMPTED TO CONTACT

Aberdeen Kindergarten	Forest Lake (Jamieson) Kindergarten	Linda Jones Retirement Village
Aberdeen School	Forest Lake Gardens Retirement Village	Maeroa Intermediate School
Activate Education Group	Forest Lake Primary School	Mangakōtukutuku College
Age concern	Frankton Kindergarten	Marian Catholic School
Alzheimer's Otago / UniCrew (Dunedin)	Frankton School	Melville Kindergarten
Anglican Action	Fraser High School	Melville Primary School
Arts for Health: Men's Shed	Generations Connect (Auckland)	Methodist City Action
Ashurst Park Playcentre	Glenview Community Centre	Miro House (Rudolf Steiner) Kindergarten
Awatere Aged Care and Retirement Village	Glenview Kindergarten	Miropiko Kindergarten
Bankwood School	Glenview School	Nawton School
Bellmont Kindergarten	Good News Community Centre	Netherville Retirement Village
Berkley Normal Middle School	Graeme Dingle Foundation	Ngā Taiātea Wharekura
Beststart Childcare	Grandview Kindergarten	Paterson St Playcentre
Bupa St Andrews Care Home and Retirement Village	Grasslands Kindergarten	Patricia Avenue School
Catholic Family Support Services	Hamilton Boys' High School	Peachgrove Intermediate School
Chartwell Kindergarten	Hamilton Christian School	Peachgrove Kindergarten
ACK Hamilton	Hamilton City Council libraries	Phoenix House (Waikato Indian Community Centre)
The Village Church	Hamilton East Playcentre	Pukete Kindergarten
Gateway Church	Hamilton East School	Pukete Neighbourhood House
Chartwell Church	Hamilton Girls' High School	Pukete School
Seventh Day Adventist Church	Hamilton North School	Radius Glaisdale
Crawshaw Kindergarten	Hamilton West Kindergarten	Radius Kensington
Crawshaw School	Hamilton West School	Rainbow Hub Waikato
Deanwell Kindergarten	Hilda Ross Retirement Village	Rauawaawa Kaumātua Charitable Trust
Deanwell Playcentre	Hillcrest High School	Rhode Street School
Deanwell School	Hillcrest Kindergarten	River Downs Playcentre
Desert Springs Community Centre	Hillcrest Normal School	Rotokauri School
Dinsdale Early Learning Centre	Hui te Rangiora Marae	Rototuna High Schools (Junior and Senior)
Dinsdale Kindergarten	Hukanui Kindergarten	Rototuna Primary School
Dinsdale Playcentre	Hukanui School	Returned Services Association (RSA)
Endeavour School	Insoll Ave School	Rukuhia School
Evergreen Early Learning Centre	Insoll Kindergarten	Sacred Heart Girls' College
Fairfield College	Joy For Generations (Carterton)	Salvation Army
Fairfield Intermediate School	Kirikiroa Marae	Sharing Time with Elders Project (WA, USA)
Fairfield Kindergarten	Knighton Normal School	Silverdale Normal School
Fairfield Primary	Koromatua School	South Pacific Islands Institute

APPENDIX ONE: ORGANISATIONS ATTEMPTED TO CONTACT

Southcity Christian School	Te Kōhanga Reo o Ngā Kuaka	The Selwyn Foundation
Southwell School	Te Kōhanga Reo o Te Kohao o Te Ngira	The Y Hamilton Recreation Centre (YMCA)
St Andrews Kindergarten	Te Kōhanga Reo o Te Oranga o Ngā Kaupapa	Toku Mapihi Maurea Kura Kaupapa Māori
St Columba's Catholic School	Te Kōhanga Reo o Toku Mapihi Maurea	Vardon School
St Johns College	Te Kōhanga Reo o Tuhikaramea Inc	Vinnies
St Joseph's Catholic School Fairfield	Te Kōhanga Reo o Whakapiripiri Ki Te Iwi	Vision College Hamilton
St Pauls Collegiate	Te Kōpuku High	Waikato Diocesan School for Girls
St Peter Chanel Catholic School	Te Papanui Enderley Community Centre	Waikato Waldorf School and High School
St Pius X School, Melville	Te Rapa Primary School	Waimarie Hamilton East Community House
Summerset Down the Lane Retirement Village	Te Rau Ora (Kirikiriroa office)	Wesley Rata Village (Lower Hutt)
Summerset Rototuna	Te Totara Primary School	Western Community Centre
Te Ao Mārama School	Te Whare Kōkonga Melville Community House	Whitiora Kindergarten
Te Au o Tamatea St Andrews Middle School	Te Whare o te Ata Fairfield Community House	Whitiora School
Te Kohao Health	Te Wharekura o Kirikiriroa	Wilson Carlile Rest Home and Hospital
Te Kōhanga Reo o E Tū Puritia	Te Whānau Pūtahi	Woodstock School
Te Kōhanga Reo o Miropiko	The Link (St Andrew's Church Community Centre)	

APPENDIX TWO: ORGANISATIONS PROVIDING INTERGENERATIONAL EDUCATION

As per ethics B approval, this table only provides information that is publicly available e.g. on organisations' websites.

Organisation	Programme	Website
Alzheimer's Otago / Uni crew	Minds Together (Dunedin)	https://www.unicrewotago.org/minds-together
Sharing time with elders project (STEP)	STEP (WA, USA)	https://thisisstep.org/
Wesley Rata Village	Rata playgroup (Lower Hutt)	https://www.wesleyca.org.nz/community-actions/wesley-rata-village
Generations Connect	Overall support of programmes (Auckland)	https://www.genconnectnz.org/
Rauawaawa Kaumātua Charitable Trust	Aroha Ngā Mokopuna Kaumatua Olympics Kuki Reka Kani (Cookie cutter design and production)	https://rauawaawa.co.nz/
Western Community Centre	Afterschool care programme and 50+ seniors programme	https://www.westerncommunitycentre.org/