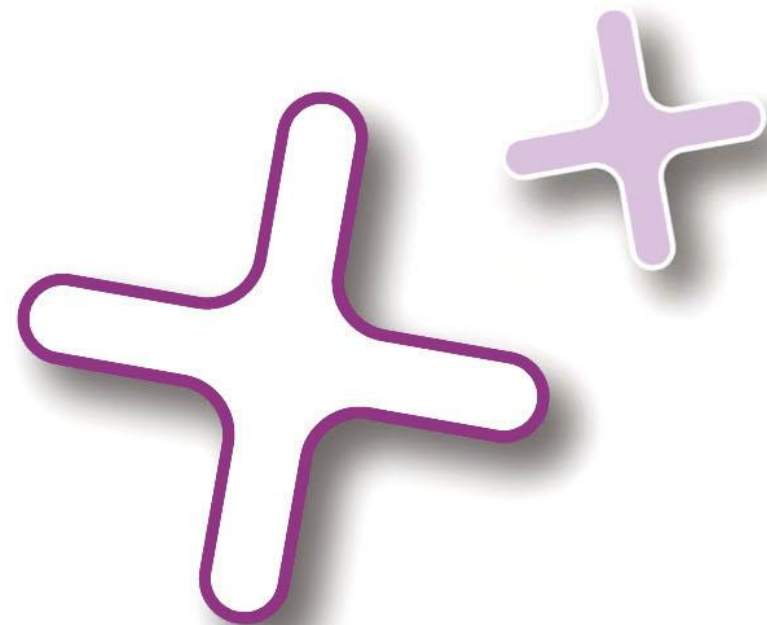
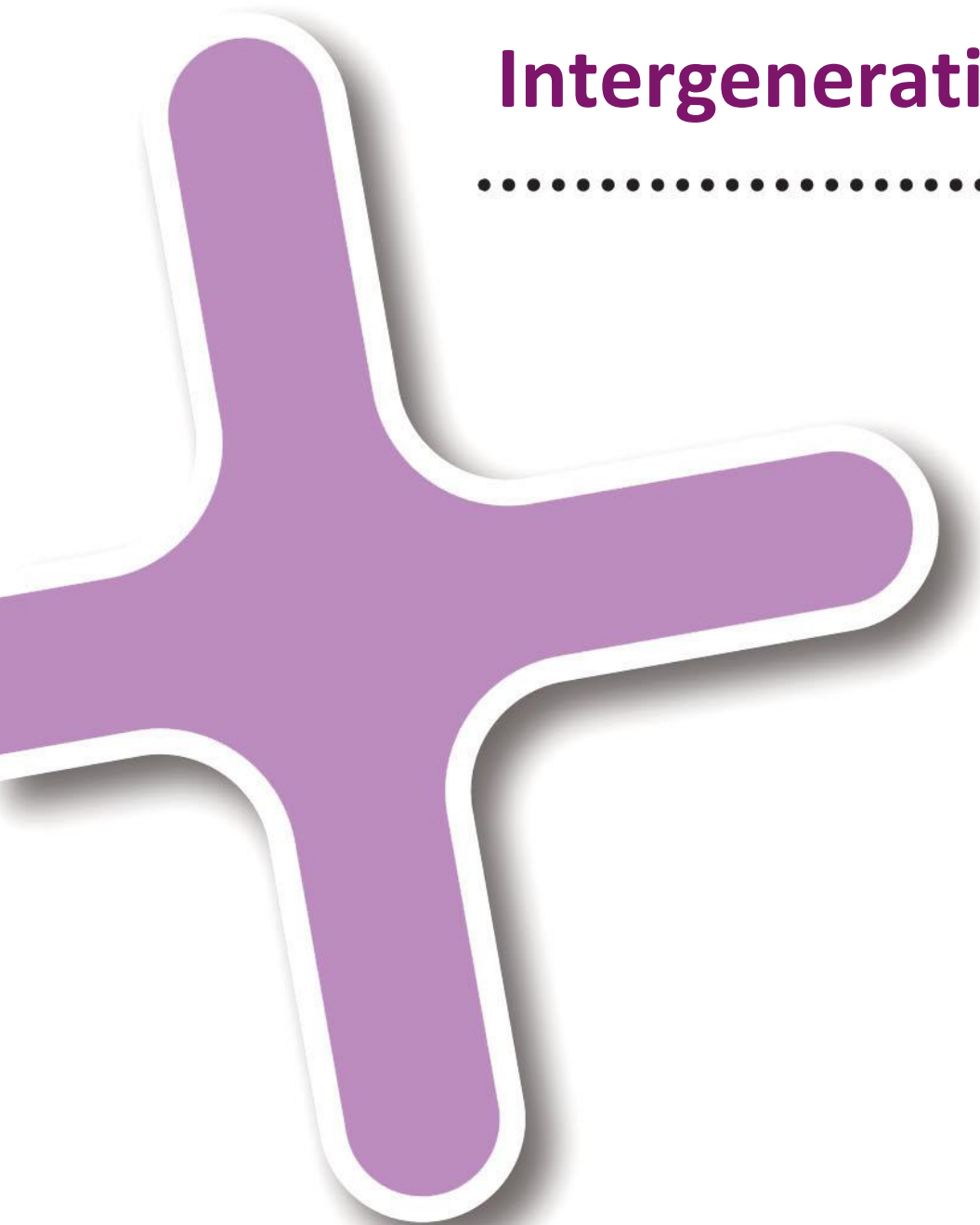


Intergenerational activity

Research summary 8

A list of key findings from research studies and evaluations that show the positive impact of mentoring and befriending



A list of key findings from research studies and evaluations that show the positive impact of mentoring and befriending

Intervention	Research details with main findings <i>The findings below are those that relate to mentoring and befriending only. For complete research findings please read the full studies</i>
General	<p>Intergenerational practice: outcomes and effectiveness</p> <p>A report commissioned to look at what works in intergenerational practice. The study looks at five intergenerational projects focused on football, arts, knife crime, living history and personal and social education to explore different approaches. Two were located in schools, one in a health centre, one in a youth drop-in centre and one at a football club. The study's findings included:</p> <ul style="list-style-type: none"> • Intergenerational work is complex and activities involving young and older people require careful planning and supervision to be successful. • It is vital that staff facilitating intergenerational work have the skills and confidence to deal with the unexpected and are able to react appropriately when issues arise. • Schools can benefit greatly from intergenerational activities with positive outcomes highlighted for pupils, teachers and the wider school community. Having an intergenerational officer at Local Authority level to drive this work forward and support implementation of activities is beneficial. <p><i>Source:</i> Martin, K., Springate, I. and Atkinson, M.; (LGA Research Report). Published in June 2010 by the National Foundation for Educational Research <i>Report:</i> http://www.nfer.ac.uk/nfer/publications/IPI01/IPI01.pdf</p>



<p>Mentoring</p>	<p>Intergenerational practice – a review of the literature This report focuses on the findings from a literature review of what is known about the effectiveness of intergenerational practice.</p> <ul style="list-style-type: none"> • Four main outcomes for all participants, both old and young were: increased understanding, friendship, enjoyment and confidence • For older people, three main outcomes were related to health and well-being, reduced isolation and a renewed sense of worth • For young people, two main outcomes were related to the gaining of specific skills and increased self-esteem • Outcomes for individuals can also have an impact at a community level including improved community cohesion and the potential to address other community-related policy areas, as well as the diversification of volunteering and education institutions becoming more involved in their communities <p><i>Source:</i> Iain Springate, Mary Atkinson, Kerry Martin; National Foundation for Educational Research, 2008 <i>Report:</i> www.nfer.ac.uk/publications/pdfs/downloadable/LIG-e-report.pdf</p>
<p>Mentoring</p>	<p>A Guide to Mentoring Across Generations Focuses on mentoring as one area of intergenerational work and aims to provide a clear understanding of the role and purpose of mentoring. It looks at the impact and includes case studies.</p> <p><i>Source:</i> Alan Hatton-Yeo, Scott Telfer; The Scottish Centre for Intergenerational Practice, 2008 <i>Report:</i> www.scotcip.org.uk/pdfs/guidetomentoring_web.pdf</p>



<p>Mentoring (USA)</p>	<p>Mentoring across generations: engaging 50+ adults as mentors Summarises research into youth mentoring in the USA. Some references include the following:</p> <ul style="list-style-type: none"> • Outcomes for youth were generally positive when certain programmatic conditions exist • Freedman (1988): most effective mentors were those older adults who themselves had endured strained family relationships, battled personal problems, and struggled to overcome many major challenges in their lives. This study suggests that mutuality of experience and marginalization are among the moderators of an effective mentor-protégé relationship • Styles and Morrow (1992) – found that before positive outcomes could be facilitated, a strong bond must first be formed. The most satisfying relationships were those that were youth-driven in timing, content, and shared activities. Successful mentors were those who were active listeners and tailored the interaction to what was learned from the youth. These mentors were not critical of the youth but instead offered problem-solving strategies the youth defined as being useful <p><i>Source:</i> Research in Action Series, Issue 8, USA <i>Report:</i> www.mentoring.org/downloads/mentoring_389.pdf</p>
<p>General</p>	<p>A Review of Intergenerational Practice in the UK Provides an overview of current intergenerational practice looking at good practice and relationship between practice, policy and research.</p> <p><i>Source:</i> Gillian Granville, Beth Johnson Foundation, 2002</p>
<p>Mentoring (young offenders supporting older people in care settings)</p>	<p>A Partnership of Trust. Young offenders supporting older people in care settings – an example of social inclusion through intergenerational practice A report examining a local community service scheme placing young offenders in care settings in the community with</p>



frail elderly people. The study took place at HM Young Offender Institution and Remand Centre, Onley in the West Midlands and aims to further understand intergenerational programmes as a means of addressing social exclusion.

- Community volunteer placements facilitate the integration of young inmates back into the community, which reduces the risk of re-offending
- The intergenerational model, which enables the strengths of each generation to support each other, enhances the ability of young offenders to raise their self-esteem and self worth, and can in turn make them less vulnerable to re-conviction
- It is possible to reduce the exclusion of older people, with physical frailty and those with dementia, from mainstream social networks through creative links with the younger generation
- Older people enjoyed company of trainees because they bring different areas of interest and values to the lives of those whose social networks are severely reduced
- Significance of gender - older men have chance to develop a relationship which is 'man to man' rather than age specific and can talk about 'male topics'
- Intergenerational programmes are able to reduce negative stereotyping and discrimination, and develop sustainable pathways towards more social cohesiveness

Source: Gillian Granville, John Laidlaw; The Beth Johnson Foundation, 2000

Sample: Interviews and informal discussions with two managers and six paid staff at two voluntary organisations who acted as hosts for the placement; observation at the placements and informal talks with approximately 40 older members and volunteers; taped interviews were conducted at the community placements with seven young offenders, aged between 17-21 years of age

Report: www.centreforip.org.uk/Libraries/Local/949/Docs/A%20Partnership%20of%20Trust.pdf



<p>Volunteering (older volunteers in school-based projects)</p>	<p>Understanding the experience of Older Volunteers in Intergenerational School-based projects A report to develop our understanding of the experiences of older volunteers giving support to a young person's learning in intergenerational work</p> <ul style="list-style-type: none"> • Benefits to the health and wellbeing of the older volunteers was demonstrated by their feelings of being engaged with life, and the meaning it gave them • All the volunteers felt, through the support they offered, that they were responsible for making a difference to a young person's life chances • Benefits to the wider community were demonstrated in the way that older people visibly supported other generations in their neighbourhoods through acting as 'champions' – helping to challenge many negative stereotypes that surround older people <p><i>Source:</i> Gillian Granville, The Beth Johnson Foundation, 2000 <i>Sample:</i> 45 interviews with older volunteers in three projects <i>Report:</i> www.centreforip.org.uk/Libraries/Local/949/Docs/Understanding%20the%20Experience%20of%20Older%20Volunteers%20in%20Intergenerational%20School-based%20Projects.pdf</p>
<p>Mentoring (Older people in school settings)</p>	<p>International Year of Older Persons Mentoring Research Project (Australia) Commissioned to explore Australian national and international approaches to mentoring, particularly in school settings, and to produce a document for consideration by Australian schools that could inform policy and implementation of mentoring in schools. The focus is on mentoring by older people from the community</p> <ul style="list-style-type: none"> • Encourage and support the development of mentoring programs in schools • Utilise the existing expertise in implementing mentoring programs in Australia to assist in the development of new programs in schools



	<ul style="list-style-type: none">• Encourage and support the involvement of older persons and other community members in mentoring programs in schools• Promote the collaboration of schools with community and business organisations <p><i>Source:</i> Department of Education, Training and Youth Affairs, Australia; 1999 <i>Sample:</i> Literature review and case studies <i>Report:</i> www.dest.gov.au/archive/schools/publications/1999/mentoring.pdf</p>
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Research summary 3 - Older people

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