



IGIFU:

Intergenerational Film Hub

Work Package 2: Case studies from Poland

Author:



Grant agreement	2022-1-PL01-KA220-ADU-000089217
Programme	Erasmus+
Key action	Cooperation among organisations and institutions
Action	Cooperation partnerships in adult education
Project acronym	IGIFU
Project title	Intergenerational Film Hub
Project starting date	01/09/2022
Project duration	24 months
Project end date	31/08/2024

Consortium:



Akademia
Humanistyczno
Ekonomiczna
w Łodzi



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)	10

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' and seniors' experiences. To achieve this each partner will interview 2 people (one educator/facilitator and one senior who participated in such activities). 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 programmes/ 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)	Monika Kamieńska – has been working in UoTA for 5 years, conducting workshops and trainings for seniors within EU programmes, incl. proprietary courses for University of Economics and Humanities. Tight cooperation with spokesman for senior citizens at the presidential office. Has been organising intergenerational events addressed to seniors, i.a. senioralia and conferences for older people. Has been conducting author's lectures for seniors from the Lodz voivodeship. The author of the publication "Srebrne tabu. Miłość, przyjaźń i seks w dojrzałym wieku" [Silver taboo. (Making) Love and friendship at mature age] issued by the Lodz University.
Basic information about a senior (name – when allowed, sex, age)	Urszula K., female, 68
Photos of interviewees (if allowed)	X
Link to the programme / organization website with further information	The project was co-funded by the Towarzystwo Przyjaciół 'E' funds. Website: www.utwdlaspolecznosci.pl
Question 1	<i>What was the name and purpose of the programme you participated in? What was the programme implementation period?</i> <u>Name of the programme:</u> „UTW dla społeczności” [UoTA for the community] <u>Implementation period:</u> May – August 2022

	<p><u>The main objectives of the programme:</u></p> <ul style="list-style-type: none"> - physical and artistic activation of project participants - tightening family bonds - shaping common interests - recognizing/ deepening one's own roots and using them to shape future - inclusion of children and youth as citizens that are not involved in such projects and that are those who shape our future.
<p>Question 2</p>	<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 was a project coordinator. I was responsible for walks around Lodz. I organised the photo exhibition entitled "Łódź dawniej i dziś" ["Former and present Łódź"] – presenting works of seniors, Ukrainian children and famous photographers such as Maria Tymińska or Ewa Rubinstein.</p> <p>Within the programme different modules/ thematic sections were organised:</p> <ul style="list-style-type: none"> - walk - photo exhibition - photography workshops - nationwide conference (2 days)
<p>Question 3</p>	<p><i>What constituted an intergenerational dimension of this programme?</i></p> <p>Definitely the participation of people at different ages – seniors, children and youth.</p>
<p>Question 4</p>	<p><i>What personal benefits did your participation in the programme bring you?</i></p> <p>New experience connected with the development of my own scientific and vocational interests, pleasure to work with people, self-satisfaction, reaching long-term goals.</p>
<p>Question 5</p>	<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>I have gained new knowledge in the scope of artistic photography; developed new working methods and improved communication with seniors and youth.</p>

Question 6	<p><i>Can you define any pitfalls and challenges during the programme? If yes, what were they?</i></p> <p>The project was held in many places and it was a huge logistic challenge. Bearing in mind the end of the project during summer months, it was difficult to recruit seniors and children as most of them were not staying at home at that time.</p>
Question 7	<p><i>Did you use any digital tools during the classes? If yes, which ones?</i></p> <p><i>Computer, Ppt, Canva, mailing, social media.</i></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>The programme was very useful for both generations who could grasp some knowledge or skills from each other and were able to listen to one another carefully.</p> <p>TIP: early recruitment of target groups the project is addressed to and a well-structured plan that assumes the avoidance of summer season for the organization of any workshops/ activities.</p>

Case study 2 (senior)

Interview with a senior	
Short bio of a facilitator (incl. experience in work with seniors and seniority as a facilitator)	Magdalena Bednarek started to work with seniors in 2015, implementing the “Social Activation of Elderly People” [Aktywizacja Społeczna Osób Starszych]. Has been conducting various activities concerning i.a.: self-development, soft skills development or leading debates. All activities were planned and conducted according to the proprietary program/ curriculum.
Basic information about a senior (name – when allowed, sex, age)	Janina K., female, 70
Photos of interviewees (if allowed)	X
Link to the programme / organization website with further information	The project reference: http://fundacjairis.com/wolontariusze-wkretariusze/
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><u>Name of the programme:</u> Wolontariusze – Wkrętariusze [Volunteers – Handyman]</p> <p><u>Project implementation period:</u> 1.02.2020 – 30.11.2021.</p> <p><u>The main objectives of the programme:</u></p> <ul style="list-style-type: none"> - development of a sense of young people's entrepreneurship and their participation in social life, - development of a sense of initiative among youth, especially in social matters, - growth of synergy and European cohesion in the scope of intergenerational cooperation, - popularization of voluntary services among youth,

	<ul style="list-style-type: none"> - leading an international dialogue aimed at tightening family bonds and intergenerational integration.
<p>Question 2</p>	<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>The programme was diversified and ensured different thematic sections.</p> <ul style="list-style-type: none"> • virtual and international project meetings, • 2 blended mobilities of young people: „Intergenerational family bonds" and „Handyman", • making-off from the various stages of the project, • a series of meetings with seniors in Senior Activity Centers, Cultural Centers, etc., • creating a support network in the form of a „Social Bank of Time" and catalogue services that youth can offer to older people in need as part of the activities of intervention groups, • formation of 3 Youth Intervention/Social Groups working as part of the „Volunteers – Handyman" action, • the work of information points as part of the „Volunteers – handyman" action, under which older people can report their faults needs/glitches to the Youth Social Groups, • recreating the history of selected streets – telling the stories of objects in old photos, recording personal memories related to them during a special walk organized for local residents. During the meetings, young people taught seniors to edit digital photos or use a scanner („One street. Thousands of memories"), • learning about the history of the district and strengthening neighbourly ties during photo and art workshops, and screen printing („Emotional map of the district"), • integration picnics with seniors.
<p>Question 3</p>	<p><i>What constituted an intergenerational dimension of this programme?</i></p> <p>The participation of seniors and youth; the fact that young people taught older people to use new technologies and the elderly enriched youth's knowledge of the streets or districts.</p>
<p>Question 4</p>	<p><i>What personal benefits did your participation in the programme bring you?</i></p> <p>I guess I became more tolerant towards youth. I discovered my passions and understood myself much better. I started to</p>

	pay more attention to intergenerational communication and listening to young people's needs more carefully.
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>I have gained some new knowledge and skills in different fields, such as: digital photography or screen printing. I also deepened the interests and hobbies of current youngsters. I could get to know better their world and better understand their way of thinking.</p>
Question 6	<p><i>Can you define any pitfalls and challenges during the programme? If yes, what were they?</i></p> <p>Yes, there were definitely some obvious challenges and fears. During the workshops in Poland we could meet Italian youngsters. I was a bit nervous as I thought the language barrier would be hard to overcome. However, our Polish youth helped us a lot. We could taste Italian food and find out more about the Italian culture. I was also afraid that I would not be able to communicate with a younger generation, including the language of youth.</p>
Question 7	<p><i>Did you use any digital tools during the classes? If yes, which ones?</i></p> <p>Computer (to edit digital photos), Ppt, 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 liked the programme It was very attractive and diversified. Moreover, it had an international dimension. Both groups of participants could grasp some knowledge or skills from each other. I think sense of purpose is what helped me to prioritise in life, make plans, and be resilient to setbacks, but also better understand I am not a perfect person and have the right to make mistakes. Thanks to the programme I started to plan my future itineraries and pick up a foreign language. The programme hugely helped me to achieve both short-term and long-term goals.</p>



TIP: Older people should be more motivated by adult educators to participate in various programmes with a developmental dimension. They should be also more self-confident and enjoy their lives regardless of age. They should take an example and good practices from European seniors.