



# PAGES Service Model

to counteract AGEism for a Europe  
open to all





## Partners

ACEEU

Aproximar, Cooperativa de Solidariedade Social

EaSI, European Association for Social Innovation

K-GEM

SOSU

VAB-EU

WASLA

## Authors

Maria Ana Gonçalves

Joana Portugal

*Aproximar, Cooperativa de Solidariedade Social*

Publication date: 2024

Agreement Number: 2021-1-DE02-KA220-ADU-000026529

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Commission. Neither the European Union nor the European Commission can be held responsible for them.

## Preface

This output is part of the project PAGES – Counteracting AGEism for a Europe open to ALL, project number 2021-1-DE02-KA220-ADU-000026529, implemented between January 2022 until December 2024.

**The Consortium was composed by 7 partners from 6 EU countries, Germany, Portugal, Romania, Turkey, Denmark and Austria:**



WASLA - Arabisch Deutsches Center für Dialog



Aproximar, Cooperativa de Solidariedade Social



ACEEU - Accreditation Council for Entrepreneurial and Engaged Universities



EASI - European Association For Social Innovation



K-Gem - Kadın ve Genç Girişim Merkezi Dernegi - Woman and Young Entrepreneurship Centre Association



SOSU Østjylland



Verein der Akademie für Bildung, Culture, Kunst, Jugend und Sport der Europäischen Union

During the project implementation, the Consortium has implemented various methods and activities to promote social and human capital within multiple communities, upskilling adult educators and advocating for the combat on ageism on a local and European level.

The PAGES Service Model is a way to present the different components designed and tested within the PAGES project, to support other organisations in modelling their own services with the same approach and goals. The purpose of this document is to give local stakeholders a key to replicate the PAGES project in their own specific context, ensuring a more cost-effectiveness approach as the many materials are already available in multiple languages, including English and 4 European languages. As the document is a model

version of the project, the goal of the following sections is to give stakeholders a clear overview of the project achievements and how to replicate them. This output gathers information about all the resources created throughout the project and how to use them. The different parts of the PAGES Service Model are intended to be used as ‘puzzle pieces’, which can be combined, questioned, merged and adapted to fit different contexts. The Consortium provides case studies to be used as *scenarios* to reflect on and help other build their own map (Holliday, n.d.).

The replication factor of the project is an achievement that guided the development of the *prototypes* (outputs) created during the project implementation. It implies that the resources are shared, described in a ‘ways-of-doing’, that can be understandable by others. By replication, the term is used to convey the process of taking a “programme or a set of core principles to other [...] areas”, meaning different contexts, including geographical ones (Berelowitz et al, n.d.).

### ***Our journey shared***

The past 3 years have been a remarkable learning journey for PAGES partners. Under the cofinancing from the European Union, the Consortium were able to exchange different views on how older adults and younger people are seen in society. The conversations have been insightful and through them The Consortium has discovered untapped challenges and cross-cultural differences that made all project partners and staff members think further away.

Through all the activities developed under the PAGES project, from the qualitative and field research, to the transnational cocreation, the training of adult educators and the intergenerational activities, The Consortium has broken their own ways of thinking, has rebuilt scenarios, challenged themselves and left the comfort zones. The Consortium reinforced the knowledge about intergenerational practice, highlighting its reciprocity, relationship and interaction features. More than moments and activities that put different people together, intergenerationality aims to promote an active mechanism for the solidarity between generations, from recognising the differences but also the similarities. The Consortium did realise in practice the power of intergenerational activities to combat ageism: though already recognised from a scientific and evidence-based perspective, project partners are now secured from the groups engaged with. There is trust that the formal results will put this qualitative perception into key outcomes and data. Despite this, there is still much to be done to mainstream the model of intergenerational work to combat ageism across different countries. Both the practice and the research must come along together to create more unified standards, to move this field forward.

The next steps are critical for the success of an European project: the replication of the activities, the scalability of the different steps of the programme and the sustainability of the key elements will determine how impactful such a programme can be.

All the project roadmap and resources are available in the project website for further use and download: <https://www.pages-euproject.org/>.

# TABLE OF CONTENTS

Preface.....	4
Introduction: The PAGES Model .....	7
<b>Combining intergenerational work with arts&amp; culture</b> .....	8
<b>General achievements and pitfalls</b> .....	9
<b>Expert’s analysis of the results</b> .....	11
<b>Why the PAGES model?</b> .....	11
EngAGing Older Adults in Learning: a continuous professional development pathway for adult educators .....	13
InterAGES: an Intergenerational Programme towards ALL AGES.....	19
<b>Methodological foundations</b> .....	19
<b>Mapping needs</b> .....	20
<b>Activities developed for the InterAges programme</b> .....	25
Replication Strategies.....	28
<b>The evaluation of this project/ suggested evaluation</b> .....	28
<b>How to replicate?</b> .....	31
<b>Dissemination as an ‘independent enabler’ of replication</b> .....	37
Conclusion.....	39
References .....	40

## Introduction: The PAGES Model

A study from Wave 6 of the World Values Survey presented that 34 out of 57 countries were “classified as moderately or highly ageist” (Officer et al., 2020). Ageism is prevalent all around the world with more than 974000 IAT scores (Implicit-association test: <https://implicit.harvard.edu/implicit/iatdetails.html>) for Age task revealed that most people have a strong automatic preference for young people. The Global Report on Ageism (WHO, 2021) states that “young adults with negative attitudes towards older adults showed less compassion towards them and wanted to keep their distance from them rather than show them empathy”.

This global results are present in Europe too: a research study (Bratt et al., 2018) showed that Germany is among the countries in which «perceived age discrimination to be higher among the youngest respondents, but also relatively high among older respondents»; in other countries like Romania, Denmark or Portugal, there is an assumption that older population received higher discrimination, but in fact also young people face a high proportion of discrimination.

Ageism is a complex phenomenon, and it appears in 3 forms: **institutional**; **interpersonal**; and **self-directed**, the first one being a cumulation of the others and a perpetuation of normative processes. Thus, interpersonal and self-directed ageism seem to be key to foster change. “Interpersonal ageism refers to ageism occurring during interactions between two or more individuals”, while “Self-directed ageism refers to ageism turned against oneself. People internalize age-based biases from the surrounding culture after being repeatedly exposed to those biases, and they then apply those biases to themselves” (WHO, 2021).

The PAGES project, a short name for “Counteracting AGEism for a Europe open to ALL”, aimed at combating ageism by fighting the age stereotypes about different generations, but especially the prevalent negative views of older adults. This was accomplished through a European funded project under the Erasmus+ Programme, Adult Education. The approach used in PAGES was to bring generations together and to allow people of different ages to build a connection and relationships with each other: an intergenerational work. The ambition was to contribute to civic engagement by putting young and old people together, to learn from each other, by means of non-formal activities, such as artistic exhibitions, cultural workshops, creative and participatory actions. **The focus and statement of PAGES is to combat ageism by an intergenerational programme using arts & culture as a motto.**

## Combining intergenerational work with arts& culture

The goal of the PAGES Model is to support the global combat on ageism and to foster intergenerational cohesion at community level, by upskilling adult educators/ community workers on how to engage older adults in learning. The PAGES project brings an innovative solution to the ageism problem by using culture to bring different generations together and foster learning about each other. PAGES follows intergenerational learning theories that propose that educational and intergenerational activities are identified as effective interventions to combat ageism. These include workshops, conversations, empathy-enhancing types, playing games, art & music activities, and many others which can increase cooperation and foster goal sharing.

Using **arts & culture** has been shown to have positive effects in the communities: improved health (including mental), positive well-being (Age-friendly NYC, 2017). When using an intergenerational lens, putting younger and older people together leads to connection and in fact, “Participation in intergenerational arts programming has been shown to reduce ageism” (Age-friendly NYC, 2017, pp. 10).

The PAGES Service Model is a methodological framework for implementation of the different outputs and results created during the project duration (as part of a Project Result 3, PR3). It supports the sustainability, transferability and continuity of the overall programme after its termination. It includes information on both resources developed in PAGES project:

- **EngAging Older Adults in Learning**, a programme to build the capacity of adult educators/community workers to engage older adults in education promoting lifelong learning and decreasing ageism in these professionals (as part of a Project Result/PR1);
- **InterAges** a programme which bring older and younger generations together for cultural intergenerational activities to foster mutual understanding, learning and reducing ageism towards both generations and self-directed (as part of a Project Result 2, PR2).

The full outputs can be consulted at the link: <https://www.pages-euproject.org/results.html>.

This PAGES Service Model includes a practical overview of the final products from the PAGES project:

- The training programme used during the pilot of the EngAging programme, feedback and tips how to best implement it to best serve adult educators who pursue to (re)motivate older adults into lifelong learning.
- The intergenerational approach for implementing the InterAGES programme and relevant considerations for further use.

## General achievements and pitfalls

The PAGES’ piloting phase has been a small size testing of the prototypes. Despite this, the Consortium has reached more than 400 persons across different activities, which provides for a reliable position of the Service Model. The [Table 1](#) presents key direct results from the project implementation.

Table 1. Key figures of the PAGES implementation

<b>36</b>	<b>67</b>	<b>2439</b>	<b>7</b>	<b>227</b>
Adult educators/ community workers involved in the needs assessment	Adult educators/ community workers involved in training	Interactions with the website	Multiplier events	People who attended the PAGES events
<b>166</b> <i>18 to 94 years old</i>	<b>363</b>	<b>14</b>	<b>6</b>	<b>32</b>
Older adults and younger people involved in the consultation for the intergenerational activities	The sum of total attendances in the intergenerational activities	Intergenerational activities created by partners under the framework	Countries where the programmes were piloted	Intergeneration al activities implemented

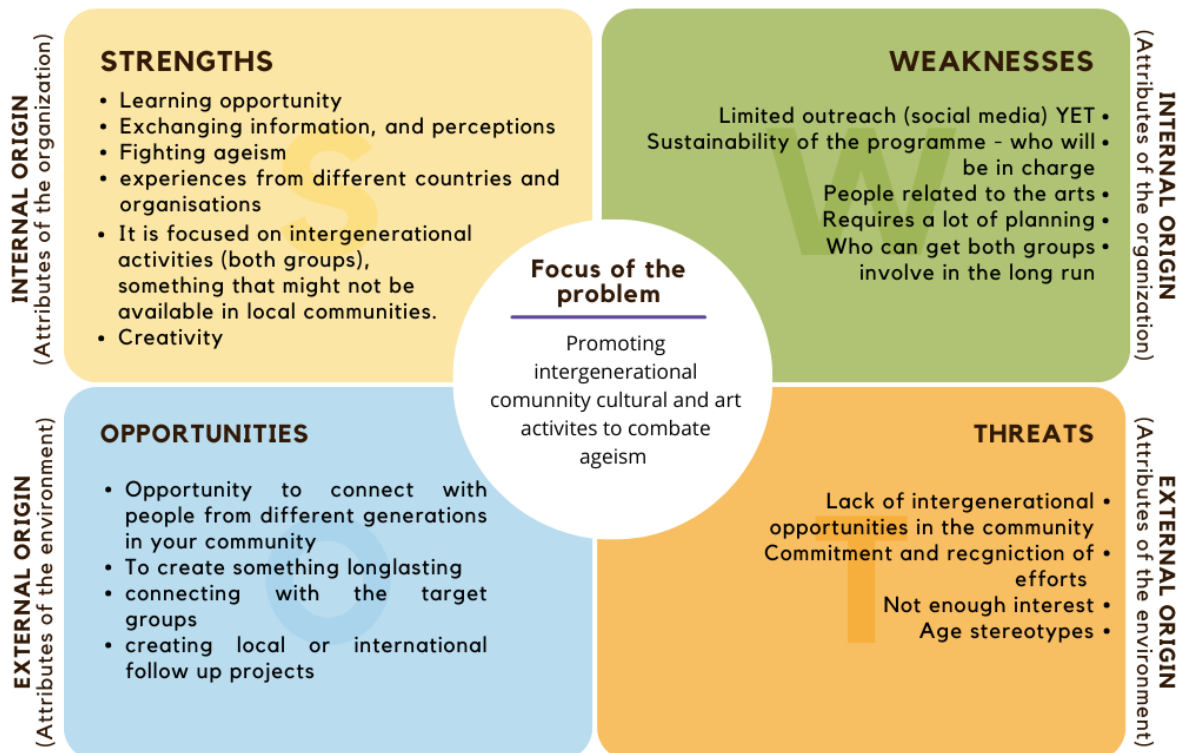
For a thorough analysis of the model and the combination of the prototypes, the Consortium undertook a SWOT analysis, to build upon the results achieved and to draw a picture of the qualitative perception of project partners on the operational implementation, including identifying ‘*pitfalls on the way*’. The information presented supports the PAGES service model.

The SWOT analysis, standing for **S**trengths, **W**eaknesses, **O**pportunities and **T**hreats, is a “planning tool” that helps to navigate through the comparison between the context in which an organisation operates and the features of a programme (Haan, 2024).

The SWOT Analysis presented for PAGES was compiled by information provided in collaboration with PAGES project partners and relevant to other stakeholders ([Figure 1](#)). This SWOT does not provide a full picture of the PAGES Model: it intends to be an inspiration for the creation of a business case to start the replication of PAGES in different contexts. One may start by reaching to the most relevant and key stakeholders, and co-create the SWOT for a specific context, based on the PAGES resources.

While analysing the PAGES SWOT presented, it should be considered that conclusions based on past episodes need to be taken carefully (Haan, 2024). This SWOT represents a specific group of project partners, from some EU countries, and in a specific timeline, by adopting their assumptions and perceptions; thus, it means to support the strategic planning and anticipation of potential threats, but also to spot relevant opportunities (Haan, 2024) in the ‘market’/ context of adult education and social cohesion.

Figure 1. PAGES SWOT Analysis



The partners reflected that the project brings an innovative approach to the fight against ageism. It joins intergenerational contact with the use of culture that creates the opportunity to bring generations together - something that might not be happening in the communities. There is a clear opportunity in the potential of PAGES - to create something long-lasting and or follow-ups that can help fill the gap identified: the absence of such responses/ programmes in the communities and of cultural interventions. The need for commitment from the community and the involvement of both groups in the long run was seen as a potential threat.

## Expert's analysis of the results

To ensure the quality, relevance, and sustainability of the results from the PAGES project, a report was developed reflecting an analysis of feedback collected by project partners and supplemented by input from experts. Seven experts reviewed the Final Programme Handbook of the Training Programme (PR1). The experts show a mixed assessment of the Training Handbook; even though the majority rated the program "High" (n = 4), two experts rated it "Medium", and one rated it "Poor". The evaluations reveal that **the handbook is well organized and covers essential topics** but could benefit from structural adjustments to enhance clarity and practicality. Based on the expert evaluations, the partnership made several improvements to the manual, particularly to the structure, and some minor ones to the content, mainly because the evaluations reflected this. Nevertheless, it's relevant to have this in mind when replicating the training and using the training materials. Moreover, cultural identities may jeopardize the accurate interpretation of the contents to national communication patterns.

Regarding the evaluation of the InterAges programme framework (PR2) experts unanimously rated it as of "High" quality overall, emphasizing its innovative design and potential to become a global model for intergenerational engagement. According to the experts, **the programme is commendable, with well-detailed activities that make it easy for readers to implement, showcasing a strong focus on intergenerational engagement through arts and culture.** However, there was room for improvement in other areas, such as the introduction and the scope of the document, all sections that the partnership remade before the publication of the Framework. The principles guiding the program and the methodological considerations, like group size and active participation, were considered to be well explained, and the arts-based focus adds a unique approach.

Overall, the expert validation was of high value for the partnership, helping file down the last edges of materials before making them public. Even though they were rated as flexible materials for implementation and as programmes that can yield positive results in other communities, the feedback provided a validation that the resources developed meet the objectives outlined, adding an external perspective to the project partnership.

## Why the PAGES model?

There has been a significant shift in the world's demographics with an increasing amount of older people living increasingly more years. As such, ensuring older people have the same opportunities for self-development, education, and learning is essential. For this to be possible, it is necessary to prepare educators and community workers who will engage older adults to offer this population quality and dignified learning experiences. It's also to

note that the intergenerationally of the communities, workplaces, and even educational settings isn't new, but the impacts and prejudices present in these interactions are now more studied and considered when we think about the quality of life and of the relationships between generations. According to WHO (2021), one of the most effective ways to combat ageism is intergenerational contact, meaning that interactions and building relationships between generations, respecting certain characteristics, is one of the best ways to decrease the prejudice directed at other people because of their age.

Building from these insights, the PAGES project, and ultimately this Service Model, looks to capacitate stakeholders of different communities to upskill adult educators and community workers, preparing them to engage older adults in learning by offering a training program and training handbook that can be adapted to multiple communities and was piloted in 6 different countries (i.e., Germany, Austria, Denmark, Portugal, Romania, and Turkey) to assure the adjustability of this training. It also offers a model and tools for conducting an intergenerational programme using arts and culture, including the important considerations and tips for efficiently implementing a similar programme to combat ageism.

## EngAGING Older Adults in Learning: a continuous professional development pathway for adult educators

The first set of outputs from the PAGES program included a training course on "EngAGING older adults in learning". The primary goal of this training is to upskill adult educators and community workers on how to engage older adults in lifelong learning. In turn, this will contribute to the fight against ageism and promote intergenerational cooperation at the local level.

The training course is based on the continuous professional development of adult educators to improve their skills in engaging older adults in lifelong learning, this includes:

- reverting conceptions of older people and how we see age.
- how older adults value lifelong learning and how they are involved and willing to contribute to society.

To create this course, the partnership began by conducting a **needs assessment** composed of:

- 1- **Desk research:** collecting inspiring practices in different countries through a literature review of case studies in the form of articles, programs, best practices, government policy, etc. Each country provided at least three case studies.
- 2- **Field research:** learning the needs of adult educators using creative and participatory methods. The needs assessment was conducted through focus groups executed by each partner with at least five adult educators per country. The adult educators involved played different roles: community workers, trainers of adults in non-formal settings, owners, and facilitators of non-formal activities.

The results highlighted **multiple barriers to engaging older adults in lifelong learning:**

Difficulties in identifying older people's needs, difficulties in the determination of training according to those needs, challenges in developing curriculums and designing instruction to facilitate reaching educational goals and in explaining information in a simplified manner and also lack awareness of ageism among adult educators, lacking use of motivation theories, lack of adaption communication according to elder participation (i.e., flexible communication) and of adaptable language during sessions.

[A summary report of the practices collected, and the conclusions of the field research](#) is available on the project website, only in English.

**The next stage** was **designing and implementing the training course** to provide the participants with the required knowledge and improve their professional skills. Based on the WHO toolkit, a learning pathway for adult educators was developed to guide this step, establishing the outcomes, duration and topics that should be addressed and worked on based on the needs assessment previously done.

At the end of the training the adult educators are prepared to:

- Explain how learning occurs among learners;
- Communication styles;
- Recognize and counteract ageism;
- Understand adult learning;
- Arrange teaching environments in line with older people's needs;
- Make use of inclusive educational tools;
- Apply interactive educational techniques;
- Prepare lesson learning plan.

To develop the course modules, partners created a set of guidelines that included the different partners' roles, topics to address, methodology, and recommended activities. Each module arises from the needs assessment carried out previously, and for each, a series of specific objectives were defined, thus ensuring that the course would meet the identified needs in the most comprehensible way possible (e.g., guiding table for the construction of the modules – [Table 2](#)). After developing the theoretical content, each partner proceeded to create a PowerPoint presentation that would serve as visual support for the training and the basis for the multimedia available on the initiative's website (<https://www.pages-euproject.org/training.html>).

Table 2. Example of guiding table for the construction of the modules.

General Objective	Training module	Specific Objectives
<b>Increase knowledge of adult learning principles to bring old and young together</b>	Knowledge of adult education	<ul style="list-style-type: none"> <li>• Knowledge of adult education and ageing principles</li> </ul>
	Ageing adult learners	<ul style="list-style-type: none"> <li>• Understanding the characteristics of the older adult</li> <li>• Concept and scope of the ageism</li> <li>• Intergenerational activities for the older adult learners and socialization</li> </ul>
	Learning for older adult	<ul style="list-style-type: none"> <li>• Increasing motivation of the older adult during learning</li> </ul>
	Communication with older adults	<ul style="list-style-type: none"> <li>• Points to consider in communicating with the elderly</li> </ul>
	Programs in the context of arts and culture for older adults	<ul style="list-style-type: none"> <li>• Increasing the mobility of the older adult learners by using art and cultural activities</li> </ul>
	Educational Materials	<ul style="list-style-type: none"> <li>• Designing training materials for the older adult learners</li> </ul>

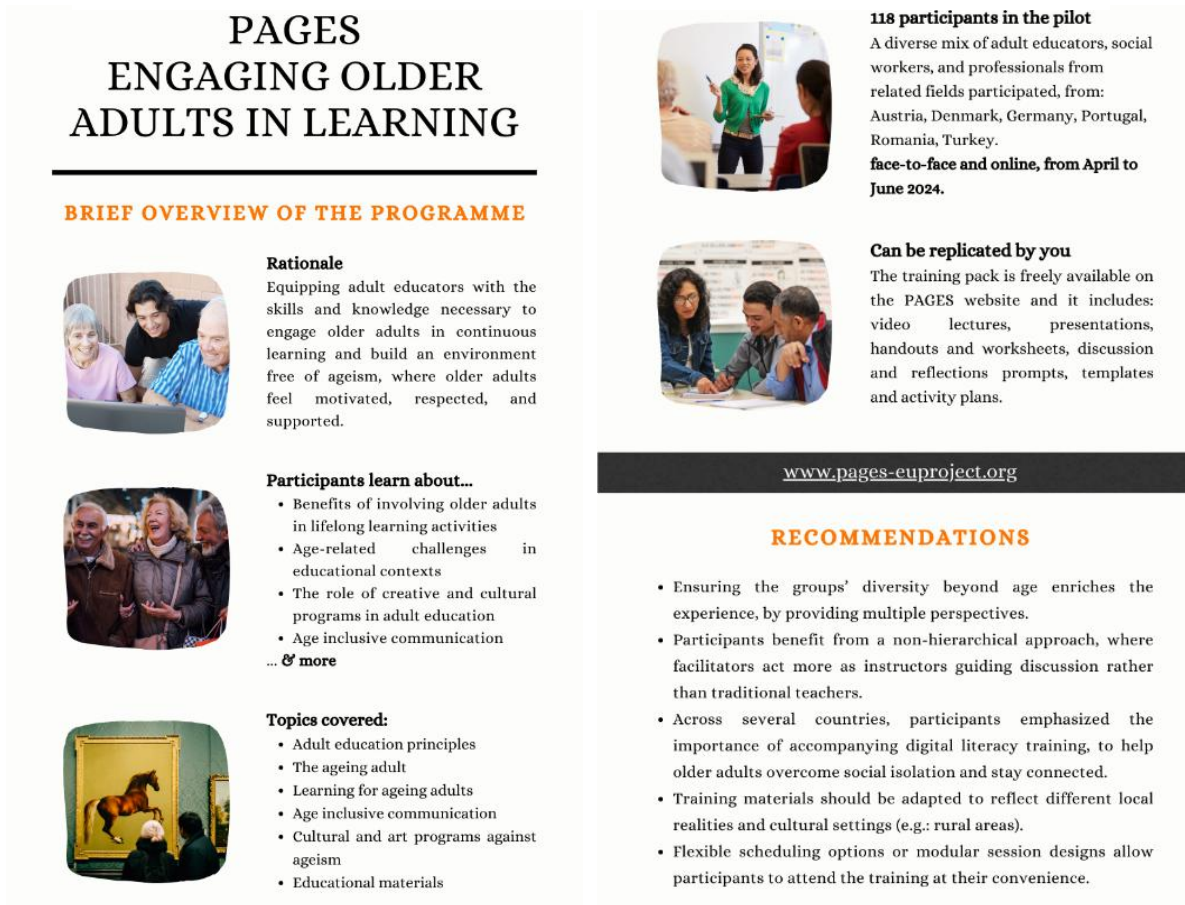
The result was the “EngAGing older adults in learning” Curriculum, available on PAGES project website, and the training handbook. The curriculum can be used and followed by anyone who finds it appropriate for their context, together with the available materials.

The training explored the following topics:

- **Module 1** - Adult education principles
- **Module 2** - Ageing adult learner
- **Module 3** - Learning for older adults
- **Module 4** - Communication with older adults
- **Module 5** - Programs in the context of art and culture for older adults
- **Module 6** - Educational materials

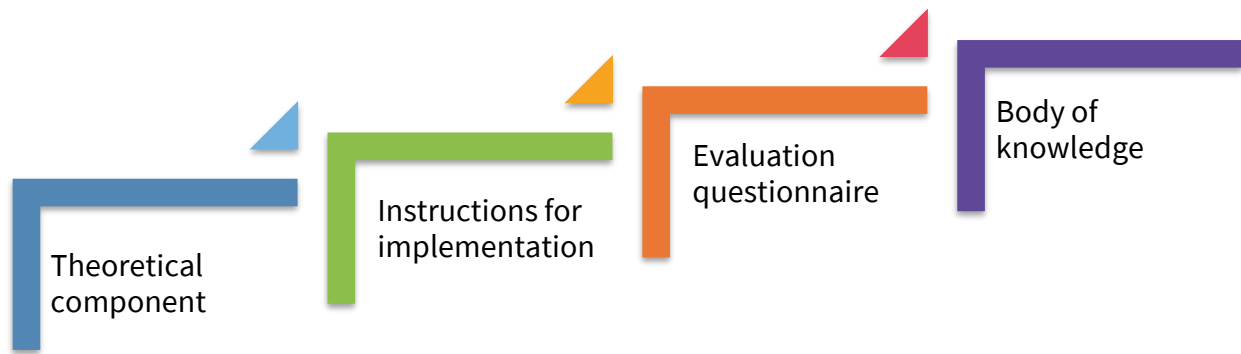
The outcomes achieved have demonstrated alignment with the initial goals of the project, with an increase in knowledge on engaging older adults in education, from the pre- to post-training evaluation, and most participants reported being satisfied with the content, material and trainers. The following infographic summarizes the results from this programme (<https://www.pages-euproject.org/training.html>).

Figure 2. Infographic on the main outcomes of the training programme



The training programme is supported by a training handbook. This was created to help the implementation of a training activity with adult educators, and thus it can serve as a basis for implementation. The PAGES Training Handbook is composed by the conceptual contents of the modules of training. Each module contains four blocks as presented in Figure 3:

Figure 3. Components of the training modules



The PAGES project partners followed a similar structure for the development of the contents, based on a common framework as exemplified in Figure 4.

Figure 4. Example a description of a training module

<b>Name of the Module</b>	Principles to facilitate adult learning (6 adult education principles)		<i>interestea in learning ana having more knowledge to improve their experience.</i>
<b>Purpose of The Module</b>	To increase the knowledge and skills of educators on adult learning principles in learning environments of older adults	<b>Educational Environments and Equipment</b>	Environment: Classroom, workshop, library, family environment, all environments where you can work by yourself and in a group Hardware: Sourcebooks, computer, projector, photos, PPT, brochures, related documents, slides or pdf.
<b>Learning objectives</b>	1- Facilitate the learning processes of older individuals 2-Ensuring the active participation of the older adults in the learning processes in the learning environment 3-To ensure permanent learning of the older adults by using adult learning principles in the education of the learners.	<b>Module summary/ Main contents/ Relevance</b>	Six chapters will be developed to provide adequate information for educators working with older adults The <b>first chapter</b> will consist of introducing educators to the basics of the adult education. In the <b>second chapter</b> , educators will be shown importance of the experiences for the older adults in adult learning environment. In the <b>third chapter</b> will be about relation between the self-concept and learning. The <b>fourth chapter</b> will show how adults are ready to learn. The <b>fifth chapter</b> will be about a "problem-centered" learning perspective rather than subject-centered learning in adult education. The <b>six chapter</b> deals with what motivates older adults to learn.
<b>Topic &amp; context (Module outline)</b>	Chapter 1- Need to know Chapter 2- Experiences Chapter 3- Self-concept Chapter 4- Readiness to learn Chapter 5- Orientation Chapter 6- Motivation	<b>Timetable &amp; schedule</b>	<b>Chapter 1</b> will be developed with the "Write quickly" methodology and will need a total of 30 minutes. <b>Chapter 2</b> will be developed with the Circle Speech methodology, which will require 30 minutes <b>Chapter 3</b> will be developed through the Group discussion methodology to understand the self concept. The trials may take up to 30 min as well <b>Chapter 4</b> will be prepared with the experiential learning methodology. The group will be talked about the factors of readiness to learn. This module will need 30 minutes. <b>Chapter 5</b> will be developed with the circle speech methodology. It helps to understand the dynamics that affect learning orientation of the older adults . The modul may take to 30 minutes
<b>Target Group</b>	<i>The target group is the adult educators and community workers who work with older adults and those individuals who require or are</i>		

The material developed include the curricula and the modules presented before, presentation videos available via the project website, and active learning activities. These activities intended to reinforce knowledge and provide a more practical approach to the contents (see Figure 5 as an example, in which participants had to reflect on the “empathy map” for an older person). This information is described in full within the Training Handbook.

Figure 5. Example of an active learning activity: the empathy map (from module 2)



The training piloting across the 6 countries engaged with 128 individuals, from which 118 completed the training course. The results, from a sample of 57 respondents (about 48% of the total participants in the training) revealed that the training materials were relevant and supported the learning objectives.

For a successful implementation of the training programme, besides a thoughtful planning and broad dissemination coverage, there were some tips raised by the trainers, such as adding real-life examples, addressing psychosocial barriers to engagement in learning, a greater immersion on intergenerational learning, and the application of digital tools. These recommendations may be used as a further improvement of the training programme, but also as a way to guide replicators in their process of adapting the curricula and contents to their own context.

## InterAGES: an Intergenerational Programme towards ALL AGES

The InterAges programme aims to join the global combat against ageism (interpersonal and self-directed) by conducting intergenerational non-formal education activities, joining young and older people.

WHO identified policy and law, educational activities and intergenerational interventions as the most effective ways to combat ageism. Since both ageism from others and self-directed affect the well-being of young and older people's lives, the programme aims to decrease both with intergenerational activities that look for cooperation, effective sharing of memories and experiences and mutual learning.

### Methodological foundations

The programme framework follows the intergenerational learning theories that propose that educational and intergenerational activities are identified as effective interventions to combat ageism. These include workshops, conversations, empathy-enhancing types, playing games, and art & music activities, which can increase cooperation and foster goal sharing.

However, when planning an intergenerational programme, some conditions need to be accounted for to ensure its effectiveness (WHO, 2021):

- **Equal group status** within the situation. Unequal status can arise when tasks favour the skills of one group over the other, or there are unequal numbers in the different age groups or differing levels of familiarity with the environment.
- Shared activities with common goals foster **intergroup cooperation**.
- **Positive inter-group contact**. The quality of contact is more important than the frequency. Better quality contact can be fostered by organizing tasks that build confidence, avoiding situations in which either party patronizes the other and encouraging self-disclosure during which participants share personal information with one another.
- **Small groups** or **dyads** are preferable to extensive group activities.
- **Authority approval** such as parental encouragement for minors.

In the scope of the PAGES project, partners developed the **InterAges programme** framework to implement the intergenerational programme. The framework document provides an overview of the programme, including a definition of intergenerational activities, the proposed schedule, methods, topics, template and the activities created by

the partners of this project. In total, there are 14 intergenerational activities within the preselected topics determined based on the previous activities of the projects. Partners piloted the InterAges programme, and the activities developed in all countries.

The expected impact is that local territories and communities in which partners operate are more aware of ageism and its effects on how people live and evolve, while older adults and young people are more aware and knowledgeable about ageism, perceptions about ageism towards others and oneself, attitudes and misconceptions, that can enable them to change their attitudes and engage in meaningful contacts and interactions.

## Mapping needs

First step was the design of an intergenerational programme to involve and engage both younger and older people using creativity and cultural assets from the local community based on the Global report on ageism.

This project relies on co-creation ensuring the equal participation of different members of the community target and associated. This demanded their continued involvement from the workshops carried out for the needs assessment, collection of feedback through all the phases and participation in dissemination events.

For the needs assessment it was fundamental to engage both younger and older generations focusing and centring the needs and barriers brought forward by the target populations. All the partners implemented non-formal workshops/consultation sessions according to guidelines developed and completed a national report. The consultation aimed to identify the top 10 intergenerational activities for the consulted target groups. These top activities integrated the intergenerational program. Each partner collected and listed different places in their community (e.g., libraries, parks, coffee shops, etc.) that could be used for the consultation process and further activities. Followed by a data report compiling the data and a summary in the form of an infographic.

These sessions used different techniques to collect information, putting participants at the centre of the discussion and as active agents of the deconstruction of the problem. The page below presents some of the active activities implemented to map the needs of participants (see [Figure 6](#), [Figure 7](#), [Figure 8](#)).

**Path Map** – Can be used in a small group activity to collect input for activities they imagine for the intergenerational programme.

Figure 6. Tool “Path Map”


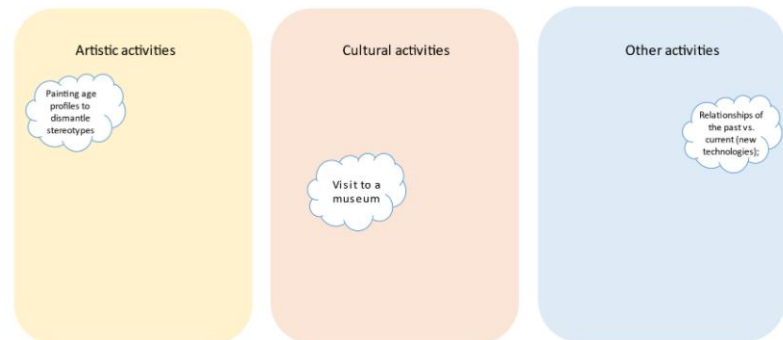
 Who?	 What? (Goals)	 Why?	 Where?	 When?	 How?
1.					
2.					
3.					

Figure 7. Tool “Expand on...”

**Expand on ...** - Divide the main group in smaller groups. Each group is responsible for developing one activity in one section. After sharing with the larger group, each group will expand, and further develop the ideas of the other groups.

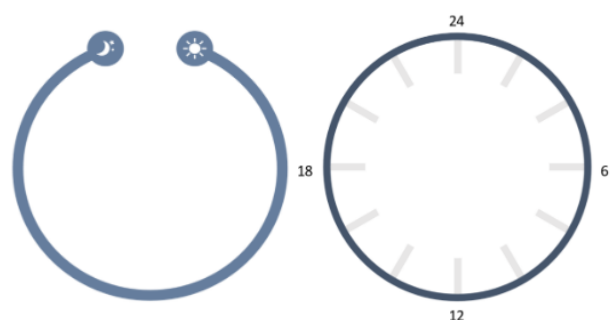


**Video** - Watch the video “Ageism: Explained” between people in a community, from all ages and then start a discussion. Follow it with the guiding topics.  
<https://www.youtube.com/watch?v=3nrF50FeBZo>

**Mood Board** - A group leader assigns focus group members with a board, coloured pens or pencils, etc. Participants, then, create a visual manifestation of the selected subject matter. The purpose of this expressive exercise is to understand individual motivations for selecting various elements, such as colour, image or font used in the mood board.

**Daily Activity Clocks** - Illustrates all the activities carried out in one day, which helps look at relative workloads between various groups. The differences between clocks show how people carry out their daily lives at different stages of the life span and how "same chronological age" people structure their lives differently (BRACED, 2016).

Figure 8. Tool “Daily Activity Clocks”



## Suggestions on how to conduct the consultation sessions

### Beginning Stage

1. Introduction - Introduce yourself, thank the participants for attending your workshop, present a brief introduction of the project. Share the expected outcomes. Allow some flexibility in the agenda.
2. Warm-up - Icebreakers that help participants get acquainted and feel more comfortable with each other; understand what the participants know about the topic and make necessary adjustments if needed; introduce your audience to the topic and activate any relevant background knowledge they might have.

### Middle stage

1. Group work – Involve active learning, not just passive listening, keep participants engaged. Small-group activities for interactive presentation strategies that help participants attend, focus, and construct meaning from experiences. The participants must understand the purpose of the activities you and how they can be used in their contexts.
2. Managing time - Plan according to the allotted time but be ready to expand or reduce your workshop to meet the needs of your participants and the fluid workshop schedule. Let your participants know how much time they have. This will help you schedule accurately and keep the participants on track and focused. When the time is up, stop the activity.
3. Using visuals - While visuals in your workshop are not essential, they are an excellent addition that can help transmit your message. For example: Photographs, Drawings, Flip charts, Videos, Presentation software.

### Ending stage

At the end of your workshop - Briefly go over what you covered. Allow time for questions and final comments. Get feedback from your participants on how the workshop went.

adaption communication according to elder participation (flexible communication) and of adaptable language during the lesson.

The sessions followed **guiding topics** to approach with participants that focused on understanding young and older people's views and expectations towards an intergenerational programme using creativity and cultural assets from the local community. It covered 5 domains: knowledge on ageism, intergenerational programme, creativity and culture, barriers, attracting participants and dissemination.

## Implementation

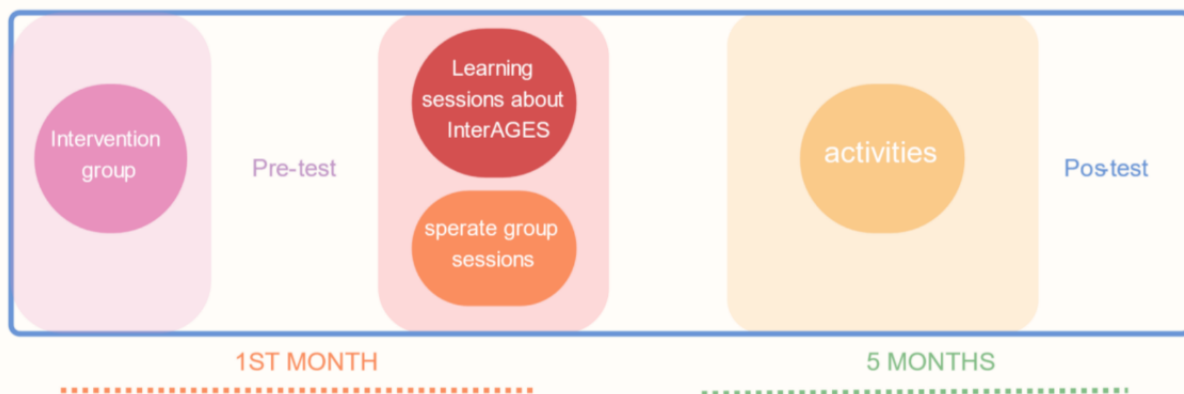
The main goal of InterAGES is to combat ageism by involving and engaging young and older people using creativity and cultural assets from the local community. The expected impact is that local territories and communities are more aware of ageism and its effects on how people live and evolve, while older adults and young people are more aware and knowledgeable about ageism, perceptions about ageism towards others and oneself, attitudes and misconceptions, that can enable them to change their attitudes and engage in meaningful contacts and interactions.

### Specific outcomes:

- Reduce ageism.
- Positive views of ageing and different age groups.
- Positive and direct intergroup contact between youngsters and older people using arts and culture.

The implementation of the intergenerational programme aimed to span 6 months. Each partner defined the specific pilot plan for each country, including how to mobilize participants to the programme, specific time and dates, venue and the selection of the activities from the pool of those developed jointly by project partners. The proposed schedule was suggested in the framework (Figure 9).

Figure 9. Suggested intervention programme – methodological framework



The first session was an introductory moment with the young people and older adults separately to prepare the participants before they met each other. Previous research shows that intergenerational programmes are more effective when younger and older participants spend time learning about the other group before meeting for the first time (WHO, 2023). As such, the main focus of these first sessions was to learn about the other age group before they met, opening the conversation for each group’s perceptions, attitudes and concerns about the other. In this session, participants filled in the pre-test evaluation, and the facilitator explained the next sessions and their purpose; participants were invited to share their expectations and fears, what they were anticipating to learn from each other and what they were looking forward to. It also included real examples of counter-

stereotypical older and younger people to allow the discussion of stereotypes and ideas associated with age.

The implementation of the cultural and artistic activities itself occurred after this first 'learning session'.

## Methods and Facilitation

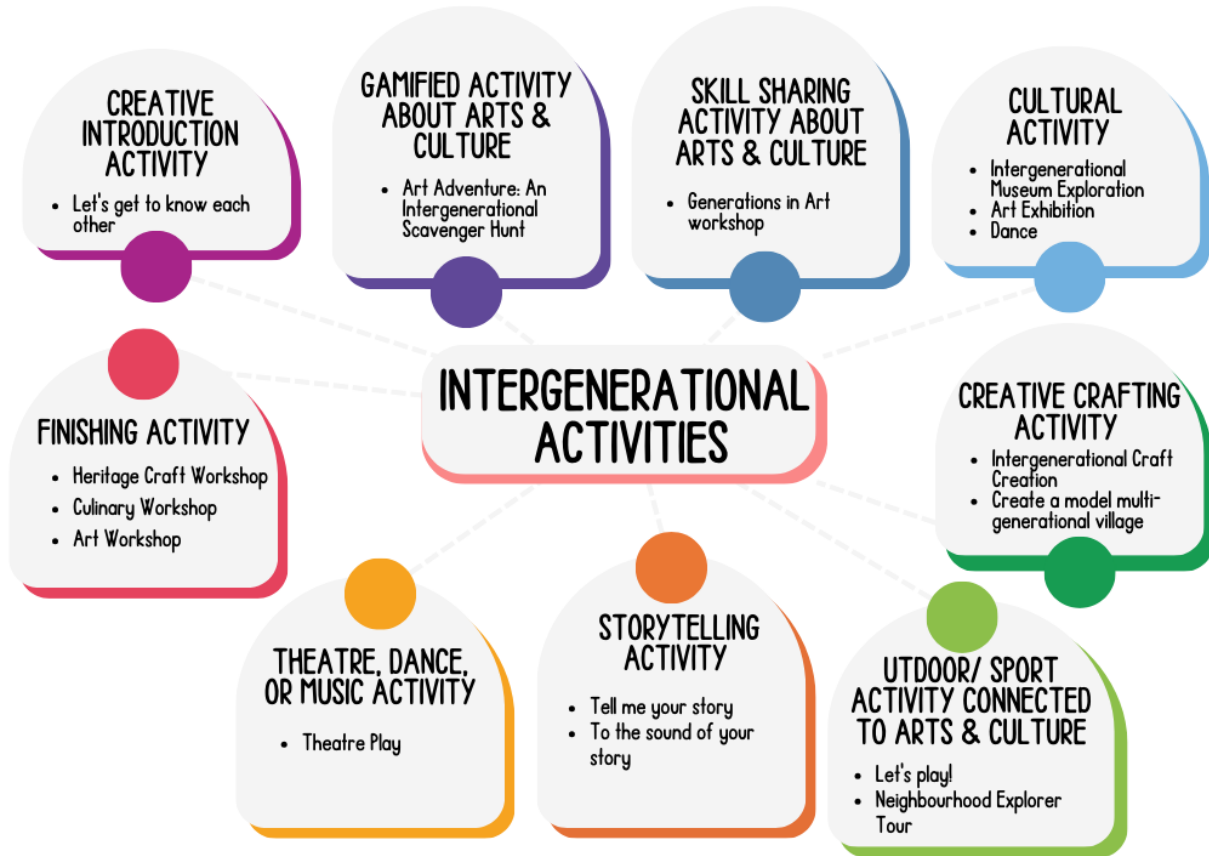
For the intergenerational activities, the methods used were exclusively non-formal. The non-formal methods, such as skill sharing, gamified activities, storytelling, etc., should be:

- voluntary
- accessible to everyone (ideally)
- an organised process with educational objectives
- participatory
- learner-centred
- about learning life skills
- based on involving both individual and group learning with a collective approach
- holistic and process-oriented
- based on experience and action
- organised based on the needs of the participants.

It's important that adult educators/ facilitators create a relaxed environment for the participants of all age groups. They must consider the different needs and barriers of the participants, such as knowledge on certain topics, fitness abilities and generational or personal differences.

The activities carried were centred on sharing of memories, emotions and collaboration, this was a focal point to allow the connections between people from the different generations. These activities were art and/or culturally based and, even though the similarities of experience and the collaboration were fortified, the different generations were allowed not only to share their common understandings but also to learn from each other and to value the insights and experiences of the other age groups and participants. The content of the activities was varied including music, dance, manual arts, etc. and changed from country to country having in consideration cultural, resource and participants characteristics emphasising the importance of the adjustability and flexibility in this type of projects.

**Activities developed for the InterAges programme:**



## Results and outcomes

The InterAGES Programme included Pre and Post-Test and Satisfaction evaluations to gather feedback on the programme's content and delivery quality. These evaluations aimed to verify that the programme met the initiative's objectives while collecting insights for continuous improvement. The PAGES partnership implemented six pilots and involved a total of 363 attendances in the intergenerational activities. From these, 159 unique participants answered the questionnaires, of which 120 were female, 35 were male, and four preferred not to disclose their gender, with ages ranging from 13 to 90+.

In general, despite minor differences between the countries, there was a preference for the respective ingroup before the programme, as mentioned in the literature (Cuddy & Fiske, 2002). **After the InterAges activities, the results provide evidence supporting the effectiveness of the intervention, demonstrating a shift in the perception of other generations.** Younger individuals exhibited a more positive attitude toward older adults, notably regarding competence. Older adults developed a more favourable view of younger individuals concerning competence traits, with their overall evaluation remaining broadly stable. Notably, their perception of younger individuals' warmth improved significantly.

### Key Outcomes and Impact:

- **Reduction of Ageism:** The pre-and post-test results showed progress in reducing ageist stereotypes. Young people developed a more positive perception of older adults' competence, while older participants reported increased warmth towards younger generations.

“For me, an older person is someone who already has a more advanced life experience, with many stories to tell, new things to teach...”

(Younger participant, post-test definition of an older person)

A person in the process of acquiring things for life, eager to learn and present their ideas.

(Older participant, post-test definition of a younger person)

- **Participant Engagement and Satisfaction:** Participants expressed high satisfaction with the programme, with 87.5%—strongly agreeing that the activities were well-organized, engaging, and fostered collaboration. Participants particularly valued activities that encouraged storytelling, creativity, and shared experiences.

“I don't really know which activity was the best, because they were all really fun to participate in. I liked the activities where we were active together.”

(Danish participant feedback)

- **Meaningful Connections:** While short-term interactions allowed for the participation of more young people, deeper bonds and intergenerational friendships were limited. A longer-term, recurring structure would enhance these connections.

The activities made me think differently and about new things. They helped me connect with different and new people. It's good for the mind.”

(Older participant feedback)

#### Recommendations for Sustainability and Improvement:

- **Increase Frequency and Duration:** To maximize impact, the InterAges programme should be implemented as a long-term initiative, with regular sessions over an extended period. This would allow for deeper connections, more meaningful interactions, and greater sustainability.
- **Broaden Partnerships:** To sustain the programme, partnerships with schools, cultural institutions, and community organizations are a good option. Engaging local governments, NGOs, and private sponsors can help secure funding and resources.
- **Improve Logistics and Participant Management:** While the short-term format allowed broad participation, addressing logistical challenges, such as noise levels during group work, is essential. Ensuring smaller, quieter spaces for activities can improve the participant experience.
- **Monitor and Evaluate Impact:** Conduct ongoing evaluation to measure the programme's long-term effects on participants' perceptions and relationships. Collecting feedback will help refine activities and improve implementation.

Regarding the Satisfaction questionnaire results, the intergenerational programs across all countries received highly positive feedback from participants. They expressed high satisfaction with the activities, highlighting the strong sense of cooperation, engagement, and effective facilitation. Participants enjoyed interactive, hands-on activities such as cooking, crafting, storytelling, and physical exercises, which fostered teamwork and social interaction. Recommendations for improvement included increasing program duration, involving more participants, balancing group sizes, and enhancing clarity in instructions. Despite these suggestions, participants generally appreciated the activities and the opportunity to engage across generations, with positive experiences reported across the results.

For a more in-depth idea of the programme, see the document ‘InterAGES: Framework for an Inter-generational programme towards all AGES’ - <https://www.pages-euproject.org/results.html>

## Replication Strategies

The PAGES Service Model aims to explain and describe all the stages, and the different activities used in the programme, as well as how it feeds into different contexts. Many times, the final results and outputs of a project are not used and adopted by other organizations and professionals, because they lack a comprehensive and detailed processual information on 'how-to' implement it. Moreover, further replication and scaling deeming additional funding rely on the capacity of organizations to argue for the benefits of such a programme. In this sense, this PAGES Service Model supports the transferability strategy of the project results, contributing directly to it - a process map of the different programme components, enriched by video-testimonies, and setting the scenario for continuity.

From the replication spectrum, PAGES presents a more flexible approach in which sharing information and knowledge is the key (Berelowitz et al, n.d.). The strategies presented here are not to be considered a gold standard, but rather general recommendations for other stakeholders to use in their implementation processes of PAGES.

The PAGES project funded by the Erasmus+ Programme brought together partner organizations from six different countries. All countries assume to be a 'pilot site' for the implementation of the activities and the outputs: both the 'EngAging training programme (PR1)' and the 'InterAges intergenerational programme (PR2)' were tested in each country. This was important to validate the concept and methodology adopted for the PAGES project and identify key recommendations. As the pilot results have shown, the PAGES project can be implemented in any context, but care must be taken to analyse and adapt it to the specific reality in which it will be carried out.

The evaluation undertaken during the project implementation supports the replication readiness of PAGES: it proved a successful achievement of social impacts in combatting ageism and counteracting younger and older people views about the other age group. Future implementations are required to follow an evidence-based evaluation procedure and moreover, the growth of PAGES will deem necessary to look for robust evaluation processes such as experimental designs and social return on investment.

### The proposed evaluation for PAGES

The evaluation of the PAGES outputs and resources consisted in the same **method pre-test and post-test** at every stage, either with adult educators and with young and old people. This method allowed to set a baseline before any target group enter the project activities and to identify any difference after the 'intervention'. More specifically, each of the outputs were subjected to an evaluation based on questionnaires created for the purpose to assess differences either in knowledge or in ageist perceptions and the participants' satisfaction (*Table 3*).

Table 3. Methods of evaluation used in PAGES outputs

<b>Evaluation of the EngAging training programme</b>	Balance of knowledge	Before and after the training programme was implemented the participants were requested to fill an online questionnaire to evaluate the knowledge acquired in the training assuring the efficacy of the training in capacitating the participants.
	Satisfaction with the training programme	After the implementation of the training programme the participants answered some questions about their satisfaction with the content, trainers, materials and duration of the programme.
<b>Evaluation of the InterAges intergenerational programme</b>	Evaluation of the age stereotypes	Before and after the intergenerational programme was implemented the participants were requested to fill a questionnaire to evaluate the stereotypes held towards the different age groups, this allowed to evaluate if the programme was successful in altering the prejudiced vision towards the other age group. The first three items of the scale assess 'competence' while the last three assess warmth; based on the stereotypes content theory (Cuddy & Fiske, 2002), older people are categorised as less competent but warmer.
	Satisfaction with the programme	After the implementation of the intergenerational programme the participants answered some questions about their satisfaction with the activities, facilitators and duration of the programme.

The evaluation of the programmes is essential to assure the efficacy, quality and inform future replication or continuations of the programmes. Beyond this quantitative and formal evaluation, it is important to include opportunities in the day-to-day activities to hear feedback and questions from the participants and trainers/facilitators allowing for more in depth understanding of the results of the programme, its impacts and meanings attributed and the adjustment of future sessions or programmes. In addition, comprehensive experiences are suited to transmit to others what and how the activities have been implemented. Case studies serve as an effective way to share these insights. In this context, project partners, have contributed case studies that illustrate their approaches and experiences (see page below and the [project website](#)).

## Case Study – The piloting of PAGES in Portugal

In Portugal, [Aproximar](#), the Portuguese partner of PAGES, has partnered with a local residence for older adults (nursing home) to implement the PAGES project activities. The residence is a small organization with 77 residents, situated in an urban setting, aimed at support and dignify those who have practice or were related to the world of artistic and cultural activities. They joined all activities of the project, representing their staff but also the residents directly in the consultation phase.

The residence mobilized its staff members to attend the training course. The group of staff participants were 9, from different professional occupations. For one side this was seen as an advantage for all staff members to be aligned and engaged, but for other side, it was critical to include everyone over the topic as the training course on EngAGING older adults in lifelong learning was embed in artistic and cultural activities. At the end, there were positive increases in the participants' perception of their knowledge, even though this outcome is limited due to sample size and time gap between pre and post-test.

For the piloting of the InterAGES programme, Aproximar involved an additional partner as a VET school in a close geographical area of the residence. From there, around 40 students joined the intergenerational activities. The first learning session was carried out separately and the benefits were very clear from the perspective of staff from APX: the expectations were high, and the level of interest was surprising.

All the IG activities took place in a dedicated room in the residence, for convenience of mobility of the older adults (some of them with cognitive or low physical impairment). Aproximar implemented 3 sessions, covering for 7 activities (from the list presented on page 25). The added value of the PAGES project in participants was huge: from the pre-post evaluation method, it was able to deconstruct some stereotypes felt by both generations towards the other.

From Aproximar staff members this was a very important participation and implementation with high level of interest for further exploration. The staff involved engaged in the project activities with full enthusiasm and has gained experience in putting IG activities into practice, especially by using arts culture in a non-formal and non-professional way (i.e., with no expert professionals from this field). Aproximar is planning to continue with these activities in the future and to explore how these can be implemented across its local programmes and services, connecting vulnerable youth with local older adults.

## Case Study – The piloting of PAGES in Germany

In Germany, **WASLA** implemented the project activities through a hybrid model that combined in-person and online sessions. The piloting took place at WASLA's office for those who could attend physically, while virtual sessions ensured broader participation, accommodating those unable to travel. The primary goal was to combat ageism and promote intergenerational understanding through shared cultural and artistic activities. The programme sought to foster empathy, cooperation, and mutual respect between generations, using storytelling, theater, and dance as key tools.

WASLA mobilized staff members and vocational school students specializing in education and social work to attend the training course. The group of participants included 64 individuals across four structured sessions. This diversity in participation was seen as both an advantage—ensuring a wide-reaching impact—and a challenge, as activities needed to be inclusive for all experience levels. By embedding lifelong learning into artistic and cultural activities, the program successfully encouraged meaningful intergenerational exchanges. Participants reported an increase in their perception of intergenerational competence, though the measured impact was somewhat limited due to sample size and the time gap between pre- and post-test evaluations.

WASLA involved an additional group of students from vocational schools, leading to an increased intergenerational engagement. A total of four sessions with seven structured activities took place, with intergenerational storytelling, creative introductions, theatre, and dance sessions as key components. The first learning session was carried out separately, and staff members observed a high level of engagement and curiosity from participants.

From WASLA staff's perspective, the participation and implementation of the programme were highly valuable, sparking an interest in further exploration and expansion. Staff members engaged enthusiastically in the project activities, gaining practical experience in facilitating intergenerational learning through arts and culture in a non-formal, non-professional setting. Encouraged by the success of the pilot, WASLA intends to continue these activities, integrating them into local initiatives and exploring further ways to connect young people with older adults in the community.

## Case Study – The piloting of PAGES in Romania

In Romania, the **European Association for Social Innovation (EASI)** implemented the PAGES InterAges Programme. The piloting phase, conducted between August and December 2024, sought to increase interactions between younger and older generations and challenge age-related stereotypes.

EASI did not have a dedicated physical space for activities. Instead, the programme was implemented across various settings, including online platforms, public spaces, and a local library. While local senior centers did not directly host activities, they played a supportive role in disseminating information, ensuring that the target groups were reached.

EASI mobilized both older adults and younger participants, totaling 26 participants across five sessions. Each session consisted of one or two activities, blending structured discussions with interactive experiences. Due to logistical challenges such as extreme weather conditions, some activities were adapted to indoor environments. However, these adjustments did not hinder engagement, and the interactive nature of the programme remained intact.

The pre-test evaluation revealed that older adults were primarily associated with wisdom, experience, and fragility, while younger participants were seen as energetic, enthusiastic, but also impulsive and naïve. The post-test results indicated a positive shift in perception: Older individuals were increasingly recognized for their critical thinking, resilience, and maturity, moving away from solely being seen as fragile. Perceptions of younger individuals became more balanced, incorporating both enthusiasm and uncertainty. The most significant change was in trustworthiness, with older participants being perceived as more reliable and younger participants as more confident.

Participants expressed high satisfaction with the programme, appreciating the interactive format, teamwork, and the facilitators' engagement.

## Case Study – The piloting of PAGES in Denmark

In Denmark, SOSU, the Danish partner of the PAGES project, piloted the InterAGES programme. The programme was adapted to fit within the existing schedule of SOSU, ensuring that activities could be integrated without disrupting ongoing work. Due to a tight timeline, the approach focused on incorporating engaging, hands-on activities that encouraged dialogue, teamwork, and mutual respect between young and older participants.

SOSU mobilized its staff members and students to attend the training course. The group of participants included 12 unique participants who engaged in six sessions, each featuring one to three structured activities. Each session featured one to three structured activities, blending cooking, wellness, storytelling, and physical activities to foster meaningful intergenerational exchanges.

All on-site intergenerational activities took place in SOSU's learning spaces and a senior housing facility, ensuring accessibility for older adults, some of whom had physical or cognitive impairments. On the one hand, this diversity enriched discussions, as participants from different professions brought unique perspectives. On the other hand, it was important to ensure that everyone was aligned on the core objectives of engaging older adults through arts, wellness, and social activities.

Beyond individual perception shifts, the programme highlighted the importance of structured intergenerational engagement in education and community settings. Participants expressed enthusiasm for continuing such activities, and SOSU recognized the potential of embedding intergenerational learning into existing educational and social initiatives.

## Case Study – The piloting of PAGES in Türkiye

In Türkiye, the InterAGES programme was piloted by K-GEM. The pilot took place in community centers and local institutions, engaging 33 participants across three sessions. The programme aimed to promote mutual learning and social inclusion in response to changing family structures and urbanization trends.

The pre-test evaluation revealed that older adults were perceived as trustworthy (4.94/5) and friendly (3.97/5) but less confident (3.30/5). Younger participants were viewed as

energetic but lacking experience.

The post-test results showed improved perceptions of both age groups, particularly in confidence and trustworthiness, suggesting the activities helped break stereotypes. Participants highlighted the value of teamwork, shared learning, and facilitator guidance, while recommending clearer instructions and better activity pacing.

The piloting in Türkiye demonstrated strong potential, reinforcing the need for structured intergenerational learning to promote social cohesion.

### Case Study – The piloting of PAGES in Austria

The programme was implemented by VABCKJS-EU (Verein der Akademie für Bildung, Culture, Kunst, Jugend und Sport der Europäischen Union) in both urban and rural communities, where ageism and generational misunderstandings were identified as common challenges. The pilot aimed to promote empathy, collaboration, and knowledge exchange between young and older participants by using arts, cultural activities, and shared experiences.

The piloting included six sessions, each featuring one or two activities, with a total of 32 participations. Participants engaged in interactive discussions, creative projects, storytelling, and shared cultural experiences. Through these sessions, both generations gained new perspectives, fostering stronger connections and challenging existing stereotypes.

The pre-test results showed that both younger and older participants had implicit biases about each other, with limited prior engagement in structured intergenerational activities. Many younger participants perceived older individuals as less open to change, while older participants viewed youth as less respectful or unwilling to learn from elders.

Post-test evaluations indicated significant improvements in attitudes, with over 80% of participants feeling more comfortable engaging with other age groups, and 75% reporting that they learned something new about the other generation. The most impactful activities were those that encouraged collaboration, storytelling, and shared cultural experiences, as they allowed participants to see common values and interests beyond stereotypes.

## How to replicate?

Replicating a project like PAGES will benefit the communities, the agents and professionals who work there and all the citizens. Replication isn't a rigid implementation of a previous programme but an **adaptation** following the specific needs and characteristics of the community. No two communities are the same so it's important to realize that the replication might differ in many ways from the original programme, such as: spatial location, experimenters, equipment (including the design, materials, instruments, etc.), operationalisations (measurement of variables) and population characteristics (Sirbu et al, 2020). For that reason, implementing a (new) edition to the PAGES programme requires a (revised/ adapted) plan who looks to replicate the key aspects, while adapting to the characteristics of the community in question. These main aspects, can be divided in (Sirbu et al, 2020):

1. **Core intervention components** – ‘essential components’ of the structure of the programme, that links directly to the expected results in the target groups – in the case of PAGES, this includes the programme **philosophy** (theories of intergenerational activities to combat ageism), the **training of educators**, the **intergenerational activities**, and the **video testimonies**.
2. **Core implementation components** – ‘vital components’ for the programme execution, that are there for the operational support of the programme – in the case of PAGES, it relates to the recruitment and selection of **trainers/ facilitators** of the activities, **safeguarding** policies concerning the target groups, the selection of the **venue** and other logistics.

To replicate and implement the project, it is important to carry out a joint analysis between the different stakeholders and carefully plan the various aspects. Planning is defining the steps and the resources required to achieve a desired outcome. The **proposed use of the Lean Plan as a team** is supported by its streamlined central planning, that enables quick and effective project objectives definition, guiding decision-making and outlining the means and actions. The nine blocks assist stakeholders to visualize, reflect and understand the key aspects of their own programme (Silva et al, 2024). The Lean Plan (Figure 10<sup>1</sup>) allows stakeholders to reflect on major dimensions to organise more effectively the plans for activities and outcomes.

The PAGES Service model presents a version of a LEAN Plan as reflected and considered by project partners. Having an example may support stakeholders to take quicker decisions and implement the replication activities more quickly.

---

<sup>1</sup> Adapted from <https://oecd-opsi.org/toolkits/social-lean-canvas/>

Figure 10. Pages LEAN Plan



## Dissemination as an ‘independent enabler’ of replication

Using the PAGES products independently provides room for autonomy, easiness and speed of implementation: there are less barriers to entry organizations; more cost-effective; though it requires for greater internal capacity, and it promotes for creativity in the mix-and-match of the components (Berelowitz et al, n.d.).

When starting the replication of PAGES, stakeholders may pick one of the components to engage and motivate their target audience and create a ‘buzz’ in their environment. The awareness campaign of PAGES is a group of social media pictures, postcards and personal videos. It aims to help the public be aware and recognize the unconscious biases regarding age, something that is critical to counteract ageism. This campaign is built around four key messages:

1. Creativity doesn’t age;
2. Professionalism doesn’t get old;
3. EngAge at any age;
4. Not too old to.

Implementing dissemination actions from the start of the (new) programme may be a supporter for the replication itself. The materials can be re-used, but it can also be the case that stakeholders who are leading the way to replicate PAGES may take the opportunity to engage with target groups in creating similar materials with their own views and ideas – this is already a great kick-off!

Figure 11. Screen shots of some of the [awareness videos](#)



Ver mais no Instagram

8 Gostos

pagesprojecteu

Not too old challenge - Bitten: "I am 66 and I am not too old to learn anything new. I like learning new things and I am not too old to play with my grandchildren."  
 #nottoooldtochallenge #pagesproject #AWorldforAllAges #ageism #ErasmusPlus



Ver mais no Instagram

15 Gostos

pagesprojecteu

Not too young challenge - Gabi: "I am not too young to make a change."  
 #AWorldforAllAges #pagesproject #nottooyoungchallenge #erasmusplus #ageism

The awareness materials are available to be used by those who find it fit to their needs and their context. In addition, the PAGES testimonials of young and old participants are a very important asset of the qualitative and subjective impact the project had on people.

The [collection of testimonies](#) was carried out after the implementation of the programme the participants were asked if they were willing to share their experiences in the intergenerational programme, these testimonies were filmed with the participants consent and understanding of the purpose. These testimonies were used to understand more deeply the impact of the programme, activities and interactions on the participants. The videos of the testimonies of young and old people who participate in the activities can be used for creating a meaningful connection to the topic and a relational experience through the voices and lived experiences of the target groups. These videos are also available for stakeholders to promote their argument and defending the added value of such a programme.

## Conclusion

The PAGES project developed an important contribution to the international combat of ageism. This was accomplished using awareness activities, a training programme and intergenerational activities. The project aims to decrease ageism, and its impacts on older people through the continuous professional development of adult educators/community workers for the particularities of engaging older adults in learning. It also includes the promotion of positive attitudes between generations and the respect for age diversity by connecting generations in cultural activities.

Throughout the project, collaboration among partners has been crucial, as evidenced by the development of the training program and the guidance table for creating learning materials. This project's ability to adapt its approach to different contexts and involve a wide range of stakeholders and community members, highlights the potential for widespread replication.

Replicating a project like PAGES requires careful analysis of the context in which it will be implemented, identification of target audiences and needs, and building strong partnerships. Reaching the target groups and ensure the activities are fit to their needs and preferences is of most relevance. Thus, partnering since the start of the idea with key stakeholders will put people targeted (younger and older) at the centre of the process. Moreover, the methods and tools presented to engage and consult young and older people are easy to replicate further, assuring that their voices are heard for a good and successful planning and implementation.

The PAGES project serves as an example of how collaboration, innovative methodologies, training programs, awareness activities, and intergenerational activities can come together to create meaningful impact and promote social change, particularly in addressing ageism in the different communities, capacitating educators and community workers and engaging different generations.

## References

- Age-friendly NYC (2017). Building community through arts and culture. *The New York Academy of Medicine*.
- Berelowitz, D., Chopra, P., Coussa, G., Paren, M., Towner, M., Wetherill, H., Huggett, J. (n.d.). SOCIAL REPLICATION TOOLKIT. Spring Impact.
- BRACED. (2016). Gender and resilience toolkit - Daily activity clock. [https://admin.concern.net/sites/default/files/media/migrated/daily\\_activity\\_clock\\_toolkit.pdf?\\_gl=1\\*1m4fod5\\*\\_up\\*MQ..\\*\\_ga\\*MTg4NzkyMzM5LjE3MzkyOTE3NDM.\\*\\_ga\\_RLZ9XCKFP1\\*MTczOTI5MTc0Mi4xLjAuMTczOTI5MTc0Mi4wLjAuMTQzNDI2NDQ1Mw](https://admin.concern.net/sites/default/files/media/migrated/daily_activity_clock_toolkit.pdf?_gl=1*1m4fod5*_up*MQ..*_ga*MTg4NzkyMzM5LjE3MzkyOTE3NDM.*_ga_RLZ9XCKFP1*MTczOTI5MTc0Mi4xLjAuMTczOTI5MTc0Mi4wLjAuMTQzNDI2NDQ1Mw).
- Cuddy, A. J., & Fiske, S. T. (2002). Doddering but dear: Process, content, and function in stereotyping of older persons. In T. D. Nelson (Ed.), *Ageism: Stereotyping and prejudice against older persons* (pp. 3–26). MIT Press.
- Haan, S. (2024). SWOT analysis Factsheet. CIPD. Available at: <https://www.cipd.org/en/knowledge/factsheets/swot-analysis-factsheet/#the-swot-process>
- Holliday, B. (n.d). Service modelling. Available at: <https://www.tpximpact.com/knowledge-hub/insights/service-modelling>
- Officer, A., Thiagarajan, J. A., Schneiders, M. L., Nash, P., & de la Fuente-Núñez, V. (2020). Ageism, healthy life expectancy and population ageing: How are they related? *International journal of environmental research and public health*, 17(9), 3159. <https://doi.org/10.3390/ijerph17093159>
- Silva, C., Vargas, E., Avini, F., Maldaner, L.F. & Milan, G.S. (2024). Lean Canvas Applied in Healthtech with a Focus on AI. Paper presented at ISPIM Connects Porto Alegre – Social Innovation and Impact in the Global South, on 08-10 April 2024. Event Proceedings: LUT Scientific and Expertise Publications: ISBN 978-952-65069-5-1
- Sirbu, A., Miolo, C. Lourenço, R. & Leitão, T. (2020). Handbook on Community Awareness of (ex) Offenders' Rehabilitation & Reintegration Processes.

## PROJECT PARTNERS



PROJECT NUMBER: 2021-1-DE02-KA220-ADU-000026529

---

*The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

