



IGIFU:

Intergenerational Film Hub

Work Package 2: Case studies in Cyprus

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CENTRE

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Contents

Contents	3
Introduction	4
Case studies	4
Instructions	5
General guidelines	5
Questions – guidelines	5
Template	7
Case study 1 (facilitator)	7
Case study 2 (senior)	11

Introduction

WP2 aims to develop the **booklet** with intergenerational activities/ workshops, including methodology.

Booklet will contain:

1. **Toolkit** with:
 - a. **intergenerational activities**;
 - b. **user friendly digital tools** to be used during the activities with seniors;
 - c. **best practices** applied in partner countries;
 - d. **case studies** related to educators' experiences;
 - e. **TIPS section**.
2. **Pedagogical guidelines (methodology)** to follow while working with seniors and youth.

Case studies

Case studies along with TIPS section will relate to educators' experiences. To achieve this each partner will interview 2 educators. TIPS will be evaluated by the consortium in terms of their substantivity, and will base on the partners' experiences with the target groups.

Case studies can be provided with recording or podcasts from interviews with educators and seniors or at least have to be documented with photos.

Instructions

Each partner is assigned to provide **2 case studies** applied in their partner country. All in all there will be 14 case studies.

Below you can find a template. You need to **fill in the right column**. There are 8 key questions provided – **each answer should be between 500 and 1000 characters**.

Furthermore, on the first page of the document, please change the title into: **Work Package 2: Case studies in [country]** and change the **Author's logo** into your organization's one.

General guidelines

- ✓ Each partner is obliged to provide 2 case studies: one with a facilitator and one with a senior,
- ✓ An interview should be conducted at designated time and place,
- ✓ The two case studies will give a deeper insight into the perspectives of both parties involved,
- ✓ An interview should take up to 1 hour,
- ✓ An interview can be recorded with prior consent of an interviewee,
- ✓ An interview consent form has to be completed by an interviewee,
- ✓ An interview has to be conducted in accordance with GDPR regulations.

Questions – guidelines

When developing your questions, it is best to use open-ended questions, followed by probing for further elaboration. Always start with a general question and then proceed through more specific questions.

This process involves a subtle transition from general topics to an increasingly specific discussion of issues an interviewee will cover. The purpose of moving from the general to the specific is to help interviewees feel comfortable while obtaining an understanding of the true issues related to the topic area. The purpose is also to explore fully the nature of the attitudinal dynamics associated with the issues and to observe, firsthand, the language and emotions.

The list below defines the types of questions and statements you can use. These are only guidelines or suggestions; not specific questions you are obliged to ask:

- An **opening** question is an easy, factual question that prompts participants to start talking. For example, *"Tell us who you are and where you live"*,



- An **introductory** question is a general, non-threatening inquiry that opens up the discussion. For example, *“What kinds of programs/ activities do you usually participate in?”*,
- A **transition** statement shifts the discussion from the general to the more specific: *“Take a few moments and think of the programme which brought you good memories and personal benefits”*,
- A **key** question focuses on the specific information that you need to gather: *“What was your greatest challenge while participating in an intergenerational programme?”*,
- An **ending** question concludes the discussion and captures any other thoughts not yet expressed: *“If you could change one thing about the content of the programme or your participation, what would it be?”* or *“Do you have any other advice for other seniors who would like to participate in similar ventures?”*.

Template

Case study 1 (facilitator)

Interview with a facilitator	
Short bio of a facilitator (incl. experience in work with seniors and seniority as a facilitator)	I am a researcher and a senior educator since 2018 working in an educational center in Nicosia, Cyprus. I have a background in psychology, so I have also worked with seniors when I was living in the UK but under different circumstances.
Basic information about a facilitator (name – when allowed, sex, age)	Stelios Stylianou 24-02-2023 Male 31 years old
Photos of interviewees (if allowed)	
Link to the programme / organization website with further information	http://seniorsgodigital.eu/io2/
Question 1	<p><i>What was the name and purpose of the programme you participated in? What was the programme implementation period?</i></p> <p><i>I have participated in various intergenerational activities but the one that stuck with me was an Erasmus program project, called 'Seniors Go Digital'. It started in 2019 and finished in 2020. The program's purpose was to enhance seniors' digital skills and minimize the digital gap between the young and</i></p>


	<i>older generations.</i>
Question 2	<p><i>What kind of activities did you do/ were you involved in? How many hours did the intergenerational programme include? Did it contain different modules/ thematic sections?</i></p> <p><i>The baseline of this program was to familiarize seniors with different digital tools like laptops, computers, and smartphones. We first completed research to identify their needs and interests and then developed a training course covering those needs. The training was divided into modules like computer use and functionalities, social media, email, creativity online using Canva, Word, and online safety risks. Seniors attended a 3hours lesson every Friday.</i></p>
Question 3	<p><i>What constituted an intergenerational dimension of this programme?</i></p> <p>The grandchildren of seniors were also part of the program, where they help their own grandparents to learn and gain digital skills.</p>
Question 4	<p><i>What personal benefits did your participation in the programme bring you?</i></p> <p>Many benefits. To start, seniors usually like to share their experiences and stories which are a great source of knowledge and wisdom, since each one hides a strong meaning. Also, profession-related, it was an amazing opportunity to learn that each senior has different needs and therefore I as an educator should adjust my educational style and approach based on the group of people I have to educate their needs, and interests. Based on that, I have learned to be more flexible and enhance my educator competencies.</p>
Question 5	<p><i>Did you notice any change in your knowledge, skills or attitudes? If yes, give the examples (a facilitators and a senior's perspective)</i></p> <p>I have learned that trainings and educators' approaches should be humanly centered, which means understanding a person's skills and needs before developing a curriculum and</p>

	<p>a lesson. In addition, I have learned that when I am working with seniors, I have to create a more practical than theoretical course, to demonstrate how this lesson can be implemented in one's daily life.</p>
<p>Question 6</p>	<p><i>Can you define any pitfalls and challenges during the programme? If yes, what were they?</i></p> <p>Practical difficulties related to health issues that this target group usually faces. For example, an educator should talk louder than usual due to hearing problems that usually seniors have. Also, due to the high needs that this target group has, only one educator is not enough in the classroom. Therefore, more educators are needed to support the primary educator during the training. The involvement of a family member such as a grandchild or having fewer seniors in one class can be also beneficial.</p>
<p>Question 7</p>	<p><i>Did you use any digital tools during the classes? If yes, which ones?</i></p> <p>We have used a mirroring app, which assists when teaching seniors about smartphones. It is quite challenging to educate seniors via an actual smartphone, due to the small screen. Therefore, we were sharing the educator's smartphone screen via the projector and while using the mirroring app, seniors were able to watch what we were doing and mimic it on the screen of their phones. We also used an app named Mentimeter which is useful when an educator aims to assess the learning of their senior students, or simply explore their ideas on a topic. Educators can use Mentimeter to engage seniors with live polls, word clouds, and even quizzes. We have also developed courses related to communication and instant messaging via smartphones, and courses to get familiar with computer functionalities and accessories (e.g., mouse, keyboard). Afterward, we enhanced their computer-related competencies. We also introduced them to Facebook, email, YouTube, and word.</p>
<p>Question 8</p>	<p><i>What is your general opinion about this programme? Would you like to add anything that was unsaid, but may help other participants decide on participation in different projects/ programmes/ initiatives in the future?</i></p>



I strongly believe that respecting the person you educate and acknowledging his/her capabilities is a must in this field, in order to develop a balanced lesson that everyone feels included and that they are equally treated. Including family members in the training, can have a huge influence on the learning outcomes as seniors might feel more comfortable asking them questions, it creates a pleasant environment and it also creates a nice bond between them. In case family members are not included in the course training then equal treatment can be achieved, by including many educators supporting the primary educator.

Case study 2 (senior)

Interview with a senior	
Short bio of a facilitator (incl. experience in work with seniors and seniority as a facilitator)	She used to be an educator on kindergarten and primary schools and she has also been a writer of children's literature
Basic information about a senior (name – when allowed, sex, age)	Maroulla 10-02-2023 Female 90 years old
Photos of interviewees (if allowed)	
Link to the programme / organization website with further information	https://www.facebook.com/grankit/
Question 1	<i>What was the name and purpose of the programme you participated in? What was the programme implementation period?</i> <i>The purpose of the Grankit program was to teach us some digital skills and bring us closer with the younger generations of our own families. The lessons started in 2013 and lasted for 2 years.</i>
Question 2	<i>What kind of activities did you do/ were you involved in? How many hours did the intergenerational programme include? Did it contain different modules/ thematic sections?</i> We learn the basics of a computer. For example, we learned

	<p>what is a computer, a mouse etc. Then we learn to use Google, YouTube, Facebook and to send emails. In the beginning, we had 1 hour of class every Wednesday and Friday.</p>
Question 3	<p><i>What constituted an intergenerational dimension of this programme?</i></p> <p>Within the program there was a team of young people, specifically our grandchildren, helping us along with the educators. It was a nice opportunity to spend quality time with our grandchildren. Also, I feel that the gap between the generations was reduced, because we were able to understand technology better, after those lessons. The program also included an organized trip to a traditional church and village in Cyprus.</p>
Question 4	<p><i>What personal benefits did your participation in the programme bring you?</i></p> <p>I felt powerful and that I was not alone anymore. My computer was keeping me company and was my advisor and guide. Especially in the Covid-19 era what we learned was extremely helpful as we didn't feel alone. We spend our time using those tools. I felt that those courses were like a refreshing injection. I felt confident and all the negative emotions that a loner senior usually feels were gone.</p>
Question 5	<p><i>Did you notice any change in your knowledge, skills, or attitudes? If yes, give the examples (a facilitator's and a senior's perspective)</i></p> <p>Now I can independently use a computer, and I am able to search and find information on any topic of my interest. For example, I am searching always for music-related topics on Google or turning on the digital radio. In addition, I learn to read the news in an online 'newspaper'. I am able to call my granddaughter who lives abroad through Skype. I also learned to pay my bills online. We were also introduced to smartphones and online shopping.</p>
Question 6	<p><i>Can you define any pitfalls and challenges during the programme? If yes, what were they?</i></p> <p>I can't remember something that was challenging. The educators were very patient with each one of us, they always provided help when needed and they answer all of our</p>

	<p>questions. They were also very fair and give equal attention to the 'strong' and 'weak' students.</p>
Question 7	<p><i>Did you use any digital tools during the classes? If yes, which ones?</i></p> <p>We used computers and smartphones, Skype, Gmail, Google, YouTube, Facebook, and CANVA.</p>
Question 8	<p><i>What is your general opinion about this programme? Would you like to add anything that was unsaid, but may help other participants decide on participation in different projects/ programmes/ initiatives in the future?</i></p> <p>I really enjoy this program as I was feeling included, the staff had amazing professionalism towards seniors, and they empowered us by giving us motivation and reminding us that we can do it. I also loved the lesson break time we had, since we were able to remember the past and be like students again.</p> <p>Tips for following courses: online games, DIY (e.g., learning to knit for volunteering purposes, b-day presents, house decorations), learning recipes from around the world, printing, tea meet-ups for discussions with young people.</p>