

# **The Beth Johnson Foundation**

## **Generations in Action: Final Evaluation Report (2004)**

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© May 2004**

'Dear Steve  
Did you like what you saw?  
Were you overwhelmed?  
Or were you struck in awe  
Have you seen anything like it?  
The ranges that we covered  
Do you think we know enough?  
Or are we like big brother  
We would be delighted to find out what you think  
When you've done your study will you tip us the wink?  
I hope we entertained you whatever the outcome  
Looking forward to your findings when they are all done'

**Ricky Parkinson (2003, Generations in Action, Volunteer, Wigan)**

## **Acknowledgements**

The preparation of this report involved the time, dedication and effort of many people. To each of them I express my thanks and appreciation: to Alan Hatton-Yeo Director of the Beth Johnson Foundation for his mentorship, encouragement and support. To the GIA coordinators Susan Balf (N.Yorkshire), Natasha Deverson (Leyland), Deborah McGoldrick (Salford), Gill Sanderson (Wigan) and Susan Walton (Sandwell) for organising the focus groups and providing a plethora of data about the programme and the evaluation thoughts and reflections of your volunteer's.

To Julius Sim and Miriam Bernard (Keele University) and Jacob Ellis for providing the research tools, professional support, statistical, editing expertise and advice throughout the analysis and writing phases of this report.

Finally, my deepest thanks to all the volunteers for the overwhelming commitment they demonstrated towards the diverse intergenerational volunteering activities with which they engaged so readily within their communities.

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## **Section One**

### **Background**

The GIA programme is managed through the Salford Business Education Partnership (BEP) based on a core programme, first established in Salford over four years ago. The main aim of this core programme was to enable older people to engage in helping younger members of the community through the use of mentoring and other one-to-one activities. From this original base and activity, Salford BEP expanded the programme and now works with BEP partners in other areas of England. These include: Lancashire, North Yorkshire (Harrogate), Greater Manchester (Salford and Wigan) and the Midlands (Sandwell). The various partnership programmes across the country have been operating since April 2001 (GIA, 2002).

### **GIA: Aims of the Programme**

'The main aim of the programme encourages the transfer of skills and experiences of older people to younger people who are identified as needing extra support'. (GIA, 2002). The key features include:

- The promotion of volunteering by older people (aged 50+);
- A focus on mentoring as a form of volunteering activity;
- Promoting the value of volunteering in terms of benefits to health and well-being, community engagement, social inclusion and community action for older people;
- Seeking to increase the number of older people engaged in volunteering in their community;
- Developing innovative approaches to volunteer recruitment;
- Developing a diverse range of volunteering activity;
- A focus on intergenerational volunteering in productive sustainable community partnerships;
- Developing new approaches to cross-agency working in the context of intergenerational volunteering;
- Gathering research and evaluation evidence to demonstrate the impact of intergenerational volunteering on the individual volunteer and the community at large.

### **The Funding/the Timescale/the Expectations**

The Generations in Action (GIA) programme is funded from April 2001-April 2004 by the Active Community Unit (ACU) of the Home Office. The development of and the timescale for the programme is clearly laid out in the 'delivery plan' (GIA, 2001), the criteria for which include the following:

- Key objectives (ACUs Objectives);
- Activity;

- Target date for completion of activity;
- What will success look like and how will it be measured?
- Progress by end of year.

One of the key features of the delivery plan was to produce an evaluation framework (GIA, 2000). The main focus of this evaluation framework was two fold; first to evaluate the benefits to the individual older volunteer; second, to assess the added value and community impact that they and the Programmes have made. The timescale was laid down for the monitoring and evaluation of the individual regional programmes and an evaluation overview together with support and training for each Programme undertaken by the Beth Johnson Foundation (BJF). It was proposed that the final evaluation report would describe specific Programmes of each partner and would draw upon a mixed-methods survey identifying the learning outcomes for each Programme (GIA, 2001a). Here we provide the final evaluation findings and report primarily on the general impact the programme is having across each of the regions and their communities (GIA, 2002).

## **Where we are now?**

During the first year of the programme each partner produced an end of year report in 2002 for GIA. Each of these reports indicates a limited development of local monitoring arrangements and some small-scale evaluation of various inputs and Programmes. These reports were subsequently used to compile the end of year report for the ACU in 2002.

The GIA coordinators also meet outside the normal scheduled management meetings at the BJF for joint training and to share best practice (GIA, 2002). Furthermore, the BJF has taken on a more direct role with the Programme coordinators and has provided programme visits to each area, targeted support, advice and guidance. To this end, and to avoid any overlap in terms of roles and responsibilities, the programme evaluation was sub-commissioned by the BJF in July 2002.

An interim evaluation report was produced for April 2003 (Ellis, 2003) and the findings from this report were fed-back both to the project committee members and the volunteers working with GIA.

This final report incorporates and builds upon the research and findings from the interim report and current GIA work in the year 2003-4.

## **Section 2**

### **The Evaluation: Aims and Objectives**

The evaluation framework (GIA, 2001a) indicates four specific research questions to be addressed during the course of the programme are:

- What are the specific benefits to the older volunteers?
- What is the impact on the community of the different programmes?
- What evidence is there that volunteering by older people has some additional features to volunteering by younger people?
- What is the difference with intergenerational programmes to other mentoring/volunteering programmes that are ostensibly similar?

For the purposes of this final report, we undoubtedly touch on all four of these research questions. However, we have again primarily focused our attentions on the specific benefits to the older volunteers, endeavouring to revisit and collect additional longitudinal data which can be used to provide evidence of the 'value-added' to the basic information collected in 2002-3. Again in 2003-4 we have also been mindful of the programme's 'success criteria' (GIA, 2001a) and have striven to explore some of the issues such as recruitment of volunteers; new volunteering opportunities; individual personal growth of the volunteers; some measure of community impact and diversification of volunteering, as well as gaining volunteers' perspectives of the impact this activity is having in terms of their community involvement and action. We have also drawn out what the partners feel are good examples of volunteer activity and practice and which illustrate some of the above research objectives. In addition, we have also asked a question about what has changed, or what is different, in terms of volunteering activity from the first round of interviews and questionnaire work.

### **How the Study was Carried Out**

The first phase of the evaluation was conducted over a ten-month period from July 2002 to April 2003 while the second phase was conducted from May 2003-February 2004. During both phases a multi method approach was adopted as detailed in Table 1.

*Table 1: Three main methods of collecting data were employed. These were focus groups together with the administration of two validated tools: the Short Form 12 (to assess health and well-being) and the CASP19 (to assess quality of life). (see appendix 3). In addition during phase two of the research a GIA workshop was presented at the Keele University Conference (BJF, 2003) utilising some of the information gleaned from the Interim Report. This together with our recent 'Intergenerational Network Seminar: North West (IGNS, 2004) provides valuable evidence of the growth and expansion of the GIA approach and philosophy*

<b>Methods</b>	<b>Timing</b>	<b>Sample</b>
Internal monitoring data including end of year. Programme reports and minutes of management meetings	July-Sept 2002 July 2003-Feb. 2004	Director BJF/Programme Manager Salford
Steering Group Meetings/Salford BEP	July 2002-April 2003 July 2003	Managers and Programme Coordinators/BJF
Individual Semi-Structured Interviews/BJF	Oct. 2002	Programme Coordinators (5)
Short Form (SF12) Health Survey	Dec. 2002-Feb. 2003 Jan-Feb. 2003	Volunteers/Five Programmes
Quality of Life Measure (CASP-19)	Dec. 2002-Feb. 2004 Jan.-Feb. 2004	Volunteers/Five Programmes
Qualitative Focus Groups	Dec. 2002-Feb. 2003 Jan.-Feb. 2004	Volunteers/Four Programmes
Participant Observation and Evaluation Group Training Intergenerational Practice Conference Keele University NW Intergenerational Network	Oct. 2002  June 2003  Feb. 2004	BJF Training Events/ Programme Coordinators  Various Coordinators  Wigan Coordinators/BJF
Interim Report  Interim Report (digest)	April-May 2003  June 2004	Director BJF/Programme Manager Salford/Programme Coordinators
Extra-ordinary Meeting  Final Report	July 2003  May 2004	All Partners  Director BJF/Programme Manger Salford/Programme Coordinators

## **Focus Groups**

The focus group has gained considerable popularity as a means of gathering qualitative data in social research. The focus group technique is commonly acknowledged to have its origins in sociology (Merton et al, 1956). Focus groups have been described as group discussions exploring a specific set of issues or topics and facilitated and coordinated by a moderator or facilitator. The topic for discussion is decided in advance and the concern is with both the content and the process of discussion (Nettleton et al. 2002:2). The aim is to capitalise on the interaction that occurs and to help people to explore and clarify their views in ways that would be less easily available in a one-to-one interview (Sim, 1998:346). The broad advantages of focus groups include: they are economical in terms of tapping the views of a number of people; they provide information on the 'dynamics of attitudes' (Morgan, 1988); they encourage spontaneity and expression of views, and participants often feel supported and empowered by a sense of group membership and cohesiveness (Sim, 1998:246).

Morgan (1995) argues that whilst it is conceivable to use other qualitative techniques, the focus group is most effectively and commonly used alongside questionnaires. For the purposes of this research we therefore used two validated questionnaires to explore quality of life and well-being outcomes of the older volunteers; Short Form 12 (SF12) and Control, Autonomy, Self-realisation and Pleasure (CASP19).

## **Focus Group Interviews**

Phase one focus group interviews were conducted between December 2002 and February 2003 in four out of the five Programmes (Leyland were unable to gather a group, but volunteers were sent and completed the SF12 and CASP19 tools). Second phase interviews were conducted between January and February 2004, with three out of the five programmes. The number of participants in each group was dependant on the numbers of volunteers available (see Table 2).

The four group meetings took place in a variety of settings from LEA resource and development centres, to a sports complex, to a secondary school classroom and mentoring base, and BEP meeting rooms. Each meeting varied in duration from around an hour to over two hours in some cases, dependant on the numbers involved. Each interview was tape-recorded using a powerful microphone and quality machine. The tapes were later transcribed and analysed providing a rich source of comment, testimony, and lively interaction between the volunteers, programme coordinators and the researcher. We requested for the second phase interviews that we had a mix of participants, which included some of the volunteers from phase one; some new volunteers and some representatives from the actual educational and business partnership links that were working closely with the volunteers. This enabled us to gain some sense of the wider community impact the volunteers were having as well as gauging the value added by the volunteers to the business and educational partnerships. We could also gauge the value-added year on year in terms of their quantitative scores and the ways in which the various groups across the regions had changed and developed.

Table 2: Participants in the Focus Groups

	Male	Female	Focus group	SF12	CASP19
Lancashire (Leyland) 2003	12	6	♣	√	√
2004	5	7	♣	√	√
Salford 2003	2	3	√	√	√
2004	4	10	♣	√	√
Sandwell 2003	4	5	√	√	√
2004	7	3	√	√	√
Wigan 2003	4	8	√	√	√
2004	4	5	√	√	√
North Yorkshire (Rydale) 2003	10	10	√	√	√
2004	4	4	√	√	√
Totals 2003	32	32			
2004	24	30			
♣ = data unavailable					

## Section 3 Quantitative Data

### Profile of the Volunteers: Who participates?

Bernard (2000) argues that traditionally, volunteering amongst older people in the UK has been couched in terms of civic duty and community service to others. She goes on to say that: 'The 'Lady Bountiful' image has been hard to shake off, as has the sense of serving those less fortunate than ourselves', and that part of the problem lies in how we define volunteering. Surveys in this country and North America broadly come to the same conclusions about who volunteers and why. For instance younger people are more likely to volunteer than older people (Lynn and Davis Smith, 1991). Recent research also suggests that over the last decade there has been a growth in volunteering amongst people aged 45-64. Added to which, older women are more likely to volunteer than older men and these volunteers are more likely to be from well-educated and higher socio-economic groups (Chambre, 1987, 1993).

Bearing the above points in mind, general profile data for each of the five sets of volunteers was collected in order to provide background information on gender, age-range, previous occupations, type of voluntary work and the distance travelled to volunteer. The outcomes reported here are for the programme as a whole in the years 2003/2004:

- In 2003 we had equal numbers of males (32) and females (32). 31% of our volunteers were aged 50-59, while 51% of our sample was 60-69. Some 13% were over 70 and 5% indicated they were aged 80 years or more.
- While in 2004 we again had almost equal numbers of males (20) and females (19), 40% aged 50-59 (or younger)-an increase of 9% on the previous year. The categories 60-69 (30%) and 70-79 (28%) were roughly equal.
- In terms of previous occupations, 64% of the sample had worked in professional occupations and included teachers, engineers, accountants, managers, directors, consultants, nurses, RAF officers etc. One individual had worked as the GIA coordinator for Salford, while another was currently employed as an Education Business Partnership (EBP) coordinator.
- In 2004, 44% of our sample had been in professional occupations while a majority (56%) this time indicated non-professional occupations.
- The types of volunteering activities also varied. However the majority were engaged in either secondary school mentoring (56%) or working in primary schools (24%). Up to 20% were volunteering in a diverse range of activity which included: World War Two reminiscence performance work, youth offending mentoring, heart foundation, as school governors, 'New Deal', 'Youth Zone', peer volunteer mentoring, advocacy work, hospital support, coordinating and editing a volunteers' magazine.
- In 2004, most (80%) of the sample was working either in secondary or primary schools. Most were providing generic mentor support for younger (Y4-6) and older (Y9-11) children. However, some volunteers were providing specialist help to these children in the areas of mathematics, art and design/design technology. The remaining 20% were volunteering in a diverse range of intergenerational activity which included: Pupil Referral Units; Community Forum Coordination activity; Homestart; Dr B's (a Barnardo's project); Youth Offending; School Events Coordination in the Community and Captancy.

- Most of our sample lived within a five-mile radius of their voluntary site or activity base (70%), with only a small percentage living further than ten miles away (16%).
- Similarly, in 2004 92% of the sample lived within 10 miles of their volunteer base, with 51% of those living within 5 miles.

## Summary Points

- Overall then, some 82% of our volunteers were aged between 50 and 70. Significantly, we have a good proportion of younger volunteers aged 50+.
- The majority of volunteers in the first year previously worked in professional occupations suggesting that they come from the well educated and higher socio-economic groups. In 2004 the groups were more balanced between professional/non-professional previous employments.
- In terms of voluntary activity for both 2003/4 most (80%) were engaged in mentoring in either secondary or primary schools. Interestingly, there was good evidence of diversification of volunteering into other areas in the community (20%) particularly in 2004 where the scheme showed greater diversification than in 2003.
- Furthermore, the majority of volunteers lived within easy reach and local to their place of volunteering. The evidence suggests a strong local community involvement amongst the volunteer sample across the spectrum from 'primary school readers' to 'youth offending' to political local action groups and 'events coordination'.

## Short Form 12 Health Survey (SF12): A Measure of Well-Being

SF12 is a measure that has been developed for the explicit purpose of monitoring, comparing groups and forward planning for health provision for adults. SF12 is a measure that can be completed quickly and yet is comprehensive enough to give a 'generic health status measure' using validated psychometric multi-item scales (Jenkinson et al, 1996). It is especially useful for comparison, in this case, our sample of older mentors with the general population (community norms) for that age group. However, the limitations here are that this is a small scale, base-line cross-sectional study that moves some way towards an attempt to indicate the long-term differences that might accrue from involvement with the GIA scheme. We present here the outcomes for the volunteers for 2002/3 and compare the outcomes at the formal conclusion of the scheme, in the summer of 2004.

Here we report the outcomes in two ways: first, the analysis of the raw data for physical and mental health and, second, the physical and mental component summary algorithms for the SF12 sample.

## SF12 Physical Health (2002/3-04)

Figure 1: Over four fifths (85%) of the volunteers rate their health as excellent, very good or good at both time periods

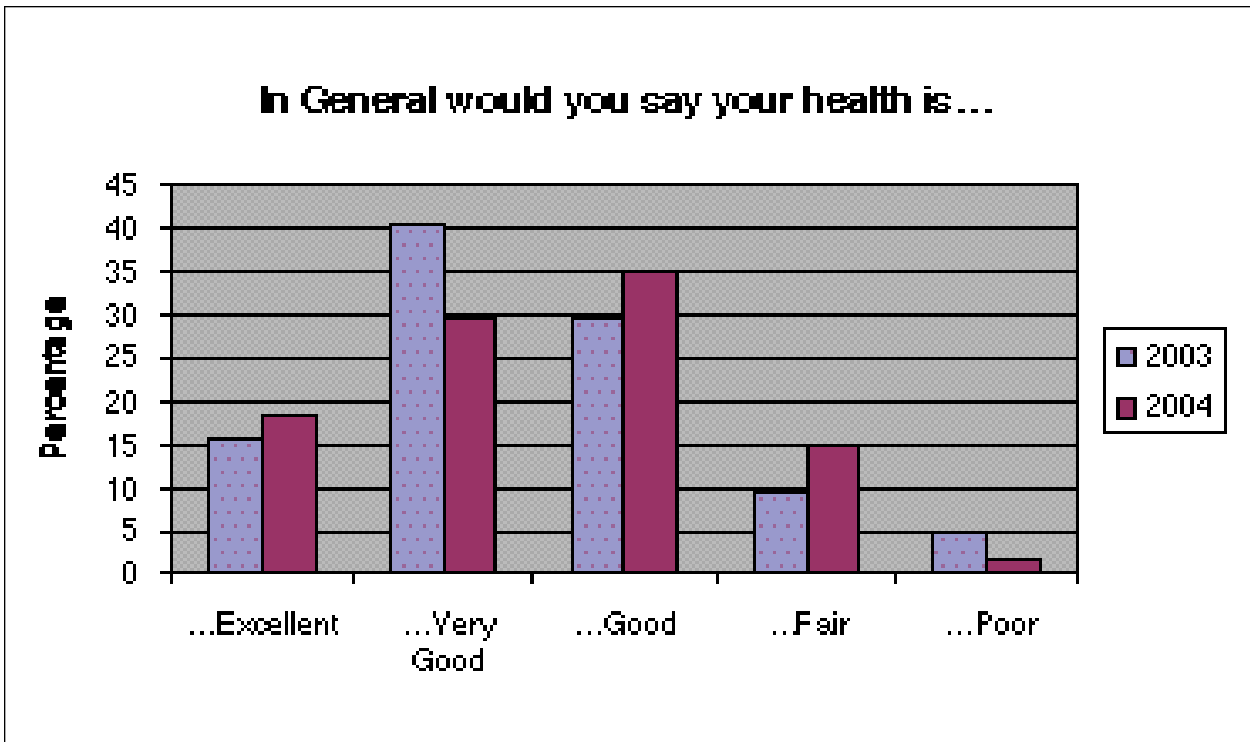


Figure 2: Not surprisingly then, the majority of the volunteers say that their health does not limit their activities. However, a small proportion report that they are limited a lot

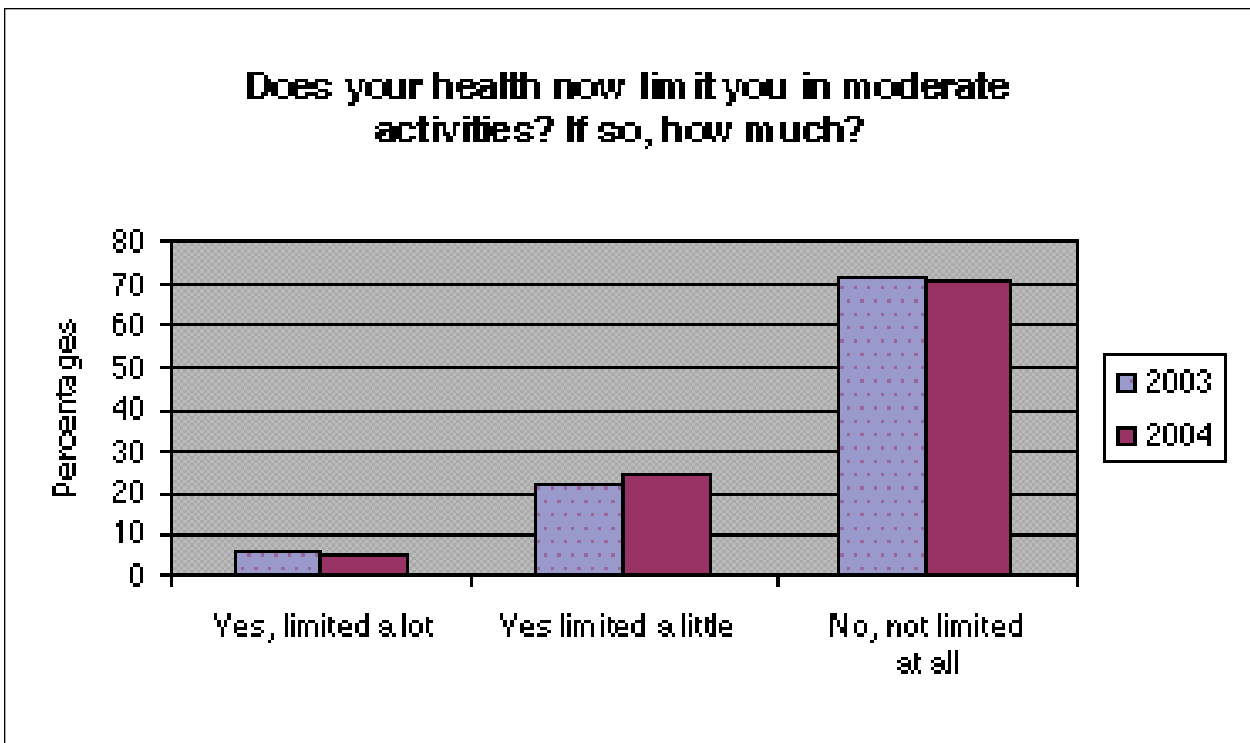


Figure 3: In terms of their physical health over 80% of the volunteers report that they have few problems with accomplishing tasks or are limited in their work

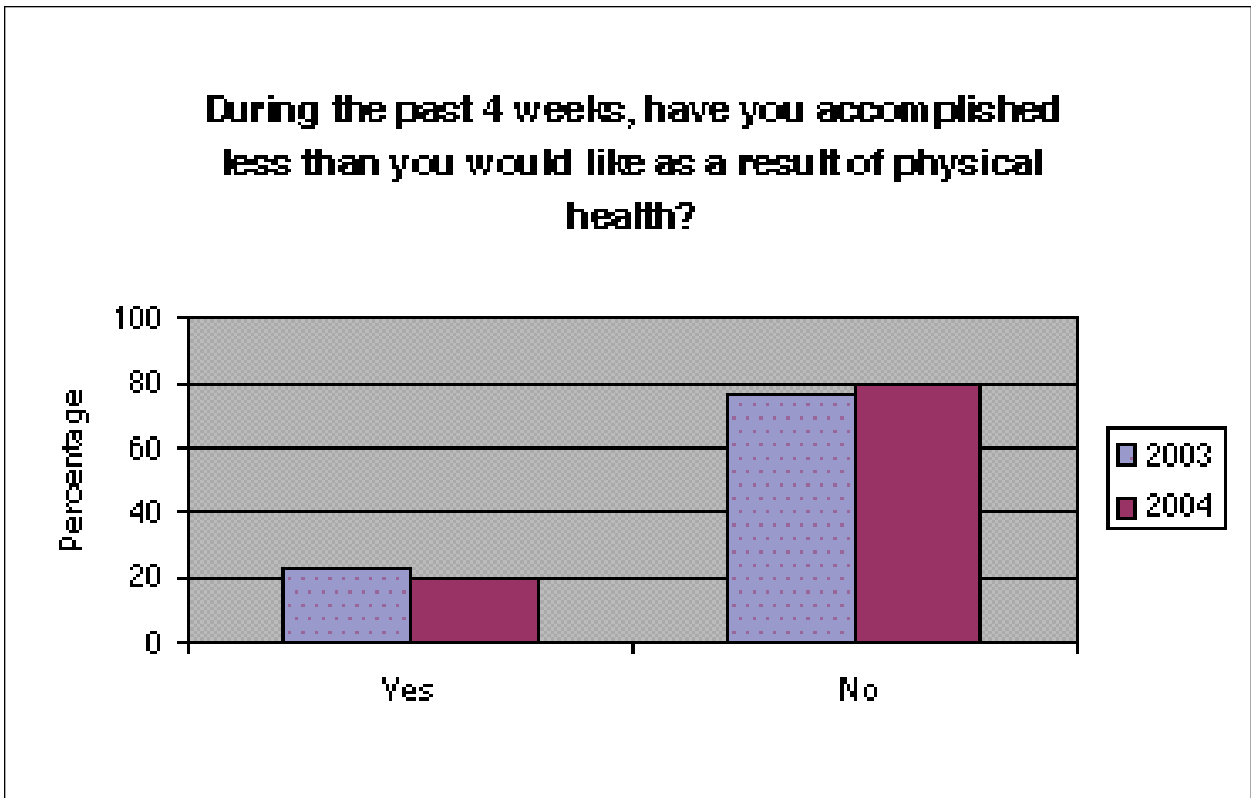
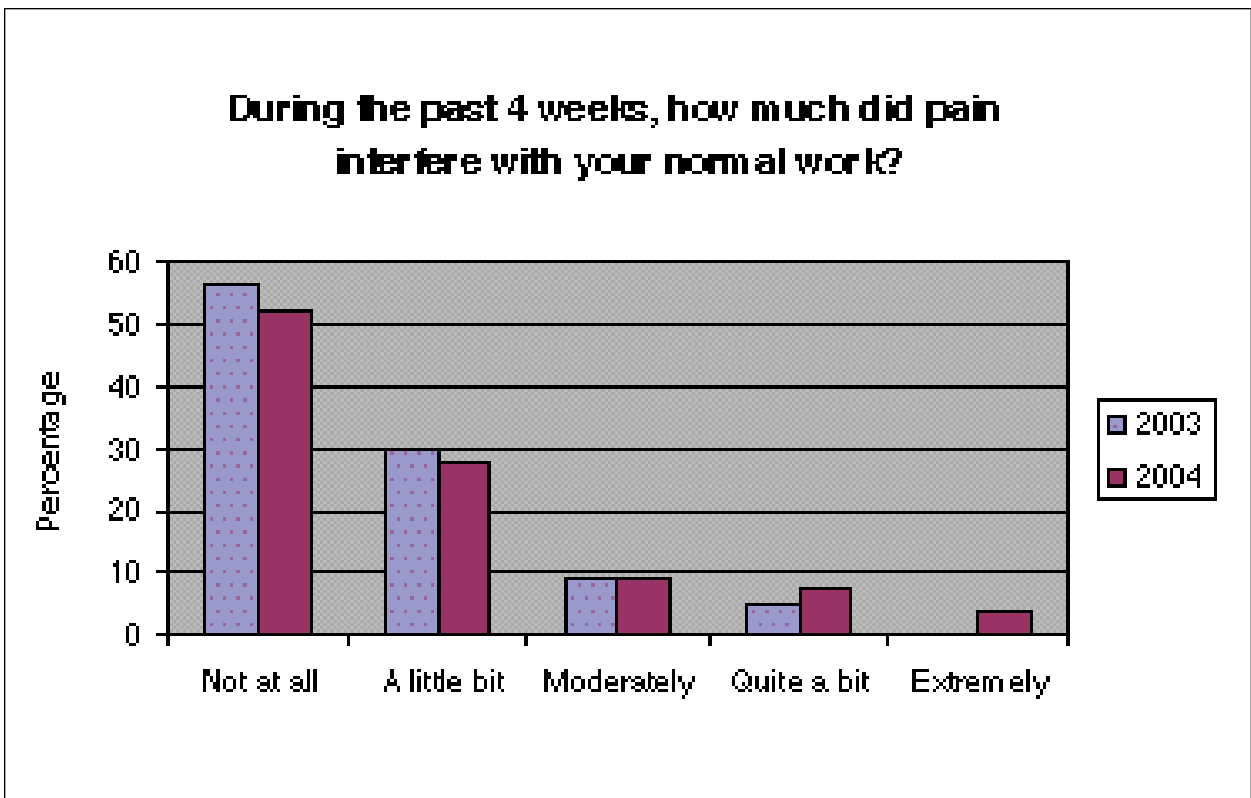


Figure 4: Similarly, the majority (85%) of the volunteers are not affected by pain



## SF12 Mental Health (2002/3-04) n=54

Figure 5: Turning to mental health, the majority of volunteers (about 90%) report few emotional problems, although a minority (10%) have been affected by such problems during the four weeks prior to the interviews. There is no significant difference between the responses for 2002/3 and those recorded for 2003/4

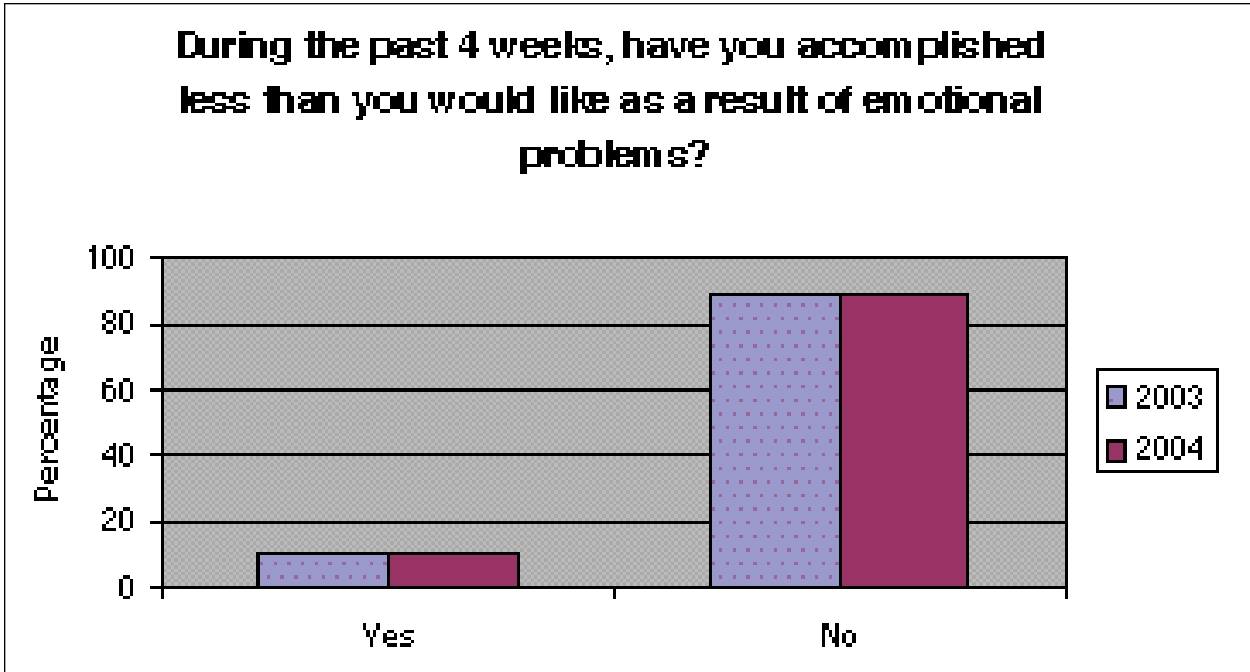
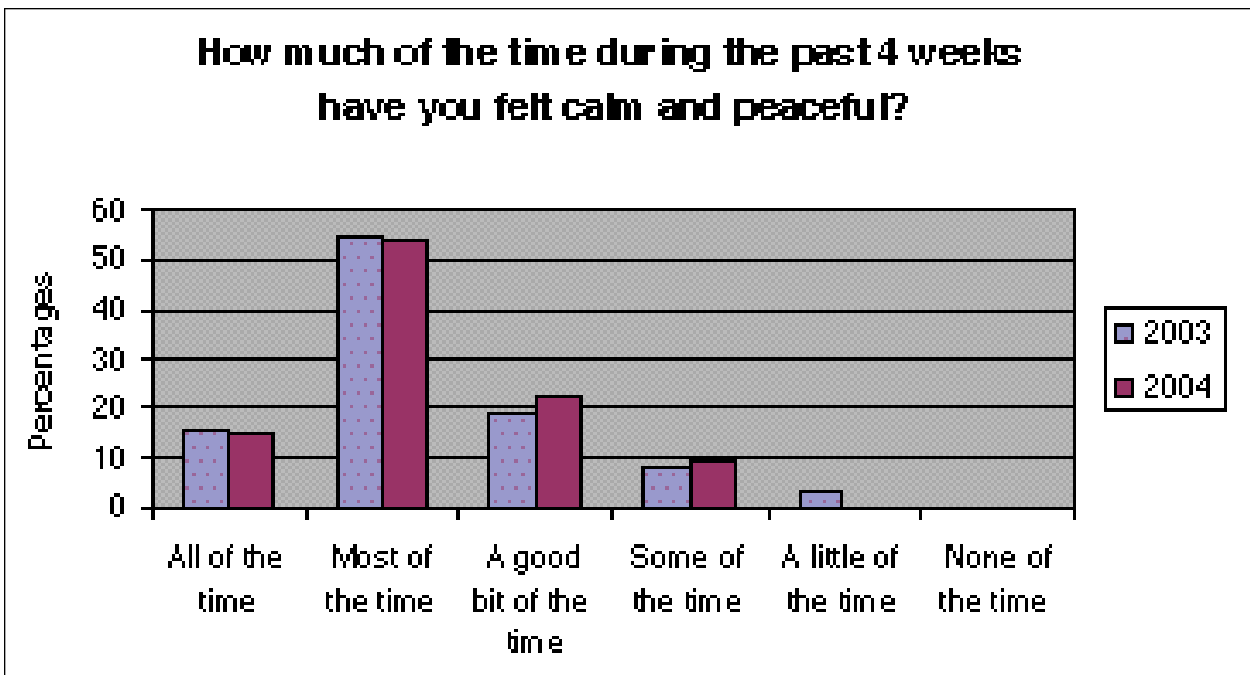


Figure 6: Again not surprisingly then, the majority of the volunteers feel calm and peaceful for most of the time (70%) and have reasonable levels of energy. Similarly, the majority say that they do not feel downhearted or depressed (85%). Conversely, a minority of volunteers indicated that they felt depressed all of the time



## Summary Points

- In sum, despite limited difficulties for some people with pain and with feeling downhearted or depressed at times, the data shows at least four out five volunteers say that neither their physical limitations nor their mental health interferes with their activities.
- In other words, the majority of the sample is socially active and engaged with their volunteering and with the community.
- Furthermore, these outcomes compare very favourably with recent research conducted in Stoke-on-Trent (Ellis, 2003) where the values for SF12 were up to 10% lower than for the GIA Programme.
- This pattern also holds true for 2003/4 where, overall, the patterns of response are very similar with no significant difference recorded.

## SF12 Physical and Mental Health (2002/3-2003/4) Community Norms

How then do these mentors compare with other older people in the general population? Tables 3 & 4 show the mean scores on the SF12 for both the physical and mental health status of our sample, in comparison with figures for older people living in the community.

*Table 3: SF12 - Physical and Mental Health Status GIA 2002/3*

	n	Minimum	Maximum	Mean	Norms
Physical health	64	19.227	73.733	<b>46.331</b>	<b>43.65</b>
Mental health	64	26.352	56.974	<b>45.785</b>	<b>52.10</b>

*Table 4: SF12 - Physical and Mental Health Status GIA 2003/4*

	n	Minimum	Maximum	Mean	Norms
Physical health	54	27.993	52.998	<b>46.456</b>	<b>43.65</b>
Mental health	54	36.457	53.757	<b>46.949</b>	<b>52.10</b>

## Summary Points

- In terms of physical health, the scores are very similar for both years 2002/3, 2003/4 and are above the community norms.
- Interestingly, for mental health, this sample scores below the mean although these findings for older people living in our five areas of the UK are not dissimilar to other research findings from studies conducted in similar geographical/socio-economic areas (see Bernard et al, 2002).

Turning to a consideration of gender differences, Tables 5 & 6 shows that the scores for men and women are not significantly different at the  $p < .05$  level for either physical or mental health status.

*Table 5: SF12 - Health Status by Gender GIA 2002/3*

Gender		n	Minimum	Maximum	Mean
F	Physical health	37	19.227	57.118	<b>48.156</b>
	Mental health	37	26.352	53.755	<b>47.343</b>
M	Physical health	27	19.227	57.733	<b>47.277</b>
	Mental health	27	37.774	56.974	<b>46.951</b>

*Table 6: SF12 - Health Status by Gender GIA 2003/4*

Gender		n	Minimum	Maximum	Mean
F	Physical health	30	35.621	52.998	<b>46.828</b>
	Mental health	30	38.720	52.710	<b>46.988</b>
M	Physical health	24	27.993	52.670	<b>45.980</b>
	Mental health	24	36.457	53.757	<b>46.962</b>

## Summary Points

- The female mentors appear to have slightly better physical health and mental health scores.
- Both genders are above the community norm for physical health while slightly below for mental well-being.
- There is a slight decrease in the scores for 2003/2004 when the data is separated out in this way.

## CASP 19: A Measure of Quality of Life

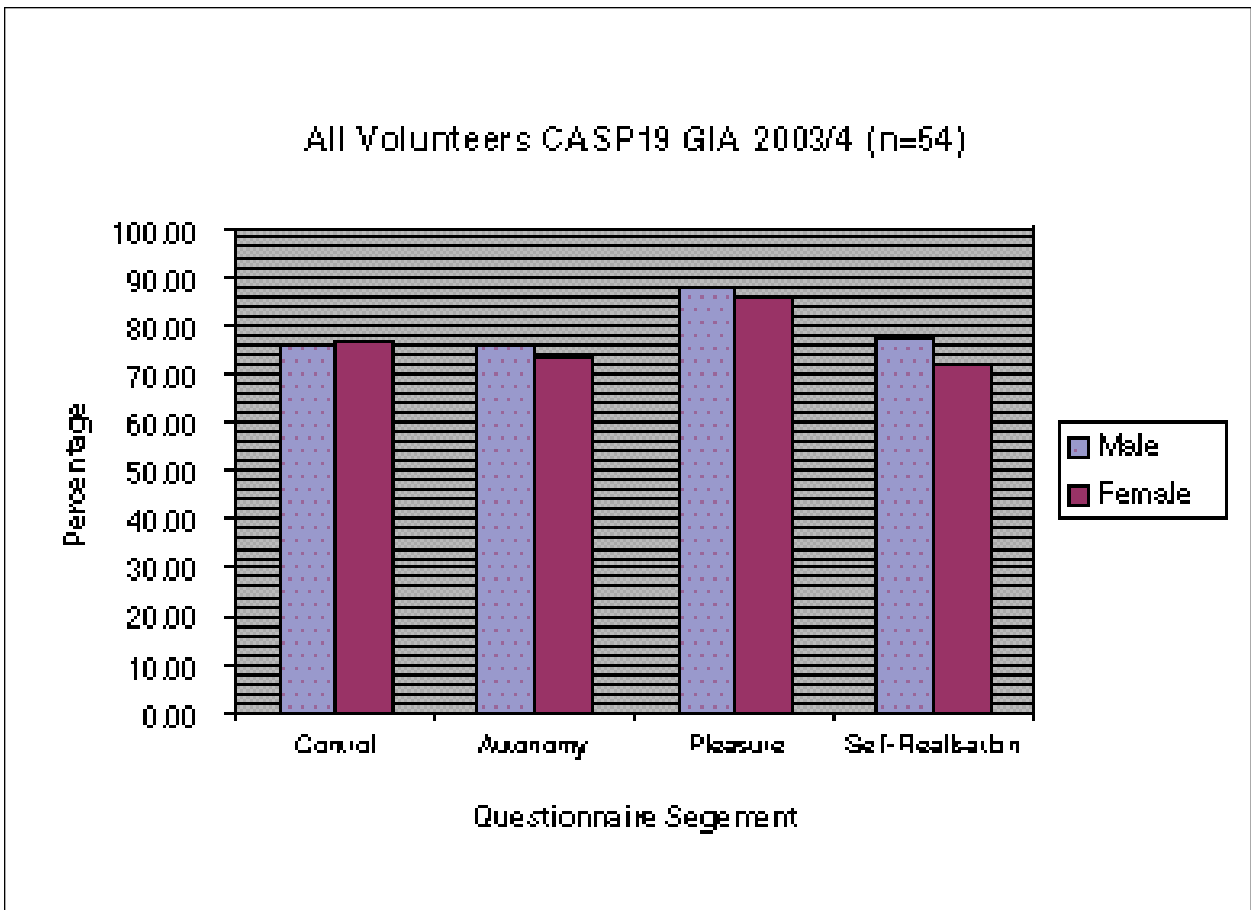
CASP 19 (Hyde et al., 2001) is now being included as a measure of quality of life in the new English Longitudinal Study of Ageing ([www.ifs.org.uk/elsa](http://www.ifs.org.uk/elsa)) that began in November 2002. The aim of the measure is to identify contextual and life course influences on quality of life and to conceptualise quality of life as distinct from the factors that influence it. CASP 19 is based on a needs satisfaction model and consists of 19 statements that are coded: often=3, not often=2, sometimes=1 and never=0. The 19 statements refer to four domains, namely: control (5 items), autonomy (5 items), pleasure (5 items) and self-realisation (4 items). In this way a raw percentage score can be calculated for each of the domains and an overall score for quality of life can be

calculated by adding the scores for each domain together. The domains that make up the quality of life model reflect the need for a more holistic approach to investigation of older age that includes both positive and negative experiences.

The CASP19 results for 2002/3 clearly show that the volunteers involved in the Programme scored very highly in terms of all four domains. The volunteers display high degrees of control (73%) in terms of planning for the future; they were very optimistic in terms of their personal autonomy (90%) and felt they could do the things they wanted to do. Similarly, in terms of pleasure they clearly looked forward to each day (91%) and, for most, this especially included their GIA volunteering in the community. In addition, the majority of the groups had developed very cohesive, supportive and close professional relationships working well individually but also coming together for training etc. They clearly enjoyed being in the company of others in the GIA team and felt fulfilled. Another characteristic of each programme was the amount of energy they brought to the task. There was also, for many of the volunteers, an awareness of self-realisation (75%) in terms of re-entering a variety of voluntary settings for the first time in years and feeling satisfied with the ways in which opportunities, volunteering and professional relationships had turned out.

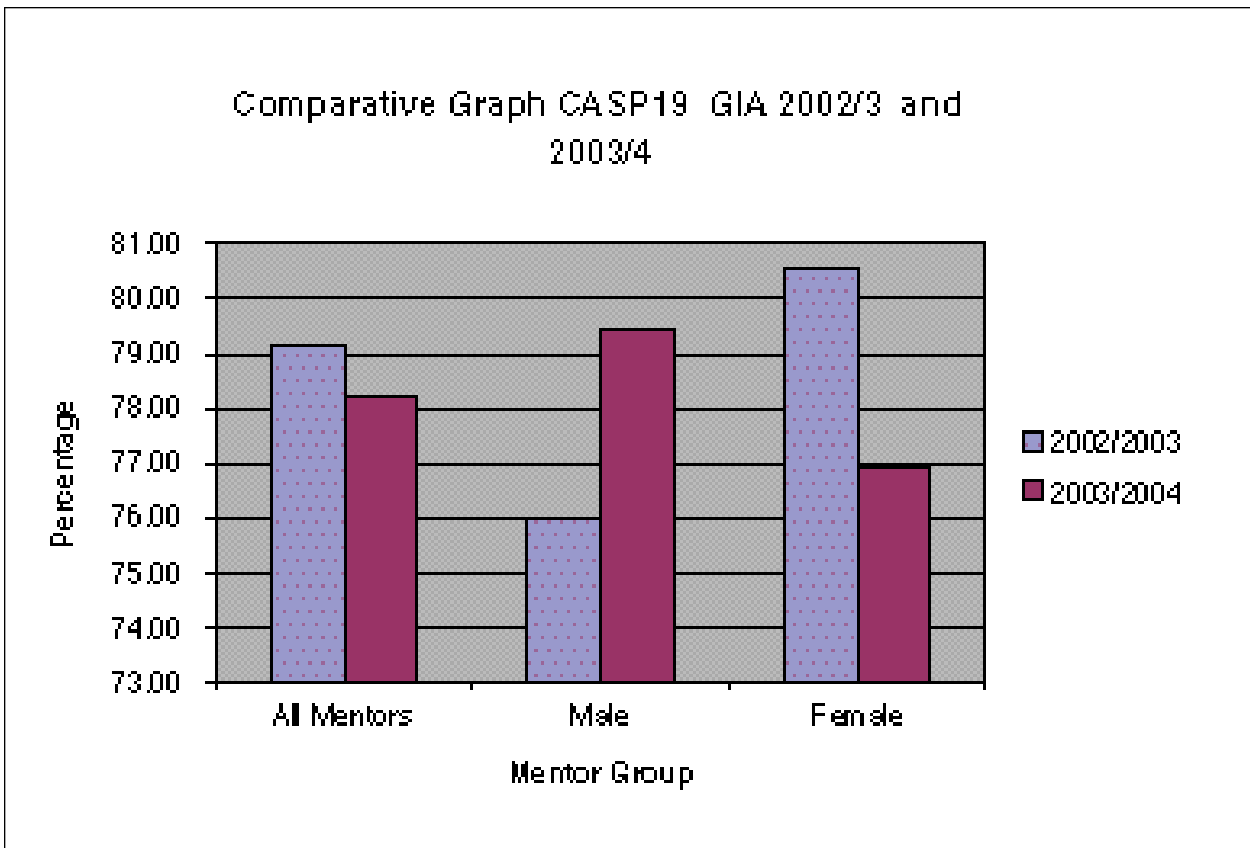
Male volunteers score more highly than female volunteers across three of the four domains although the differences are not statistically significant.

Figure 7: CASP 19 Domains for the Volunteers GIA 2003/4



Similar positive patterns were also recorded for 2003/4 (see figure 7) responses range from 76-88% for the four domains, which is not significantly different from 2002/3.

Figure 8: CASP 19 Comparative Graph Volunteers 2002-4



Again, if we now combine the two data sets for each year, as shown in Figure 8 we can gauge the value-added for the volunteers' quality of life during the past two years. Whilst generally positive, some of the males for 2004 is up by 3%, while the females scores is down by 3%. For all volunteers the average for the two years remains very positive at a score of 78.5%.

## Summary Points

- CASP 19 permits us to calculate an overall quality of life score (see figure 2). Overall the outcome is overwhelming positive for the volunteers as a whole;
- Males score slightly higher than the females for 2003/4 (3%).
- These results across the two-year study indicate that all of our older volunteers enjoy a very good quality of life and were very positive in both outlook and the work they diligently committed to through the GIA scheme.

## Section 4

### Qualitative data

Having explored some of the background theory, methods and outcomes from the quantitative data analysis, we now turn to the qualitative analysis. Like previous work (see Ellis, 2003) this focuses on the older volunteers' views of the ways in which the GIA Programme has enhanced their self-esteem, well-being and sense of empowerment. The main source of qualitative data is the seven focus groups (Leyland in Lancashire were unable to meet) in each of the regions between December 2002 and February 2004. Moreover, we also draw here on self-evaluation by the coordinators in terms of the project's and the volunteer's journey and experiences over the past two years (Secker et.al 2002) (see appendix 1). In addition, we also draw upon the transcript of the project's extra-ordinary meeting in July 2003 where we identified the future ways forward for the project as funding comes to an end in 2004.

### Why Volunteer?

In 2003 the focus groups concentrated on the basics of why volunteer? what are the benefits of such activity? and how the volunteers think and feel about themselves and the work with the children and young people. In 2004, on returning to the various regions, we focused on how things had gone during the intervening time, their journeys of discovery and the changes that had occurred.

Research suggests that the best time to interest people in voluntary work is just before, or just after, the cessation of work. Bernard, (2000) writing about the recruitment of volunteers for a 'peer health counselling programme', stresses the importance of recruiting volunteers who are already linked with the organisation in some way by means of informal mechanisms such as 'hearing through the grapevine', as well as the importance of advertising for volunteers through the local press and media. She also raises important issues about the access routes for older people into volunteering. Therefore, integral to this programme are also issues about the nature of the voluntary work required, which are intimately bound up with the motivation of individuals. Bernard (2000:138) states that:

'Knowing what motivates people and what they want from their involvement, helps us to recognise the needs of the volunteers, plan appropriate training and support, and explore what can be offered in terms of the available choices'.

In 2003 GIAvolunteers, in common with other studies, volunteer for a variety of reasons, these include:

**To help others:** this is a very common motivation for all volunteers. One common motivational feature of this Programme was the ways in which volunteers focused on young people and were aware of the impact they were having both in the schools and in some cases the community as a whole. George, for example was able to provide mutual help for his fellow volunteers while extending and improving his own skills and health:

*I volunteer for something like 15 hours a week, this includes doing work at home for both the volunteer's magazine and actual volunteering. I must admit without sounding selfish the activity is the number one reason for me. The other is to do with my health, keeping it as good as possible after heart problems. I've been blessed with the health to do that and meeting with various people, you never think that you're going to meet certain types of people, which you do, you know. You think they are some distance from your interest but it is amazing how you get interested in what other people do.*

Jayne also added the following comment:

*I just think all children; all young people should have that facility of developing positive relationships. They need it in their life and if I'm able to give them a feel for some aspects of what that means to them, that's great. It gives me something back knowing that I can help them.*

**To feel useful and valued:** This, from our work, appears to be the overriding motivation for the older volunteers. Many of the volunteers feel strongly that they are marginalized from society. In particular they have recently retired from paid employment or have been made redundant. They talk in terms of a loss of confidence and self-worth. Voluntary work offers one way in which they can regain self-confidence, build positive self image and share their past experiences. This was especially the case for one group of four West Midland volunteers who were actively engaged with the local community and valued through their World War Two reminiscence work. Jean tells her story of how she became involved with the group:

*Two years ago my husband passed away and I'd been his carer for eight years so I was very out of touch and with no friends of my own. So I went to the volunteer bureau, and the GIA coordinator grabbed me because the reminiscence group needed a female member to represent the role of women in the war. I decided it would be a good social life for me, to get me out and about again. We have been going for two years now. We meet up once a month; the group now is well established with their own letterheads. We also forward-plan for various events. It is all very productive and we are all great friends.*

**Make friends and combat loneliness:** A great number of the older volunteers have suffered from dramatic changes in their social networks as a result of bereavement or leaving work. This alters their opportunities for social contact especially if these have not been well developed in earlier life. Thus many of the volunteers see volunteering as a way of reaching out and reengaging and making new friends, as in 2004 Arthur explained the ways in which his life-course had changed recently:

*I've been in engineering all my life. I was a mechanical designer using computer-aided design. Unfortunately I was made redundant last July and six months prior to that I'd had a heart attack so obviously that changed my outlook on life. I wanted to reduce stress levels so the redundancy probably came at quite a good time for me anyway. So the first few weeks it was a novelty, it was like an extended holiday you know, and it was summertime so I was enjoying myself. But what I did miss was the contact with my work colleagues and interaction; daily interaction. I didn't want to sit at home and put the TV on or listen to the radio and stagnate so I had to find something to do. So I enrolled at college for two days Mondays and Thursdays full-time. Well I believe it can be a blow to some people, it can really tip them over the edge, losing their jobs, you know at a certain age and I didn't want that to happen to me so obviously I was on about six months notice of redundancy so I had to plan things. During the summer I contacted Gill and made arrangements for the GIA mentoring.*

**To give structure and purpose to the day:** While it is true that the older volunteers seem to have more spare time as other research suggests, the crucial dimension for them concerned the need to have a daily framework which, for many, was previously supplied by paid work. Sid, for example, who was hearing impaired, worked with his daughter Catherine 'who was his ears' running a calligraphy class in a local primary school. Both generations of volunteers in this case, derived immense satisfaction, motivation and structure to their lives from working together in the classroom.

**To utilise and develop existing skills:** One aspect of their work was the ways in which Sid and Catherine both planned and prepared sessions well in advance, enabling them to utilise and develop existing skills across a number of generations. Catherine and Sid felt that the children and the club provided them with great satisfaction and the ability to 'keep moving'. As Sid put it: *Although I am disabled I cannot sit still. I can't watch the television, I've got to do something and that's what keeps you young.* Significantly, their talents had been well publicised both in the 'Sandwell Volunteers Magazine' and the local paper the 'Express and Star'. Similarly, in 2004 Arthur again expresses the ways in which intergenerational partnerships can work to utilise his engineering skills to the mutual benefit of both volunteer and young people, in this case a 14 year old:

*Well I usually let him guide me, what he wants to talk about you know. Sometimes we get guidance from the Maths teacher, where he may be lacking a particular skill I try to give him tips that helped me that I've learnt during my life, you know, with simple mathematics, you know, but I find he is giving me tips, he's refreshing me (laughs). You know, I discuss his hobbies and his ambitions, he is only one thing though, his wrestling which is somewhat out of the ordinary [laughs].*

**Learn and pass on new skills:** For many of the volunteers an additional motivation was the chance to develop new skills especially if they had been channelled into a career path. Which had given them little opportunity to explore other avenues. One such case was Margaret who described her newfound expertise as providing young people with 'a stepping stone' or a 'listening ear' to their problems. She describes here how she helped one young person into the world of work despite her lack of confidence and self-worth:

*This girl was madly in love with David Beckham bless her. She is only 15 but she had panic attacks and had never been on public transport in her life. She had to get taxis to and from school, so I said, would you like a job at the Mega Store? So my friend's daughter is the manageress there so I took her along and she said yes, she can come to work here. So I said right Paula, how are you going to get there? Oh I shall have to get a bus won't I? and she got a bus. So that was, it is trying to give them the first step, as well as helping them with their education. Trying to give them that first step isn't it?*

**To enjoy themselves:** The volunteers also saw volunteering as intrinsically rewarding activity that gave them pleasure and motivation. To be able to work in structured teams or along side, in some cases close relatives, provided direction and purpose to their lives.

## **Access and Pathways into GIA**

Research findings suggest that volunteering in later life tends to be built on a lifetime of volunteer involvement (Chambre, 1987; Bernard, 2000). The needs and aspirations of volunteers should therefore dovetail into the aims and objectives of the GIA Programme development. There is a need to skilfully match the volunteer in order that they are able to gain maximum positive benefit from the work they are asked to engage in.

For many of the volunteers interviewed, this was indeed the case. Skilful matching of William for example had ensured involvement with volunteering with the same organisation for ten years or more. William was now a peer-mentor to colleagues. He was especially concerned with the ways in which he felt young people had changed in their outlook to the future in response to the social, economic and personal challenges that faced them in 2003/4. William made the following points:

*It's extremely challenging for young people nowadays especially those with poor literacy skills. I find they are very concerned about the future and the question of jobs and the changing nature of the workplace. They feel that because there are academic limitations in school, the future is bleak. One young person that I work with is thinking about which career he should go for, perhaps a job, as a tram driver or a bus driver or an apprenticeship with Stagecoach or the Fire Brigade. The sad thing is they realise that they are not qualified and the jobs are few and far between.*

Similarly, Eva had been volunteering for a great deal of her life working as a 'Girls Brigade' captain for 40 odd years. She had this to say about why she became involved in GIA:

*In Salford, in the inner city which has been extremely difficult at times, you go home crying some nights because of the behaviour and what you've had to cope with. But even so, children are the best part of my life and I'm thrilled to bits to be with them. This is why when Ralph came and talked to our group I took up the challenge of the Generations immediately.*

Ralph referred to in the above quotation had been the GIA coordinator for the Salford area up until 2001 and had recruited most of the volunteers in the interview room. However, since retirement he had continued working for the organisation as a peer mentor training other volunteers while working around the schools with his mobile planetarium. Ralf, explains how they managed to get industry to sponsor their volunteering activity:

*It's always been a hobby of mine; I've always been interested in astronomy. As coordinator and part of the business education partnership, my boss at the time encouraged me to get something from industry. So we contacted Nynex and asked them to provide us with a planetarium. He used the idea that if you are digging up the roads to construct the building etc. and making people angry because of the disruptions then perhaps they might want to give something back to the community. So, they gave us a planetarium and I've been taking it around to schools and centres ever since.*

Similarly, Ralph outlines the ways in which they have succeeded in recruiting volunteers who were prepared to take on multifaceted roles working in the schools but also working with industry in the community:

*What we used to do was take groups of young people from different schools to places like the fire service from a careers point of view. The idea being that if you took three youngsters from one school, three from another etc. I asked William to come along to support the young people during the interviews and discussions. We did a double act. The business education partnership's role was to link industry with the local schools. We also went to recruit from companies and have met and worked with various pre-retirement groups around volunteering.*

Mary's pathway into volunteering was actively encouraged by her immediate family; it was at one of the pre-retirement events at the local hospital that her daughter picked-up one of the GIA leaflets. Mary explains:

*Prior to volunteering with GIA we had a family business, which we sold, and six months later my husband died very suddenly. So like I'd been very, very active all my life and it was my daughters who said look now you can't drift, you've got to get out and do something and, having brought this leaflet, first of all they suggested the WI and I thought, well WVS and I thought they'd put me in a uniform with a funny little hat on.*

## What the volunteers do; the nature of the work

Conventionally, studies of volunteering suggest that the most common activities amongst older volunteers is raising or handling money, helping to organise events, serving on committees and visiting other elderly people (Davis Smith, 1992). However, the traditional welfare approach and simplistic notions of altruistic service to others simply don't apply in this case. GIA's underpinning philosophy is to consider and develop what makes for challenging and stimulating voluntary activity. Recruiting older people into volunteering in a variety of intergenerational programmes and activities which impact on the community, while at the same time providing special benefits for older volunteers, enables them to develop, exchange and promote their life-long skills with another generation.

While it is true to say that most of the GIA volunteers were engaged in working with schools (80%) there was a great deal of diversity of voluntary activity within these educational settings and evidence of volunteers becoming more expert and confident. This enabled them to become more mobile and move from the relatively safe setting of say, mentoring in a secondary school to working one-to-one with a youth offender. This process of diversification undoubtedly takes time, careful targeting, nurturing and training of the individual volunteer.

Other volunteers (20%) were already working in variety of contexts and situations some linked to the voluntary sector, peer mentoring, recruiting and training volunteers and working through industry links. May, a native Chinese woman, was helping a young Chinese boy with his literacy skills during home visits. She explains the cultural difficulties with such work:

*It is very difficult to break into Chinese families who have come here for a long time, don't want to, well not don't want to learn the language, don't find the necessity to learn the language, have their own ways, want to be identified, want to be integrated and whatever you can call it but still holding on to their culture. So they find it difficult as well.*

There was also firm evidence to suggest that the scheme had become 'bedded down', for example in one Catholic High School (in 2004) a whole-school/person approach to providing spiritual, moral, academic and social support for children was being headed-up by school staff GIA volunteers.

Similarly, many of the volunteers who we revisited had maintained and developed their activity throughout the intervening year and some had moved into wider community work, for example from a school base into youth offending work. Furthermore in each of the groups revisited there was a very strong sense of 'group identity' and acknowledgement of the philosophy of GIA. Much of this can be attributed to excellent coordination, the skilful commitment, professional energy and the ability of the GIA coordinators in those areas to identify opportunities for the development and expansion of the GIA scheme.

GIA Programme coordinators were working very hard to both recruit their target numbers of volunteers and encourage volunteers to move on to volunteer in more diverse community-based Programmes. However, this is not to dismiss the excellent work, which occurs within the schools and the impact this has in terms of the local community. Much of the mentoring work, particularly in secondary schools, is intensive one-to-one with disaffected young people who are at risk of social exclusion from both the schools and their local communities. Ray describes the background of one fifteen year old with whom he volunteers:

*I have two contrasting young men, one in year 10, one in year 8. The year 8 boy comes from an extremely good home, he is always immaculately turned out, very polite, can speak very*

*fluently. The other young man in year 10, without revealing too much confidential information, comes from a very bad broken home and kind of lives with one parent during the week and one parent at the weekend.*

Other volunteers already have the background and expertise to move from schools to other related voluntary sector activity. George comments on his volunteering:

*My volunteering is somewhat different from the others. I've just picked up my first mentee today but this is not in schools, it is a young offender, which is what I was hoping for. I am new to GIA but I'm not new to youth counselling I do bereavement counselling with young people, that's why I was interested in what you said about that young lady, and yes it has being good listening today and taking part in the focus group discussion. But I will be different from the others I won't be in school. At least it won't be some of the schools you go to [laughs].*

Similarly, David indicates how he will be working with young people with learning disabilities on a 'Jamie Oliver' type programme for prospective young restaurateurs:

*I'm going to be working on a programme in Harrogate. They've got a training programme for youngsters that want to go into catering and they have a working restaurant for experience.*

## **What the volunteers think about what they do**

Each of the volunteers who took part in the focus group discussions indicated how they have become better informed and been able to develop their skills through the training, regular group contact meetings and the actual voluntary work they have undertaken. While there was no evidence that this was part of an explicit agenda, the volunteers were able to think constructively and comment about some of the problems associated with ageing and ageism. They identified as empowered groups of active older people who were aware of stereotyping and how ageist views might impact on them individually and older people more generally. They all had to manage change in their lives and, through their experiences of volunteering, had become more confident in their dealings with others. Significantly, they were all excellent listeners and patiently waited their turn during the focus group interviews.

On the question of whether age made a difference in their volunteering activity and whether intergenerational or multigenerational approaches work best, this former managing director of a local firm had this to say:

*I think age is important in many respects because in my business we've got about 80 staff and some of my managers were maybe in their mid-30s. Sometimes I can't get the best out of the staff and yet if I talk to them, not because I'm the boss, because there is an age difference: they listen more than they do to the 30 odd year old branch manager. So, I think maybe in this environment they will all listen to somebody who is both neutral and that little bit older.*

Similarly, commenting on the intergenerational aspect of the volunteers' work, Jayne indicates:

*Yes I think age and experience are assets and I think for the young people it is very important that they have an adult figure who is not a stereotypical authority or parental figure and if they can build up a relationship and a trust with you it gives them a wonderful opportunity to develop a relationship where you can support them.*

## Summary Points

- *For the volunteers:* research on volunteering among older people shows that once they become involved they in fact give more time to volunteering than younger people (Bernard, 2000:149). This was certainly the case for this cohort of older volunteers most of whom had been volunteering for long periods and, in one case up to ten years or more.
- There was also considerable evidence of the benefits they bring to the variety of organisations they volunteer with and the GIA programme in general.
- Volunteers with GIA recognise and identify strongly with their particular geographical group and also value the ongoing support and training noting how useful and necessary this is in terms of maintaining group identity and cohesion.
- With this growing sense of group identity and confidence we have seen the considerable impact of their work and the ways in which they gain personally from their involvement.
- We have seen that many rediscover old skills, learn new things, and become more aware of their own needs and the needs of the young people they come in contact with in the wider community. The volunteers also gain in confidence, find companionship and enjoyment through their work.
- There are also clear signs from the data that the majority of the sample is socially active and engaged with their volunteering and with the community.
- There are also strong indications of empowerment in terms of the personal rewards and benefits that they gained from the GIA programme.

## Section 5

### Looking Back and Looking Forward:

The evidence for this section is taken from the transcript of an extraordinary meeting which took place at Salford Foundation (9/7/03) in which all partners from the five regions were present, together with representatives from the Beth Johnson Foundation and the Institute of Education MMU. The main agenda item was to reflect upon our experiences of GIA to date and to forward plan for the last year of funding. Inevitably, as the discussion progressed, issues and themes which had permeated the project, emerged. These included:

#### Organisational Tensions:

It was acknowledged by the group that 'we had all come a long way over a period of years' from the initial one year DFES education project to the GIAcommunity project (Home Office) which was submitted on behalf of all partners. Given that partners were all working in a range of contexts and organisations, there were unavoidable tensions in terms of time being, *pulled in differing directions*, support, and having to multitask at a number of different levels. One outcome of this was the pressure to recruit a specific number of volunteers per year, *'actually moving into a community to create volunteering opportunities is a very difficult thing to do'*. There needs to be some *'capacity building'* over time and although this was the case with the project, it takes time at first.

In terms of the organisational differences one member of the group had this to say:

*But nevertheless it has been a challenge for a lot of people in this more formal arrangement to adjust their working practices given the organisation that they are from for instance, Education Business Partnerships (EBPs) will tend to lean much more towards education and it does mean that there is a clear step that needs to be taken, when you embrace the community it may actually not fit the overall objectives of the organisation.*

Similarly, working with the Active Community Unit (ACU) of the Home Office and adjusting the focus and objectives of the projects work can create tension and pressures on particular individuals and organisations. One member commented about the changing relationship with the ACU and the ways in which *'active citizenship'* (QCA, 1998) and the older generations might provide a conceptual and practical hook for future GIA activity. In addition, another member commented:

*Mentor Points have found this, that when they actually go into a community there is a willingness to participate but no structures in which to do so. So there are some difficulties and the Home Office during this year has recognised that and it has also recognised that perhaps the role for the Generations in Action, as for Mentor Points, might be looking at citizenship. So it does allow those organisations that are much more traditionally focused on education to still fit the criteria of the ACU by emphasising the relationship between citizenship and the older generations. So we've got some flexibility there.*

#### Identifying a Philosophy: 'shifting focus'

One key aspect that was discussed by all partners during the meeting was the need quite early on in the project's life to identify and acknowledge the key aims and objectives of the GIA approach and to 'think through' as the project developed this 'shifting focus'. In this sense GIA can be described *'as an approach but it can also be described as a defined set of programmes*

*and activities with a range of opportunities for older people'. It was acknowledged that we no longer saw ourselves as just focusing on mentoring in the more traditional sense of school mentoring, but had sought to engage with older people in a whole variety of different ways, that might potentially exclude schools altogether. A great deal of our earlier group discussion was about trying to understand the difference between volunteers who were supporting children to access the curriculum in a normal way, and volunteers who have been working with children to develop their social skills, issues around citizenship, self esteem and confidence. In terms of defining the partnership one member indicated that:*

*It is not about not working with children in schools because actually that's where you find most children, but recognising that this is about building partnerships and relationships between young and old people which give both groups improved skills and confidence which then benefits them in their broader life. The interim evaluation (see Ellis 2003) brings out this very strongly, particularly for the older volunteers; there are massive benefits in terms of their health, their well-being and their identity in being involved with GIA.*

## **The Wider World**

One of the challenges that GIA posed for all partners was that in differing ways we all had to go out and start to establish relationships with other organisations that weren't organisations that they traditionally worked with. This involved developing people's trust:

*I sometimes I have this picture of these old people being pulled in all ways by different organisations who all wanted a bit of them. So it actually takes time to make relationships, to get trust, to get people who want to work with you and also for people to stop feeling suspicious about what your motives are. I think that's actually been a major development for people and with those kinds of partnerships you can then move to more diverse opportunities.*

Other members of the group also emphasised this:

*'Getting peoples trust can be difficult; the recruitment of volunteer's is very competitive; people need to stop feeling suspicious about what your motives are; we have all been on a major learning curve during the past 3 years; building up a portfolio of 'diverse' intergenerational partners takes time'.*

In this sense GIA is about partnership, as another member commented:

*Most of us came to GIA primarily through mentoring organisations. We have had a set of partners, which we've traditionally worked with, which met the activities we were engaged with. Now the moment you start talking about diversity of opportunity for older people's volunteering then the types of organisation and partners must also change and become more diverse. For all GIA coordinators and organisations this has been a major challenge and development because without these more diverse partnerships we can't then move to more diverse opportunities.*

## **Targets and Defining Intergenerational**

The targets for the project were described in the delivery plan (GIA, 2001). The project overall has reached its target numbers of recruited volunteers (GIA, 2004). However, these targets have '*provided challenges for the members*'. Furthermore, in order to move volunteers from the more traditional settings in schools the group needed to think more clearly around the issues of the *young-old* and the *old-old*. One member commented thus:

*You always needed to be recruiting people who came into the more difficult settings sooner rather than later. The other thing we often talk about old people as this wonderful kind of homogeneous group and what we were actually seeing was there are some very distinctive characteristics between that group who are perhaps recently retired, or coming up to retirement, who you might call mid-lifers rather than old, and the kind of 65 pluses who want a safe environment in which to volunteer.*

Another key development in the project was around the issue of the GIA logo and the type of volunteer we needed to recruit (which one member described as the 'Werther's Original' (toffee advert approach):

*I think it is also important in terms of the kind of recruitment strategies you adopt. Initially there was a big discussion around the nature of the recruitment materials that we use and how we branded them with badges of GIA. But then we changed this to allow people to use different language to target different groups. When you change the language and recruit in different kinds of ways, you can actually get a younger cohort and certainly people of my age (laughs).*

## **The Coordinators**

One of the key aspects to the success of the project has been the work of the coordinators in the various regions. Despite difficulties throughout the project with coordinators in some regions leaving their jobs this has been managed and facilitated by the Beth Johnson Foundation (BJF) who provided formal/informal meetings, support, encouragement, evaluation feedback and training for all members on a regular basis. One member commented:

*One most powerful things that I think happened during the programme was the way that the co-ordinators, the front line staff, supported each other, learnt from each other and exchanged ideas and I think part of the power of the GIA programme has been about that shared learning. When people haven't been sure how to do things, I mean you've been able to talk to one another, you've been able to share material, share ideas and support each other.*

In fact the sharing of ideas, mutual understanding of the problems, joys and constraints of the project at both the BJF and the regular GIA meetings in Salford, has been a key feature. Many of the coordinators, have developed very rapidly in their roles and have been able to dove-tail 'the wearing of several hats' and responsibilities within their organisations. Traditionally the aim and objectives of such organisations have been around the idea of mentoring in education, business partnerships (EBPs) and latterly 'mentor points' for all manner of mentoring activity with younger rather than older people. The coordinators have had to alleviate 'the tensions around what exactly GIA means for, and how it fits with, their particular organisational penchant. Moreover, the coordinators were all working in differing socio-economic and geographical settings from rural North Yorkshire to inner city areas such as Wigan in Lancashire and Sandwell in the West Midlands. Importantly, what has emerged during the life of the project is a well-supported and vibrant 'learning network', which has been able to spread the aims of GIA and intergenerational practice far and wide both geographically and intellectually. Two recent national and regional dissemination events where the project was represented:

- The intergenerational Practice in the UK conference at Keele University (BJF, 2003) where several of our coordinators attended and presented papers on GIA;
- Recent regional intergenerational meetings, for example, the 'Intergenerational Network Seminar: NW (BJF, 2004).

## The Future of GIA

This research shows that the benefits of GIA are about 'joining up' of the generations. Undoubtedly, it can be demonstrated there are quite significant benefits to the older generation as one member of the group commented:

*I think there is clear evidence of benefits to the young and older people. I think that the model that we are developing at the moment is still primarily about older people as a resource for younger people. The next stage is to start to talk and develop approaches to intergenerational work around the concepts of citizenship and community; to develop the bit about where young people start to become a resource to older people.*

The issues raised here are about the ways in which our volunteers have changed and developed as the project has also changed and developed. The change has been one from participative volunteering to more 'active citizenship' (QCA, 1998): more about what one member described as 'community activism' and the ways in which young-old volunteers see their role. He explains:

*Once you start thinking about volunteers as community activists then the concept of neat tidy volunteers focused on say an arts project no longer applies. Many people we work with now, we can't count as volunteers, we count them as participants and although they are all benefiting, they wouldn't necessarily see themselves as volunteers.*

In this sense the members recognised that there had been a 'massive change in their thinking', GIA had 'developed in a much broader way':

*Borne out of the education we've got through your group involvement and a greater understanding of what it should be about and a greater commitment actually to the issues of older people, social inclusion, organisation issues and not just a business education partnership in a very narrow sense.*

In terms of the future of GIA the group recognised that:

*The issue for all of us depends where the business objectives of our organisations are that will determine how broad or not we take the next step. And, in a sense, there are other things to add but I just listed a few ways in which we might take this forward. Some of these are philosophical points and some more pragmatic.*

These points include the following:

- Generations in Action becomes a marketing strategy to allow older people to come and do the work you do as an EBP.
- Creating a programme or retaining a programme, which fundamentally has the same principles as GIA but becomes more diverse. Capacity building developing new stronger relationships with other organisations and continuing to target different age ranges (young-old, old-old etc.).
- To develop programmes around 'social inclusion' and community across the life-span.
- Making sure that older people are centrally involved and in control of the intergenerational work (empowered) they engage with.
- To stop the programme.

The main outcomes of the meeting were that the group agreed to:

- Continue as a 'loose alliance' with a further final reports and meetings for 2003/04.
- Members would 'sign-up' formally to the alliance with new (modified in the light of experience) agreed GIA aims and objectives.
- Continue to share good practice, innovation and change.
- To disseminate the project and to develop and write-up some evaluated case studies.
- To develop intergenerational practice self-evaluation amongst the group.
- To seek additional funding (Children's Fund) to continue the GIA work.

## Section 6

### Conclusions

For the GIA programme we need finally to acknowledge that the 'process' of volunteering amongst our sample is both incremental and complex and it is only through careful, skilful management and nurturing over considerable periods of time that positive outcomes are achieved and maintained in the future. The coordinators responsible for each of the five GIA programmes are all working in a variety of voluntary sector contexts, geographical, social and economic settings all of which impinge on the successful management of the programme. Each of these five coordinators have clearly defined roles with regards to GIA, but they also have considerable demands and expectations put on them in terms of working activity other than GIA. Despite this, the overall evidence from the focus group meetings, the programme coordinators and attending the management and training events, is that the programme has progressed well towards its intended outcomes. In 2002/3 progress was made on some of the key issues arising from the first end of year report (GIA, 2002). These included: recruitment targets in line with the delivery plan (GIA, 2001); diversification of older volunteering in terms of other agencies and initiatives in the wider community; promoting the profile of intergenerational practice within the wider community; the recruitment and retention of GIA coordinators; marketing literature for each partner and developing monitoring, evaluation and review procedures. In particular, 'best practice', evaluation development work, training and support have been provided by the BJF (GIA, 2001a). Clearly this work continued into 2003/4 and further develops the programme's positive outcomes. In a recent meeting (April, 2004) the end of project report was presented and positive outcomes for each of the 'key areas' of the project were shared. These included:

- The overall volume of volunteers recruited for the three years of the projects duration was over target (set=700, achieved 737).
- Partners have established many new links with 'other agencies' providing a wide range of volunteering opportunity (see list GIA, 2004:6).
- Partners also established a greater awareness of volunteering amongst this older age group through very good recruitment and retention; celebration and key events; excellent media involvement and coverage of activities; developing the GIA 'brand'.
- Developed a sound sense of the 'social capital' and impact of volunteering through both external and internal monitoring and evaluation of the project.

Finally, in terms of this final phase of the evaluation (2003-4) we have included the following:

- To develop the database to include aspects of change, comparison, impact and progression within the programme. This would involve the re-use of SF12 and CASP19 with the volunteers.
- Expand the qualitative database to include other end-users and stakeholders.
- Employed Pawson and Tilley's (1997) 'Realistic Evaluation' framework which aims to look at what works for whom and in what contexts to encourage the coordinators to self-evaluate and reflect.

For each of the partner areas there is a commitment to continue their GIA activities and remain part of the 'support group; to embody the aims of GIA, to share the conceptual framework; and to continue to work towards building intergenerational learning communities through active community involvement across the life-course.

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## Appendix 1

### Generations in Action Programme Programme Journey (Pawson & Tilley 1997)

Gillian Sanderson  
Mentoring Coordinator  
Wigan Education Business Partnership

Where the programme starts from	Key programme activities	Where the programme will be in March 2004
<p>The G in A project incorporated into the work of the Wigan Mentoring Network working with schools and organisations to establish programmes of support for young people.</p> <p>To embed the project in an inclusive service which seeks to recruit volunteers of all ages.</p> <p>To work in partnership with borough wide organisations.</p> <p>To signpost volunteers to other organisations.</p> <p>The experiences and commitment of the older volunteer will be valued.</p> <p>Target specific areas of the borough and people at risk of social exclusion.</p> <p>Establish a local steering group.</p> <p>To develop a diverse range of intergenerational activities.</p> <p>(employing Pawson and Tilley's 'Realistic Evaluation' framework which aims to look at what works for who and in what contexts (Secker J, et.al. 2002).</p>	<p>Mentoring of identified young people to raise self-esteem/confidence building. Offer support to overcome problems and barriers to progression. Utilise qualities/experience/skills of volunteers by linking with identified young people and through participation in intergenerational activities.</p> <p>Recruitment, training, support and development of volunteers in their role as mentors/carers.</p> <p>Organisations offering a range of services which support young people. Organisations working with older people.</p> <p>Mentoring/caring/befriending services.</p> <p>Raise awareness in schools and organisations of the benefits of engaging older volunteers.</p> <p>Target areas of borough – social deprivation. Work with agencies who can identify YP facing social exclusion.</p> <p>Steering group comprising of representatives from partner organisations volunteers.</p> <p>New community projects established to engage volunteers in intergenerational activities with young people of all ages (see pilot art project).</p>	<p>140 volunteers engaged on or have participated in programmes of support for YP. Individuals developing new skills gaining awareness of own needs and those of young people. Volunteers achieving a sense of worth, group identity, confidence and personal reward. Feeling valued and active within the community.</p> <p>Volunteers equipped to engage in a diverse range of activities within the community. Taking on the role of peer mentor.</p> <p>Organisations welcome experienced volunteers who are willing to extend support and training.</p> <p>Older volunteers linked to YOT/Young Carers programmes and Parent groups.</p> <p>Older volunteers still engaged on programmes and meeting the needs of YP (see report).</p> <p>Activities taking place in target areas Partner links Education Welfare – Positive Action Workers (see report).</p> <p>Practitioners and volunteers sharing good practice and information.</p> <p>Volunteers developing in confidence to participate alongside YP with personal and social needs.</p>

## Appendix 2

### CASP-19 Questionnaire (Self Completion)

The following are some statements that you may agree or disagree with. Please tick the answer that most closely fits with your feelings and experiences.

**1. My age prevents me from doing the things I would like to**

Often  Not often  Sometimes  Never

**2. I feel that what happens to me is out of my control**

Often  Not often  Sometimes  Never

**3. I feel free to plan for the future**

Often  Not often  Sometimes  Never

**4. I feel left out of things**

Often  Not often  Sometimes  Never

**5. I can do the things I want to**

Often  Not often  Sometimes  Never

**6. Family responsibilities prevent me from doing what I want to**

Often  Not often  Sometimes  Never

**7. I feel that I can please myself what I want to do**

Often  Not often  Sometimes  Never

**8. My health stops me from doing the things I want to do**

Often  Not often  Sometimes  Never

**9. Shortage of money stops me from doing the things I want to do**

Often  Not often  Sometimes  Never

**10. I look forward to each day**

Often  Not often  Sometimes  Never

**11. I feel that my life has meaning**

Often  Not often  Sometimes  Never

**12. I enjoy the things that I do**

Often  Not often  Sometimes  Never

**13. I enjoy being in the company of others**

Often  Not often  Sometimes  Never

**14. On, balance, I look back on my life with a sense of happiness**

Often  Not often  Sometimes  Never

**15. I feel full of energy these days**

Often  Not often  Sometimes  Never

**16. I choose to do the things that I have never done before**

Often  Not often  Sometimes  Never

**17. I feel satisfied with the way my life has turned out**

Often  Not often  Sometimes  Never

**18. I feel that life is full of opportunities**

Often  Not often  Sometimes  Never

**19. I feel that the future looks good for me**

Often  Not often  Sometimes  Never

Thank you for completing the questionnaire.  
*Dr Steve Ellis*

## Appendix 3

### SF-12

1. **In general** would you say your health is?

(Please tick **one box only**)

Excellent

Very good

Good

Fair

Poor

The following questions are about activities you might do during a typical day.

Does **your health now limit you** in these activities? If so, how much?

(Please tick **one box on each line**).

- |   | Yes,<br>limited<br>a lot | Yes,<br>limited<br>a little | No,<br>not limited<br>at all |
|---|--------------------------|-----------------------------|------------------------------|
| 2. <b>Moderate activities</b> , such as moving a table, pushing a vacuum cleaner, bowling or playing golf | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>     |
| 3. Climbing <b>several</b> flights of stairs  | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>     |

During the **past 4 weeks**, have you had any of the following problems with your work or other regular daily activities **as a result of your physical health**?

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| 4. <b>Accomplished less</b> than you would like                | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Were limited in the <b>kind</b> of work or other activities | <input type="checkbox"/> | <input type="checkbox"/> |

During the **past 4 weeks**, have you had any of the following problems with your work or other regular daily activities **as a result of emotional problems** (such as feeling depressed or anxious)?

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| 6. <b>Accomplished less</b> than you would like              | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Didn't do work or activities as <b>carefully</b> as usual | <input type="checkbox"/> | <input type="checkbox"/> |

8. During the **past 4 weeks**, how much did **pain** interfere with your normal work (including both work outside the home and housework)?

**(Please tick one box only)**

Not at all	A little bit	Moderately	Quite a bit	Extremely
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

These questions are about how you feel and how things have been with you **during the past 4 weeks**. For each question, please give the one answer that comes closest to the way you have been feeling.

**(Please tick one box on each line)**

How much of the time during the **past 4 weeks**:

	All of the time	Most of the time	A good bit of the time	Some of the time	A little of the time	None of the time
9. <i>Have you felt calm and peaceful</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. <i>Did you have a lot of energy?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. <i>Have you felt downhearted and low?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. During the **past 4 weeks**, how much of the time has your **physical health or emotional problems** interfered with your social activities (like visiting friends, relatives, etc.)?

**(Please tick one box only)**

All of the time	Most of the time	A good bit of the time	Some of the time	A little of the time	None of the time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>