



**IGIFU:**

**Intergenerational Film Hub**

**Work Package 2: Case studies in Greece**

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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



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## 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)

<b>Interview with a facilitator</b>	
<b>Short bio of a facilitator (incl. experience in work with seniors and seniority as a facilitator)</b>	I have been a full-time nurse and trainer of the seniors for the last 10 years in Athens and Chios, Greece. Before that, I worked as a nurse in a clinic that catered mainly for the elderly.
<b>Basic information about a facilitator (name – when allowed, sex, age)</b>	Rena Dialektou 11-04-2023 Female 56 years old




<p><b>Photos of interviewees (if allowed)</b></p>	
<p><b>Link to the programme / organization website with further information</b></p>	<p><a href="https://www.prolepsis.gr/gr/programs/programma-filia-se-kathe-ilikia-gia-tin-katapolemisi-tis-monaxias-kai-koinonikis-apomonosis-ton-ilik/">https://www.prolepsis.gr/gr/programs/programma-filia-se-kathe-ilikia-gia-tin-katapolemisi-tis-monaxias-kai-koinonikis-apomonosis-ton-ilik/</a></p>
<p><b>Question 1</b></p>	<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 volunteered in the recent past with the Prolepsis Institute, which since 2020 has been implementing the "Friendship at Every Age" programme to combat loneliness and social isolation among older people. The aim of the programme was to create friendly bonds between elderly people and volunteers.</i></p>
<p><b>Question 2</b></p>	<p><i>What kind of activities did you do/ were you involved in? How many hours did the intergenerational programme include?</i></p> <p><i>This project was not based on specific tools, we only applied known good practices and in our personal time, each volunteer tried to teach the</i></p>



	<i>elderly person mainly how to navigate on youtube and the internet. My volunteer work was about 18 hours a week.</i>
<b>Question 3</b>	<p><i>Are there elements of this programme that could be described as intergenerational?</i></p> <p><i>By its very basis, this project cannot be described as intergenerational, however many of the volunteers were younger, 18-25 years old, so in a way, perhaps this element captures to some extent the intergenerational dimension that you are looking for.</i></p>
<b>Question 4</b>	<p><i>What personal benefits have you gained from your participation in the programme?</i></p> <p><i>I must admit that it was quite a challenging project for me, despite my experience of working with older people. The elderly beneficiaries of the project were mostly single people, with children, grandchildren, relatives who were far away and in great need of social interaction. It was great for me to be able to meet that need and it taught me that no one should feel isolated. Technology has helped with that. I think that technology today is a very great tool that helps the whole society in general, but for the seniors it is very crucial, because they spend a lot of time shut in the house It is a tool that can bring all their needs closer together.</i></p>
<b>Question 5</b>	<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>From my point of view, I think that an important qualification that anyone working with older people should have was further strengthened. And that is none other than patience. Old age is a very delicate chord, which requires a great deal of respect, because these people, as they grow older, acquire great weaknesses, whether physical or mental, they find it difficult to move and think and act, so a great deal of respect is required from young and old alike. Without meaning to, they can no longer function as they did when they were young. It may seem like something simple or obvious but I assure you that in my field, it is not. And this is one of the reasons why in Greece, this profession is hard to find and well paid. As for older people, just learning the basic functions of a smartphone, understanding what video calling is and how it works and learning how to use youtube, I think they felt more included. Not everyone though.</i></p>
<b>Question 6</b>	<p><i>Can you define any pitfalls and challenges during the programme? If yes, what were they?</i></p>

	<p>One pitfall I can identify and that is related to technology. It is not easy at all to teach the elderly to use it, right, but there are ways. It is still quite dangerous. That is why someone has to show them properly and tell them repeatedly what to look out for. Also, when an elderly person shows denial and cannot accept this new knowledge, understanding and acceptance is needed. Not everyone accepts it.</p>
<p><b>Question 7</b></p>	<p><i>Did you use any digital tools during the classes? If yes, which ones?</i></p> <p>As I mentioned, we used known good practices and our personal knowledge. Basic functionality of a smartphone with the required accessibility settings such as large fonts, audio, and everything the manufacturers provide, web browsing on specific websites that pertained to their personal interest, not absolute freedom, Youtube, in some cases Facebook, and some online games. In the vast majority of cases, the elderly noted every step and every possible follow-up in handwriting.</p>
<p><b>Question 8</b></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> <p><i>I really think it's almost revolutionary for an elderly person who doesn't have similar perceptions to learn to manage technology on every level. But to do so requires methodology, patience and respect. Particularly when dealing with seniors in nursing homes and not in private homes, it requires great care as not everyone has the same level of perceptiveness and if one cannot integrate, other issues arise such as re-isolation, depression and more. Forgive me for repeating this, but patience, respect, understanding and empathy is required.</i></p>

## Case study 2 (senior)

<b>Interview with a senior</b>	
<b>Short bio of a senior</b>	She was an actress at the National Theatre of Greece, was an active scriptwriter and now writes in bits and pieces, while for many years she performed puppet shows for children.
<b>Basic information about a senior (name – when allowed, sex, age)</b>	Liana 2-04-2023 Female 69 years old
<b>Photos of interviewees (if allowed)</b>	
<b>Link to the programme / organization website with further information</b>	<a href="https://www.ecdl.gr/">https://www.ecdl.gr/</a>
<b>Question 1</b>	<p><i>What was the name and purpose of the programme you participated in? What was the programme implementation period?</i></p> <p><i>The only programme I have attended was in the early 2000s, maybe 2003 if I remember correctly, which was the ECDL. I had to stop writing texts on the traditional typewriter and that's when the laptop and digital text came into my life.</i></p>

<p><b>Question 2</b></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>Those who had no computer experience like me learned everything from the beginning. How it works, what each peripheral tool is, what the logic is. Then we moved on to modules and programs. I only learned Microsoft word which I was also interested in at work. And nothing else, how to open it, how to close it and how to write! But that was my choice. I didn't have time for anything else at the time. I think the total hours I was taught was 60.</p>
<p><b>Question 3</b></p>	<p><i>What constituted an intergenerational dimension of this programme?</i></p> <p>I don't know if what I'm about to tell you qualifies the intergenerational dimension of the program, but because at that time there was a class for the over-50s, certainly those who taught us were of a younger generation.</p>
<p><b>Question 4</b></p>	<p><i>What personal benefits did your participation in the programme bring you?</i></p> <p>I have gotten a lot of positive things from the program. First of all, I understood the logic and mindset on which technology works. A computer, a smart phone, the programs, the apps. All of this opened up new paths and horizons for me, especially from the traditional typewriter I had learned to write on in previous years. Technology helped me a lot. It keeps me company, I can find things very easily that I didn't have access to before, I watch videos on youtube that can help me in my hobby with polymer clay that I make various crafts, I listen to music, theatre, listen to books, watch movies. It's a companion.</p>
<p><b>Question 5</b></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 take it for granted. New horizons were opened to me, I naturally learned new skills and with this basic knowledge I gained, in the future it was much easier for me to understand the logic of the smart phone, video calling, online shopping, and all the things my children painstakingly taught me! In a rapidly changing world where you can now see your child in Los Angeles at the touch of a button, you feel more empowered if you have the basics of the logic and mindset of technology.</p>
<p><b>Question 6</b></p>	<p><i>Can you define any pitfalls and challenges during the programme? If yes, what were they?</i></p>

	<p>Yes, clearly. Firstly my lack of ability to understand certain things. There was definitely a generation gap in the way the trainers took certain things for granted, such as the terminology of certain things, and it was quite difficult for me to be able to understand them. And I was quite a bit younger! I had to write it all down in detail and repeat it over and over again to get it right. I detected an annoyance at the time in both the trainers and some trainees older than me. They had no patience.</p>
<p><b>Question 7</b></p>	<p><i>Did you use any digital tools during the classes? If yes, which ones?</i></p> <p>The digital tools we used at the time were computers, the windows operating system and of course my favourite microsoft word which I still write my lines in today! I also created my first e-mail and learned how to navigate search engines.</p>
<p><b>Question 8</b></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> <p>It was quite an interesting process for me that taught me a lot that I was completely unaware of until then. What was left unsaid was not about the project but about the impact of technological development in general and in particular on communication with my own people. Of course I would do that again and again.</p> <p><b>How important is it for you to communicate with your loved ones through technology?:</b> My son is in the United States and I am able to see him every day, talk to him, know that he is okay. Many years ago, when I was a foreigner and in order to be able to communicate with my mother, I had to have a phone conversation, it was very, very difficult. Now grandparents can see their grandchildren who are away studying, we can communicate with friends who are abroad, it's very, very nice.</p>