



IGIFU:
Intergenerational Film Hub

Work Package 2: Case studies in Hungary

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Akademia
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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' 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)	Szilvia Csirmaz brought the senior joy dance to Hungary in 2017, she is the referent of the senior pleasure dance in Hungary and the only one who can train instructors. She completed a senior dance instructor course in Austria, and the Austrian association is helping her to spread this movement in Hungary. The first training started back in September 2017, and now there are currently 200-230 trainers all over Hungary. There are groups almost everywhere in the big cities. Ms Csirmaz also in the senior age, which help her to understand the needs of the target groups.
Basic information about a senior (name – when allowed, sex, age)	-



**Photos of
interviews
(if
allowed)**





	
<p>Link to the program / organization website with further information</p>	<p>http://www.szeniortanc.hu/</p>
<p>Question 1</p>	<p><i>What was the name and purpose of the programme you participated in? What was the programme implementation period?</i></p> <p>The name of the program Szenior Örömtánc (Senior Joydance). The purpose of the Szenior Örömtánc Program is to provide a group dance experience for seniors, promoting physical activity, mental well-being, and a sense of community. The program aims to bring joy, social</p>

	<p>engagement, and the benefits of dance to the elderly population, contributing to their overall health and quality of life. The program has been running continuously since 2017, and it was possible to connect online during the pandemic. It is always possible to join the program. Because we got support from the local government the price is very cheap of the participation.</p>
<p>Question 2</p>	<p>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?</p> <p>The Szenior Örömtánc Program involved group dance activities for seniors, promoting physical movement, social engagement, cognitive development and a sense of joy. The specific activities may vary, but they typically include learning and practicing dance choreographies in a group setting. The program had different modules or thematic sections, such as specific dance styles or routines.</p> <p>The current program was a 2-hour meeting on every weekdays morning, combined sometimes with discussion and tea and cake-making. The participants can choose the day what is suitable for them. Average number of participants: 15-20.</p>
<p>Question 3</p>	<p><i>What constituted an intergenerational dimension of this programme?</i></p> <p>The involvement of young people who assisted in documenting the events and participated in the dancing created an intergenerational connection. This interaction between different age groups fosters mutual understanding, promotes social cohesion, and allows for the exchange of experiences and perspectives. The presence of young individuals in the program contributes to the intergenerational nature of the activities and creates an enriching environment for all participants involved. The young participants sometimes the family members of the elderly members.</p>
<p>Question 4</p>	<p><i>What personal benefits did your participation in the programme bring you?</i></p>

	<p>I could experience the following benefits through the participations in the program:</p> <p>Mental well-being: Engaging in dance can boost mood, reduce stress, and improve cognitive functions such as memory and concentration.</p> <p>Social connection: Participating in group dance activities fosters social interaction, creates a sense of community, and helps combat feelings of isolation or loneliness.</p> <p>Joy and self-expression: Dance is a form of creative expression that can bring joy, happiness, and a sense of accomplishment.</p> <p>Increased confidence and self-esteem: Learning and mastering new dance steps and routines can enhance self-confidence and self-esteem.</p> <p>Cultural appreciation: Dance often involves learning different styles and movements from various cultures, promoting cultural appreciation and understanding.</p> <p>Intergenerational connection: In cases where intergenerational elements are present, participating in dance alongside people from different age groups can foster mutual understanding, empathy, and the building of relationships.</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>From my point of view the participants experienced the following changes in attitude, skills or knowledge.</p> <p>From a facilitator's perspective:</p> <p>Increased knowledge of dance techniques and choreography: Facilitators may enhance their knowledge of different dance styles, and routines through teaching and guiding participants in the program.</p> <p>Improved instructional and communication skills: Facilitators may develop effective ways to instruct and communicate dance movements, ensuring clarity and understanding among participants.</p> <p>Enhanced leadership and organizational abilities: Facilitators may strengthen their leadership skills by organizing and coordinating dance sessions, managing groups, and creating a supportive and inclusive environment.</p> <p>From a senior's perspective:</p> <p>Expanded knowledge of dance styles and cultural appreciation: Seniors may learn about different dance styles and gain a deeper appreciation for the cultural significance of various dances.</p> <p>Improved physical fitness and coordination: Regular participation in dance can enhance physical fitness, coordination, and balance,</p>

	<p>leading to improved overall mobility and well-being. Also good for muscle stretching and joint movements.</p> <p>Increased self-confidence and self-expression: Seniors may experience a boost in self-confidence as they learn and master dance steps, allowing for self-expression and a sense of accomplishment.</p> <p>Enhanced social connection and sense of belonging: Participating in a dance program can foster social connections, create a sense of community, and combat feelings of isolation by engaging with others who share similar interests.</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>I noticed the following pitfalls and challenges during the program:</p> <p>Physical limitations: Some seniors had physical limitations or mobility issues that made certain dance movements or routines challenging. Adjustments and adaptations may be necessary to accommodate individual needs and ensure inclusivity. They can even join to the programme in wheelchairs.</p> <p>Cognitive challenges: For seniors living with dementia or cognitive impairments, learning and remembering dance steps may present difficulties. Additional support, repetition, and simplified choreography may be needed to make the program accessible for participants with cognitive challenges.</p> <p>Communication barriers: Language barriers or hearing impairments can hinder effective communication and understanding between participants and facilitators. Clear instructions, visual cues, and the use of inclusive communication strategies can help address these challenges.</p>
<p>Question 7</p>	<p><i>Did you use any digital tools during the classes? If yes, which ones?</i></p> <p>Video Conferencing Platform Tools like Zoom were used in the program. It could facilitate real-time communication and enabled participants to join virtual dance classes remotely.</p> <p>Social Media Platforms like Facebook. It was utilized to share recorded dance routines, provide updates, engage with participants, and build an online community.</p> <p>The event/community has a closed Facebook group, the distribution of the content of the videos there is strictly prohibited. The recorded videos support the learning of the choreography.</p> <p>Used tools: e-mail, Zoom, Youtube, Facebook, smartphones for video recordings.</p>

**Question
8**

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?

If you are considering participating in similar projects, programs, or initiatives in the future, here are some general factors to consider:

Accessibility and inclusivity: Evaluate the program's accessibility, including factors such as location, timing for individuals with physical or cognitive challenges. An inclusive program should create a welcoming and supportive environment for all participants. Even for the younger generation.

Professional guidance and expertise: Look for programs that have qualified facilitators or instructors who possess the necessary knowledge and skills to guide participants effectively. Experienced facilitators can enhance the quality of the program and provide appropriate support.

Social and community aspects: Consider the social interaction and community-building opportunities offered by the program. Connecting with like-minded individuals, fostering new friendships, and building a sense of belonging can greatly enhance the overall experience.

Program sustainability and reputation: Assess the program's track record, reputation, and sustainability. Consider whether the program has a long-term plan or reputable sources. The feedbacks from past participants are also important.

I recommend participation in the program to anyone who wants to improve their physical and mental abilities and wants to learn new things.

Case study 2 (senior)

Interview with a senior	
Short bio of a facilitator (incl. experience in work with seniors and seniority as a facilitator)	
Basic information about a senior (name – when allowed, sex, age)	Varga Izabella (72). She is a retired officer in a big international insurance company. She has 3 child and 8 grand children. She joined the programme for 3 years.
Photos of interviewees (if allowed)	
Link to the programme / organization website with further information	
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 heard about the program from a friend. I really liked it right from the start because the community was very good and supportive. I go dancing here twice a week.</p>
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>The class is usually two hours. At the beginning of this, we repeat the older choreographies, then we learn new ones. We also have a common poem that we always sing together.</p>

<p>Question 3</p>	<p><i>What constituted an intergenerational dimension of this programme?</i></p> <p>Young people also attend the session. Usually friends and family members. There are more girls than boys. It would be nice if there were more young people at the event. They help us the use the electronic tools (music player, camera/phone, etc) too.</p>
<p>Question 4</p>	<p><i>What personal benefits did your participation in the programme bring you?</i></p> <p>I feel much better since coming here. I can walk more, I feel more fresh, and I have made more friends.</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 used to get out of breath quickly, but now I can walk several kilometers. I can learn much faster and my concentration has improved since participating in the program. As an example, I started learning German and I'm progressing quite well. I often meet my new friends I have made here. We go to classical music concerts together.</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>Some of the choreography seems difficult at first. But with a lot of practice, we can learn everything.</p> <p>Sometimes my right leg hurts and I have to rest it.</p>
<p>Question 7</p>	<p><i>Did you use any digital tools during the classes? If yes, which ones?</i></p> <p>We use smartphones to record the dances. It helps us to remember the choreography. We also use tablets for the music. We communicate via e-mails and Facebook.</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</i></p>



may help other participants decide on participation in different projects/ programmes/ initiatives in the future?

I think this initiative is very good. I hope I can come here for a long time. I recommend everyone to try it.