

GRUNDTVIG MULTILATERAL PROGRAMME



INTERGEN – SHARING KNOWLEDGE BETWEEN VISUALLY IMPAIRED PEOPLE

WORKSHOP ORGANISATION AND FACILITATION



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1. INTRODUCTION TO THE INTERGEN PROJECT

Grundtvig Multilateral projects are part of the Long Life Learning program of the European Commission; *they* aim at supporting the development of innovative approaches in education and adult training.

Over the period 2008 – 2010, the “INTERGEN” Grundtvig Multilateral project is carried out by a partnership made up of 6 organizations specialized in visual impairment and teaching issues:

- The European Blind Union – EBU (France),
- The Italian Union of the Blind and Partially Sighted - ONLUS,
- The Institute for Research, Training and Rehabilitation - I.Ri.Fo.R. (Italy)
- The Turkish Federation of the Blind
- The ‘Six Dots’ Foundation of the Blind (Turkey)
- The German Federation of the Blind and Partially Sighted - DBSV

INTERGEN project aims at developing intergenerational workshops for the transmission of knowledge and know-how between blind or partially-sighted young and elderly people. These are called “INTERGEN workshops”.

Each generation must deal with specific obstacles but also has its own know-how:

- While for blind or partially-sighted seniors, not mastering new technologies and new communication tools (Internet, software, mobile phones) is a factor of exclusion in our digital societies, these persons have developed know-hows which enable them to carry out daily life activities and gestures in an autonomous way the (e.g. cooking, using domestic appliances, raising children, etc).

- The young blind or partially-sighted on the other hand, even though they can make good use of new technologies, are also confronted with many obstacles and uncertainties in the conquest of their autonomy. Indeed, they often push back the moment when they will have to face alone the tasks of daily life: shopping, dealing with their mail, etc

The project therefore intends:

- to test INTERGEN workshops in the country of each partner,
- to model workshop methodology, contents and supports...
- ... so that they could be widely disseminated and benefit as many people as possible.

The INTERGEN partnership conducted several intergenerational workshops which enabled:

- To identify informal skills, know-how and practical tips displayed by the young and the elderly in the use of new technologies and in daily life
- To create the conditions for a cross-generation transfer of this knowledge and skills
- To allow for the development of intergenerational and solidarity links between the young and elderly blind and partially sighted and to fight their isolation.

The experimental workshops made possible the modelling of INTERGEN teaching methodology, building on the diversity of approaches of partners running their activities in specific economic and cultural contexts and supported by a shared collective approach.

INTERGEN teaching material is comprised of two handbooks:

- **“Workshop moderation and organisation”**
- **“Skills handbook”**

2. HOW TO USE THE “WORKSHOP MODERATION AND ORGANISATION” HANDBOOK

The “Workshop moderation and organisation” handbook aims at providing organizers of INTERGEN workshops with all the necessary methodological and practical elements to achieve success. Its contents are the results of the modelling exercise conducted and built upon on by the INTERGEN project partners. It is to be used with the “Skills handbook”.

Before presenting the architecture of this guide (II.3.), it is necessary to dwell on what modelling is (II.1), and to focus on what INTERGEN workshops are (II.2).

2.1. THE PURPOSE OF MODELLING

To model an educational product, concept, method or tool means to design elements so as to build upon a form allowing for operational transfer and dissemination, as well as quick adaptation to various contexts.

The modelling exercise carried out within the INTERGEN project intends to provide a standard basis for planning, organisation, implementation and assessment of INTERGEN workshops.

As a reminder, a model is a standard abstraction and no model covers every aspect of a situation. While carrying out the modelling exercise, INTERGEN partners had to tackle complex issues such as integrating different national approaches and handling local exceptions while keeping a dissemination-oriented framework.

This aspect is discussed particularly in the section “Conducting the workshop”, in which two models are suggested. Models could obviously have been more numerous, building on the specific situations experienced by each partner. But having many models and taking into account too many specificities would run counter to the very concept of modelling. The aim of modelling is to suggest the best standard framework which future users can understand, adapt if necessary and implement for the benefit of visually impaired people.

2.2. INTERGEN WORKSHOPS DESCRIPTION

First of all, speaking of intergenerational workshops implies that there is an agreement on what is called a generation and what a workshop consists of:

- A **generation** is a sociological concept used in sociodemography to indicate a subpopulation whose members, having about the same age or having lived at the same period, share a certain number of practices and representations precisely because they belong to the same age group or have lived through the same period.
- A **workshop** takes place in a specified location and for a specified amount of time. It must allow exchange of information and knowledge between participants on matters of concern to them.

Intergenerational means "occurring between two generations" and intergenerational transfer and learning refer to a sharing of information, ideas and experience between two generations which can be beneficial to both.

In the INTERGEN project, intergenerational transfer does not mean that visually disabled juniors and seniors meet so that the young can learn from the elderly. It therefore does not mean a large group of young people gathering in the presence of a smaller group of adults to learn what the elderly say they should learn.

Within the INTERGEN project, intergenerational transfer means that young and elderly individuals are brought together in similar numbers so that they may get to know each other, see the others in action and learn from one another. Indeed, given that young VI adults may have needs which can be assisted through interaction with elderly VI adults, and that elderly VI adults may have needs which can be assisted through interaction with young VI adults, the INTERGEN methodology aims at benefiting both elderly and young VI people.

It provides the means:

- To identify and share one's *own* skills, know-how and tips developed in the context of daily life
- To increase self-esteem and self-confidence in workshop participants
- To promote greater learning and understanding from whoever takes part in the exchange
- To develop intergenerational links and fight against the social isolation that VI people may experience

INTERGEN workshops are *relationship – based*¹: caring links between elderly and young VI adults are highly motivating, structuring and gratifying.

The relations are *reciprocal*: this means that each participant has much to offer and much to gain from the interchange, as both elderly and young adults can offer specific knowledge and skills and can need to acquire other kind of knowledge and skills. Therefore the intergenerational transfers need to be dynamic.

In addition experimental workshops conducted within the INTERGEN project showed that intergenerational links and the increased self-esteem and self-confidence in workshop participants are generated through the identification and sharing of their *own* skills and know-how, whether this occurs between generations or within the same generation where individuals may have different levels of skills and needs. It is therefore important not to bypass the process of identification and transfer. *Workshops will necessarily be different each time as they will benefit from the input of every participant.*

¹ The description of the relationship is based on “Intergenerational learning: what if schools were places where adults and children learned together?” - Jerry Lowen - 1996

The workshops are based on *a genuine exchange and transfer of skills and know-how*. Bringing together young and elderly people so that they can develop intergenerational relationship and solidarity links is their main goal, but not the only one. They also aim at creating a space where individuals and generations can exchange knowledge in order to make their life easier.

INTERGEN workshops, because of their intergenerational, collective and mutual approach are different from assignments carried out by instructors for blind and visually impaired people. Instructors provide *individualized* counselling and instructions to persons who are blind or suffer from severe visual impairment in order to facilitate adjustment to problems caused by blindness. This type of coaching is usually provided in the period when visual impairment occurs in the person's life.

Lastly, it should be pointed out that INTERGEN workshops have yet another added value for VI people in the sense that they may have a positive psychological impact on participants who have become visually impaired later in life. Losing one's sight is a difficult experience which often leads to a feeling of tragedy lived in isolation.

INTERGEN workshops provide an ideal setting for the newly visually impaired to meet other persons with a similar impairment and to be introduced to independent living skills. Making contact with persons who face the same situation and challenges contributes to the realisation that there are other blind or partially sighted persons out there who cope with their impairment reasonably well, and thus to a better acceptance of the newly acquired disability.

2.3. HANDBOOK ARCHITECTURE

This guide consists of:

- **A presentation of the steps to be undertaken during the workshop preparation phase** (section “Workshop Preparation”), including:
 - Networking
 - Mobilising and selecting participants
 - Drafting the workshop programme
 - Providing location, equipment and logistics
 - Identifying facilitators

- **Recommendations regarding the management of INTERGEN workshops** (section “Conducting the workshop”), including the organisation before and the methodology during the event, aiming at:
 - Identifying informal skills and know-how
 - Allowing for intergenerational transfer:
 - from the young to the elderly
 - and / or from the elderly to the young
 - Encouraging the development of intergenerational and solidarity links between the young and elderly blind and partially sighted people in order to fight their isolation.

- **Support to workshop follow-up**

The “Follow-up” section focuses on what could be organised after the workshop so that it may have a lasting added value. This is based on an evaluation process.

- **A toolkit:** a series of tools is offered for the organisation and moderation of INTERGEN workshops. These tools were developed by the partners of the INTERGEN project and have proven to be successful. Future organisers of INTERGEN workshops are invited to appropriate and adapt them for the preparation, facilitation and follow-up of later workshops. Each tool includes recommendations and tips for use.

3. ORGANISING AND MODERATING AN INTERGEN WORKSHOP

3.1. WORKSHOP PREPARATION

For a workshop to be successful and meet its goals, the following steps should be followed:

- Networking
- Mobilising and selecting participants
- Drafting the workshop programme
- Providing location, equipment and logistics
- Selecting facilitators

3.1.1. NETWORKING

Networking means, for the structure which intends to organize an INTERGEN workshop, mobilizing other local structure(s) that might show an interest and provide support for the holding of the event. While not compulsory, it can be a valuable stage for INTERGEN workshop organisers who may need additional resources: for instance targeted local partner(s) may help circulating information about the workshop, mobilise potential participants or provide location and equipment.

Networking can materialize through emailing and the organisation of one or several meetings with local structures in order to involve them in the various stages of INTERGEN workshops organisation.

3.1.2. MOBILISATION AND SELECTION OF PARTICIPANTS

➤ Mobilisation

Blind and partially sighted potential participants should be informed about the event through:

- Networking. *See previous section*
- Circulation of an announcement. *See Toolkit “Announcement”*
- Phone calls / Mailing
- Collective information via meetings or press releases. *See Toolkit “Press release”*

➤ Selection

Group dynamics theory and experience indicate that the ideal number of participants for training activities, and more specifically for knowledge and skills exchange, is 12 persons, or in any case between 10 and 16 persons. Indeed the smallest group consists of two persons. A group limited to three individuals is more complex dynamically. Adding more members dramatically increases the intricacy of interpersonal relations within the group: a five-member group entails ten two-persons relationships, for example, but one of ten members has forty-five pairs of two-persons relationships. It is probably not possible to sustain high levels of work in groups of people with more than about fifteen members.

INTERGEN workshop organisers should keep the average number of 12 participants.

The selection of participants must be based on their skills, abilities and motivation. To assess these, both a completed application form and a personal interview are necessary. *See Toolkit: “Preliminary assessment”*.

Interviews must be conducted by the facilitator (telephone or one-to-one). Their purpose is to assess applicants’ motivation, to identify the skills and know-how they may share in an INTERGEN workshop and to assess their declared needs.

Each applicant should be both a “knowledge / skill seeker” and a “knowledge / skill provider”. The selection phase should enable to match the “needs” and the “supply” of knowledge and skills.

Applicants should thus be asked to indicate their needs and expectations as well as their respective capabilities: young participants should be asked about the technological skills they can share and their interest in learning about daily living skills; older participants should be asked about the independent living skills they have developed and their wish to learn about technology.

This phase will enable organizers to form homogeneous groups and to draft the workshop programme.

It must be further pointed out that taking into account participants’ real needs will increase the chance of keeping them mobilised between the time they show an interest and the actual workshop. Indeed organizers should be aware of applicants’ potential volatility and keep this possibility in mind. Offering participants the opportunity to take part in a customized workshop is likely to lower the number of persons who might not show up.

To be well-balanced, a group should be equally divided between young and elderly participants, always ensuring that both genders are also equally represented.

3.1.3. DRAFTING THE WORKSHOP PROGRAMME

In this phase, the contents and structure of the workshop are defined and formalized. On the basis of skills identified during the selection step and according to the equipment which will be available, facilitators will be able to identify the main skills which will be tackled. This process should be collective.

The persons in charge of the organization / moderation of the INTERGEN workshop should meet in order to define:

- Which “new technologies skills” and “daily life management skills” to include, making sure they keep a balance between both types of skills. Combining computer use and coffee-making, smart phones and ironing and so on, can be seen as paradoxical, but indeed this is precisely the main objective of INTERGEN workshops: to merge and create osmosis between household routine activities and the most advanced technology.
- The number of skills: attention should be paid to plan a number of skills which should leave enough time to participants to transmit or learn each of them;
- Workshop architecture: two architectures are suggested in the section “Conducting the workshop”. Whatever the structure they chose, organizers of INTERGEN workshops should pay attention to the fulfilment of objectives and the completion of expected results.
- The duration and planning of the workshop: the number of days must be decided, and whether it is on a full day or half-day basis.

Examples of programmes are enclosed in the Toolkit.

3.1.4. LOCATION, EQUIPMENT AND LOGISTICS

➤ Location and equipment

Ideally the workshop venue should be easily accessible for visually impaired people, i.e. located in a central place and well-served with public transportation.

At the venue, the following elements should be made available:

- a room with computers and other peripherals
- a kitchen
- a room with washing and ironing apparatus
- a non-formal get-together space with seats, radio, TV, digital players

It goes without saying that this kind of set-up facilitates activities, which will appear to be run in a family atmosphere rather than in a formal educational framework.

If this kind of infrastructure is not available, the facility should include a room with computer equipment, a meeting room and a kitchen.

If the above facility is not available, a large room should be found, which can be divided into different zones, one dedicated to new technologies and another one for daily living skills transfers.

Equipment, according to the targeted skills, should consist of mobile phones, Daisy players, computers, child care equipment (dolls, diapers, baby basin), dishes, coffee maker, etc.

➤ **Logistics**

As one of the aims of INTERGEN workshops is to support the development of intergenerational and solidarity links between young and elderly visually impaired people, workshops organisers should give priority to people living in the same city: this will make it easier for them to meet again after the workshop, and moreover will avoid travel and accommodation costs.

In case some people come from outside, it is advisable, on account of the added value of independent mobility for participants, that they reach on their own the place where they are accommodated. However, in specific cases of participants with additional disabilities, a shuttle service or transportation by taxi could be provided.

3.1.5. SELECTION OF FACILITATORS

Facilitators play a crucial role as they will have to run the workshop in a detached, non-invasive manner while keeping the workshop proceedings “on tracks” in order to optimise results.

There should be two facilitators, one visually impaired and one sighted, preferably experienced in group management. The VI facilitator will be well aware of the difficulties experienced by participants and act as a “peer-to-peer facilitator” sharing the same condition. When providing training to visually impaired persons, it happens often that the trainer’s qualities improve participants’ confidence in themselves and in the successful output of training activities (“what the facilitator can do, I can do too”).

The sighted facilitator will be able to give support whenever the VI facilitator or the participants need it. It is important that the sighted facilitator does not step in if not absolutely necessary and behaves so as to keep an eye on the proceedings without interfering when not needed.

Facilitators must show various kinds of skills and qualities:

▪ **Technical skills:**

Facilitators must have a very good knowledge of all the skills that participants may exchange, both in handling new technologies and in daily living skills. The “mobilization and selection” stage will enable them to identify the skills which are likely to be tackled during the workshops, and they will find support in the “Skills handbook” to strengthen their knowledge if needed.

▪ **Managerial skills and qualities:**

In order to act efficiently as facilitator and be able to guide a workshop smoothly, the following skills and qualities are required:

• **Planning**

Arranging for the workshop venue and preparing it so as to remove all possible obstacles for participants. The workshop programme should include time for discussions.

• **Communication**

The ability to convey an idea and make a point using all techniques available: verbal capabilities and receptive listening.

- **Leadership**

Building a team out of a mere gathering of individuals through motivation and empowerment.

- **Problem Identification**

Knowing that there is a problem is not enough. You have to be able to get to its root cause.

- **Personal skills and qualities:**

- **Confidence**

Giving confidence to the group by appearing purposeful and in control therefore soothing group insecurity.

- **Reliability**

Being consistent in approaching the tasks, not changing the goals, gaining the trust of the group.

- **Patience / Perseverance**

Being able to appreciate the difficulties of group work and being determined to see the task completed.

- **Resourcefulness**

Being able to start the group working on a task and finding alternative ways when necessary in order to bypass difficulties.

- **Perceptivity**

Being able to sense undertones within the group, making use of positive feelings to the group's advantage and countering possible negativity.

To conclude, one should keep in mind that facilitators play a crucial role not only by enabling participants to reach an optimal level of mutual learning but also by fine-tuning the workshop goals if necessary while keeping the pre-established agenda. It must therefore be reaffirmed that facilitators, although maintaining apparent detachment and neutrality, stand out as key persons in the workshop and share the lead with participants.

3.2. CONDUCTING THE WORKSHOP

This section deals with the structuring of the event and the methodology for its implementation; it also provides tips for facilitators:

- Creating group dynamics

- Enabling intergenerational transfer:
 - from the young to the elderly
 - from the elderly to the young

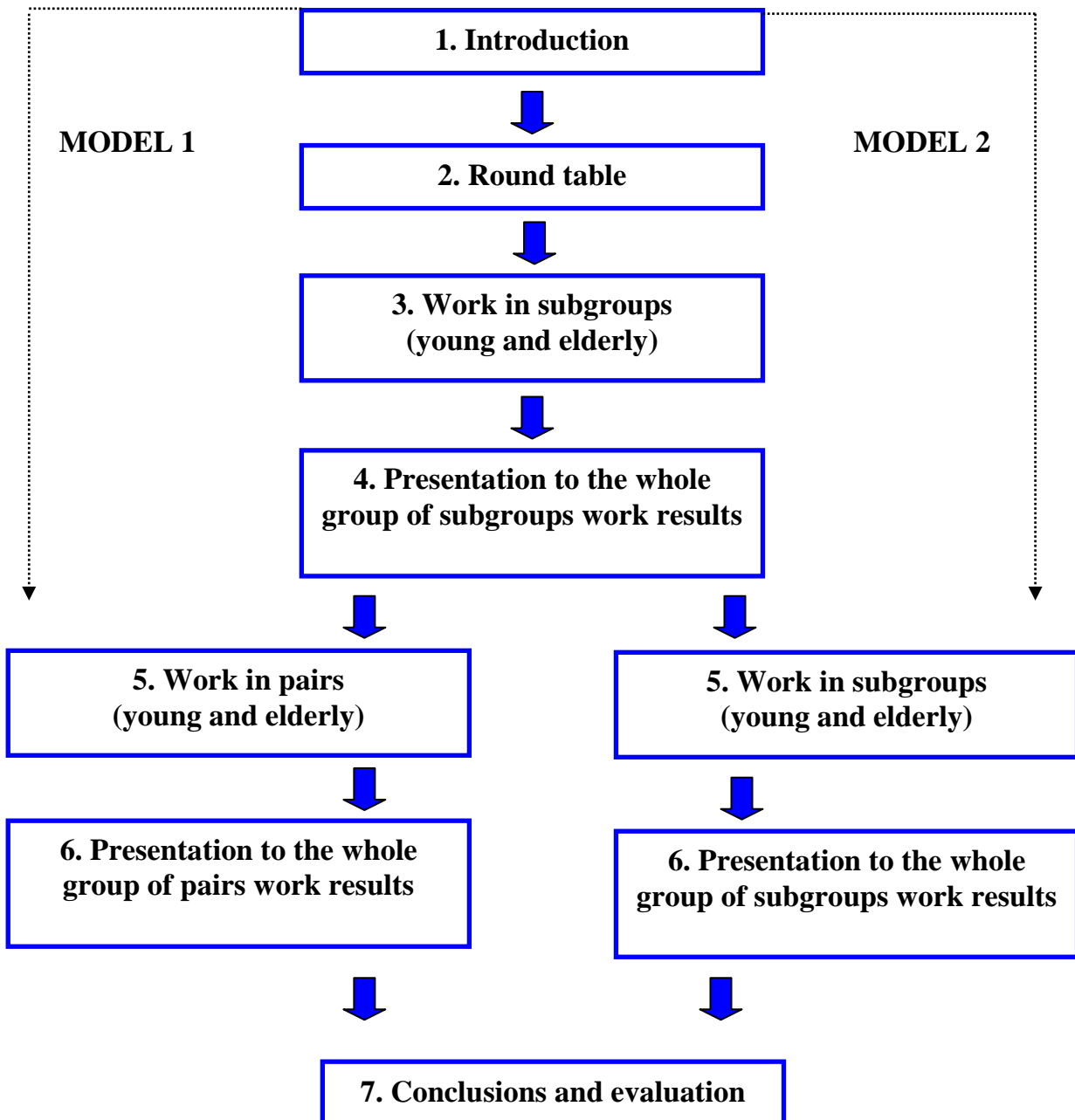
- Encouraging the development of intergenerational and solidarity links between blind or partially sighted juniors and seniors, and fighting their isolation.

As indicated above, modelling a teaching methodology means developing standard elements (concepts, methods and tools) to allow their subsequent use and/or appropriation by others.

Experiments conducted within the INTERGEN project showed that for the INTERGEN workshop conducting phase, two models should be offered on the basis of the kind of situations most encountered.

3.2.1. INTRODUCTION TO MODEL N°1 AND MODEL N°2

Model n°1 and n°2



- **Model n°1** is based on the assumption that:
 - the mobilisation and selection phase has produced a group equally made up of both young and elderly participants with specific skills and needs
 - every participant is able to take part in the process of sharing skills and know-how and feels at ease doing so
 - all the applicants who declared an interest in participating in INTERGEN workshops actually show up
 - ➡ In this case, facilitators can organise work in pairs (one elderly and one young visually impaired person)

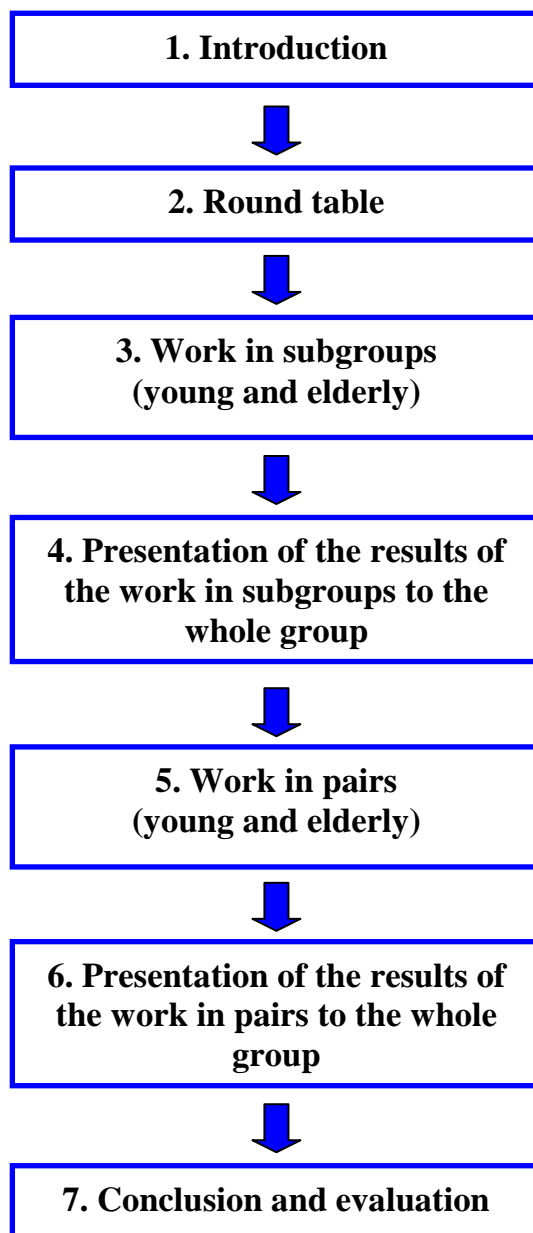
- **Model n°2** is based on the assumption that:
 - the mobilisation and selection phase did not produce a group equally made up of both young and elderly participants with specific skills and needs
 - and/or some participants are not able to take part in the process of sharing skills and know-how and/or do not feel at ease doing so
 - and/or all some of the applicants do not show up for the workshop
 - ➡ In this case, facilitators cannot organise work in pairs and this phase should be replaced by work in subgroups.

Both models are divided into 7 stages. The differences between them regard two stages only (stages 5 and 6).

Facilitators may choose one model over the other:

- Before the workshop starts: as soon as they know that the workshop will not include young and elderly participants in equal numbers and/or with complementary skills and know-how,
- At the very beginning of the workshop: in case of unexpected absentees,
- During the workshop: when it appears to facilitators that participants find it difficult to share their knowledge and know-how. Experience has showed that the spontaneous formation of small subgroups can be a means of self-organisation for the group (ex: 1 “knowledge / skill provider” and 3 to 5 “knowledge / skill demanders”)

3.2.2. MODEL 1



The different stages are described below with respect to the following parameters:

- Objective(s)
- Methodology
- Expected results.

Model n°1

1/ Introduction

Objective

- To set up the framework of the workshop

Methodology

- Facilitators introduce themselves
- They present the workshop programme
- Questions and answers if any

Expected results

- Participants have identified the facilitators and they know how the workshop will be conducted
- Facilitators have created the conditions for the participants to agree on the workshop framework



2/ Round table

Objective

- To get each participant to know the group they are going to be part of

Methodology

- Each participant introduces himself/herself to the group: name, activity, degree of visual impairment, motivation and expectations in participating in an INTERGEN workshop
- Questions and answers if any

Expected results

- Participants have introduced themselves to the group. They are acquainted with the other members of the workshop.



Model n°1



3/ Work in subgroups

Objectives

- To bring the young and the elderly to know their peers and exchange about the skills, know-how and needs of their own generation
- To collectively identify the skills, know-how and needs of each subgroup

Methodology

- Work in 2 subgroups (young and elderly people). *Cf Toolkit “Key questions for both generations”*
- Appointment of a rapporteur for each subgroup who will be in charge of presenting the results of the subgroup work to the full group. Reporting can also be done by the facilitator(s).
- Exchange of views

Expected results

- Discussion is stimulated. Ice is broken within each generation subgroup
- Various levels of skills and needs within each generation are identified
- Needs which can be fulfilled thanks to young and elderly participants’ existing skills and know-how are collectively identified



Model n°1



4/ Presentation of the results of the work in subgroups to the whole group

Objectives

- To share existing skills, know-how and needs that are specific to each generation subgroup

Methodology

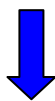
- The rapporteur of each subgroup or the facilitator presents the existing skills, know-how and needs which were identified in subgroup work
- Exchange of views
- Facilitators organise the pairs for the next stage

Expected results

- Discussion is stimulated. Ice is broken in the group as a whole.
- Various levels of skills and needs in both generations are identified
- Intergenerational pairs are formed



Model n°1



5/ Work in pairs

Objectives

- Enactment of transgenerational transfer of skills and know-how from the elderly to the young and from the young to the elderly

Methodology

- Work in pairs: 1 young and 1 elderly person transfer to each other one or several skills and know-how
- The facilitator(s) can support them with the help of the “Skills Handbook”

Expected results

- Each participant has transferred one or several skills and know-how to another one
- Each participant has gained one or several skills and know-how from another one
- Self-confidence and self-esteem are strengthened in each participant
- Individual intergenerational links have developed

Tips for facilitators

Each pair does not have to work on the same skill and know-how. Depending on existing skills and know-how and on identified needs, pairs can be formed according to participants' complementarities.



Model n°1



6/ **Presentation of the results of the work in pairs to the whole group**

Objective

- To share and multiply the effects of intergenerational transfer of skills and know-how

Methodology

- Each pair presents to the full group the way in which intergenerational transfer was performed.
- The facilitator(s) can support them with the help of the “Skills Handbook”
- Exchange of views

Expected results

- Each participant has shared their skills and know-how with the whole group
- Each participant has shared with the whole group the way in which they were able to transfer their skills and know-how to somebody else
- Self-confidence and self-esteem are strengthened in each participant
- Collective intergenerational links have developed



Model n°1



7/ Conclusion and evaluation

Objectives

- To collect participants' assessment on how the workshop was conducted and what they gained from it
- To identify the intergenerational relationships which were initiated

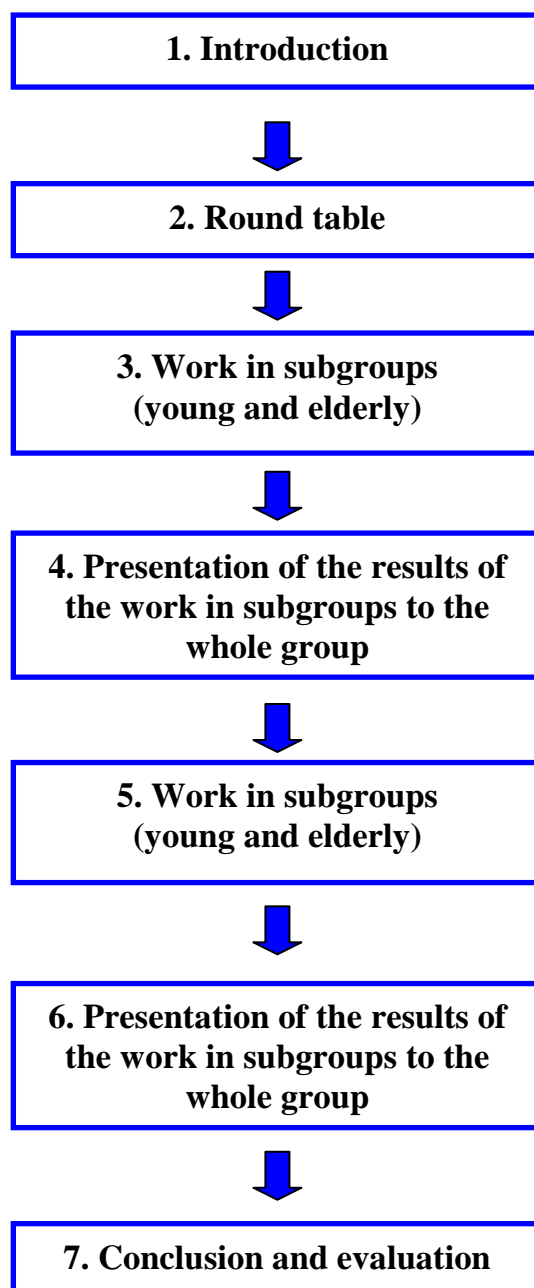
Methodology

- Round table: participants express their general feeling about the workshop and the intergenerational transfer process in which they were involved.
- Workshop evaluation. *See Toolkit "Workshop evaluation form"*

Expected results

- Facilitators identify the workshop added value for each participant
- The added value contributed by each participant is made clear to all
- Follow-up can be planned

3.2.3. MODEL 2



The different stages are described below with respect to the following parameters:

- Objective(s)
- Methodology
- Expected results.

Model n°2

1/ Introduction

Objective

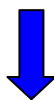
- To set up the workshop framework

Methodology

- Facilitators introduce themselves
- They present the programme of the workshop
- Questions and answers if any

Expected results

- Participants have identified the facilitators and they know how the workshop will be conducted
- Facilitators have created the conditions for participants to agree on the workshop framework



2/ Round table

Objective

- To get each participant to know the group they are going to be part of

Methodology

- Each participant introduces himself/herself to the group: name, activity, degree of visual impairment, motivation and expectations in participating in an INTERGEN workshop
- Questions and answers if any

Expected results

- Participants have introduced themselves to the group. They are acquainted with the other members of the workshop.



Model n°2



3/ Work in subgroups

Objectives

- To bring the young and the elderly to know their peers and exchange about the skills, know-how and needs of their generation
- To identify the skills, know-how and needs of each subgroup

Methodology

- Work in 2 subgroups (young and elderly people). *See Toolkit “Key questions for both generations”*
- Appointment of a rapporteur for each subgroup who will be in charge of presenting the results of the subgroup work to the full group. Reporting can also be done by the facilitator(s).
- Exchange of views

Expected results

- Discussion is stimulated. Ice is broken within each generation subgroups
- Different levels of skills and needs within each generation are identified
- Needs which can be fulfilled thanks to young and elderly participants’ existing skills and know-how are collectively identified



Model n°2



4/ Presentation of the results of the work in subgroups to the whole group

Objective

- To share the existing skills, know-how and needs of each subgroup

Methodology

- The rapporteur of each subgroup or the facilitator presents existing skills and know-how and the needs which were identified during work in subgroups
- Exchange of views
- Facilitators organise subgroups for the next stage. The subgroups are formed according to the intended transfer of available skills.

Expected results

- Discussion is stimulated. Ice is broken in the whole group.
- Different levels of skills and needs in both generations are identified
- Skills-related subgroups are formed



Model n°2

5/ Work in subgroups

Objectives

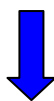
- To enact transgenerational transfer of skills and know-how from the elderly to the young and from the young to the elderly

Methodology

- Work in subgroups: one or more elderly persons transfer to two or more young persons one or several skills and know-how related to daily life management ; one or more young persons transfer to two or more elderly person one or several skills and know-how related to new technologies
- The facilitator(s) can support them with the help of the “Skills Handbook”
- Appointment of a rapporteur for each subgroup, who will be in charge of presenting subgroup work results to the full group

Expected results

- Each participant has transferred to others one or several skills and know-hows
- Each participant has gained from others one or several skills and know-hows
- Self-confidence and self-esteem are strengthened in each participant
- Collective intergenerational links have developed



Tips for facilitators

With this model and especially at stage 5, temptation can be strong for facilitators to switch to the role of trainers and to “teach” various skills to the whole group. Attention is drawn on the fact that the purpose of INTERGEN workshop is for the young and elderly visually impaired participants to acquire new skills and competences, but also to enable them to explain and share the way they handle daily tasks and develop intergenerational relationships through this kind of interchange.

Model n°2



6/ Presentation of the results of the work in subgroups to the whole group

Objectives

- To share and multiply the effects of intergenerational transfer of skills and know-how

Methodology

- The rapporteurs for each subgroup describe how intergenerational transfer was performed.
- The facilitator(s) can support them with the help of the “Skills Handbook”
- Exchanges

Expected results

- Intergenerational transfer at subgroup level can be appropriated by the whole group
- Self-confidence and self-esteem are strengthened in each participant
- Collective intergenerational links have developed



Model n°2



7/ Conclusion and evaluation

Objectives

- To collect participants' views on how the workshop was conducted and what they gained from it
- To identify the intergenerational relationships which were initiated

Methodology

- Round table: participants express their general feeling about the workshop and the intergenerational transfer process they were involved in.
- Evaluation *See Toolkit "Workshop evaluation form"*.

Expected results

- Facilitators identify the workshop added value for each participant.
- The added value contributed each participant is made clear to all.
- Follow-up can be planned.

3.3. Workshop follow-up

The workshop follow-up serves two main goals:

- Maintaining the intergenerational relationships and solidarity links which may have emerged during the INTERGEN workshops. This implies organising further events.
- Assessing the added value and true impacts that INTERGEN workshop and the new skills transferred have had on participants' daily life. This implies collecting information.

To support follow-up activities, participants will be asked to complete the “*Workshop evaluation form*” at the end of the event. The completed forms should provide facilitators with information on the general assessment of the workshop and on participants' wishes and needs, helping them to define future action.

In order to assess the mid-term impact of the workshop on participants' lives, a telephone or one-to-one interview can be conducted approximately 3 months after the workshop, based on the “*Workshop impact evaluation form*” (See *Toolkit*). This tool helps organisers / facilitators of INTERGEN workshops to assess whether:

- The skills and know-how which were transferred have had an impact on participants' daily life: increased autonomy, improved self-confidence, etc.
- The intergenerational and solidarity links which developed during the workshop lasted and have been maintained to date
- Participants are willing to take part in future workshops or other initiatives.



4. TOOL KIT

SUMMARY

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GRUNDTVIG MULTILATERAL PROGRAMME



TOOLS FOR THE PREPARATION OF INTERGEN WORKSHOPS

ANNOUNCEMENT

Organisers of INTERGEN workshops are advised to read, appropriate and adapt the following announcement in order to mobilise participants.

Desperately Wanted: Participants for an exchange of experience

Like to trade technologies for daily living skills?

Young or old, blind and partially sighted people of any age group will most probably develop their own specific skills which help them to cope with the challenges posed by everyday life and work. Young people as a rule have excellent PC knowledge and know how to use new technologies. But young people may as well benefit from the great experience of elderly people who can teach them daily living skills.

Knowledge transmission is at the very core of “INTERGEN”, an EU project implemented in 2009 and 2010 by member organisations of the European Blind Union (EBU) in Germany, Italy and Turkey. These organisations conducted experimental workshops in Hamburg, Rome, Catania, Naples, Istanbul and Ankara, focused on the themes of “household” and “electronics”, and they developed an innovative methodology for intergenerational exchange of skills and know-how between young and elderly visually impaired people.

Based on the success of these workshops, the (*Insert the name of the organisation*) is organising an “INTERGEN workshop” in the (*Insert name of the city*) area.

For this event we are looking for:

Six young and six elderly blind and partially sighted persons, men and women, who would like to take part in a very thrilling experience. Junior participants will have to convince their elderly peers of the many benefits of modern technologies and show them how to handle them. In return, senior workshop participants will teach young people some useful daily living skills which might help them improve their own independence and thus strengthen their self-confidence.

Where?

The workshop will be held at ... (*Insert address*)

When?

(Insert date and beginning/ending time)

Your profile:

You live in the greater *(Insert name of the city)* area, are motivated and willing to share knowledge and learn from the experience of others.

If you're a young participant, you should ideally be between 20 and 35 years old, have a good knowledge of new technologies and enjoy teaching elderly people how to master some tricky technologies. You are an expert in technology but, on the other hand, you would appreciate to have better control over daily living skills.

Elderly participant should ideally be between 55 and 70 years old, know all the practical tricks which help to avoid the many pitfalls of everyday life and would love to share their knowledge with young people. The most important: the benefits of modern technologies such as sending and receiving an email, using the Internet, writing a birthday or thank you card in DAISY format remain a mystery to you but you are determined to change this.

Interested?

We hope so. If you are, please get in touch for an initial interview with

(Insert contact name, telephone number and email address)

until *(Insert deadline)*

I look forward to meeting you!

(Insert place and date of the announcement)

(Insert name and function of the person in charge of organisation)

PRESS RELEASE

Organisers of INTERGEN workshops are advised to read, appropriate and adapt the following press release in order to mobilise participants and inform local media about the event.

Blind and partially sighted people to put intergenerational solidarity to the test

Young or old, blind and partially sighted people of any age group will most probably develop their own specific skills to help them cope with the challenges posed by everyday life and work. Young people as a rule have excellent PC knowledge and know how to use new technologies. But young people may as well benefit from the great experience of elderly people who can teach them daily living skills which are essential to cope with their everyday lives. When your eyesight is failing or completely lost, even the easiest chores can become a huge problem. How do I pour liquids in a cup or glass? How do I use the telephone? How do I handle banknotes and coins? How do I make a signature and how do I find a shirt matching my suit without making a fool of myself?

Intergenerational transmission is at the very core of the EU “INTERGEN” project which aims at developing, testing and widely disseminating best practices in the field of practical intergenerational solidarity. In the framework of this project funded by the European Commission, the European Blind Union (EBU), the German Federation of the Blind and Partially Sighted (DBSV), the Italian Union of the Blind and Partially Sighted (UIC), the Italian Institute for Research, Training and Rehabilitation (IRIFOR), the Turkish Federation of the Blind, and the Turkish Six Dots Foundation conducted in 2009 and 2010 in Berlin, Rome, Catania, Naples, Istanbul and Ankara experimental workshops entitled “Want to trade technologies for daily living skills?”.

On this basis an innovative and successful methodology for intergenerational exchange of skills and know-how between visually impaired juniors and seniors was developed and is now being widely disseminated in Europe.

The *(Insert organisation name)* is now organising an “INTERGEN workshop” in *(Insert name of city)* the *(Insert date(s))*.

“INTERGEN” workshops have as a backdrop the currently much debated demographic change which will fundamentally alter the age pyramid in most European societies and have a substantial impact on all aspects of life. Whilst the current political debate frequently focuses on the negative outcome of this development, such as the increasing cost of old-age pensions, health care and social security systems, the European Commission considers that the **intergenerational solidarity** which is required to maintain such systems should not be measured solely in terms of financial benchmarks. Equally important is the interaction and exchange between different generations as well as better mutual understanding and new forms of social cooperation and cohesion.

Benefiting from these new forms of solidarity and the mutual transmission of generation-specific skills whereby each generation has something to offer and something to gain is what **INTERGEN workshops** are about. Young people as a rule have an excellent grasp of technologies which would be extremely useful to their elderly peers in order to counter the threat of digital divide between generations and the persistence of social disenfranchisement. Conversely, seniors have a control over a wealth of daily living skills formerly taught in old-style schools for the blind which are essential to cope with the many pitfalls of a visually impaired person’s daily life. Many younger blind and partially sighted people precisely lack such skills, very often because the curricula of integrated schooling do not include them. Interchange of experience and skills between generations would therefore be greatly beneficial to both sides.

For further detailed information contact:

(Insert name and function of the contact, telephone number and email address)

PRELIMINARY QUESTIONNAIRE

**Questionnaire on the needs and skills of young and elderly
blind and partially sighted people**

This questionnaire aims at identifying skills, know-how and needs which will form the basis of intergenerational knowledge transmission during the INTERGEN workshop. It should be used by workshop organisers during a telephone or one-to-one interview, with the help of the “Skills handbook”.

1.0 Personal Data:

This information will be used to ensure that a well-balanced group is formed.

1.1. Name:

1.2. Age:

1.3. Gender:

Male

Female

1.4. Vision status:

Blind

Partially sighted

2.0 Skills, know-how and needs

This information will be used to ensure adequate matching of skills, know-how and needs.

2.1. Which “new technology” listed below can you use?

2.1.1. DAISY player

Yes

No

Details:

2.1.2. Internet

Yes

No

Details:

2.1.3. Mobile phone Yes No

Details:

2.1.4. Other electronic machines Yes No

Details:

2.2. How important is it for you personally to use the following technologies in your daily life? Please give a score between 0 (“entirely unnecessary”) 10 (“absolutely crucial”)

2.2.1. Using DAISY

Getting started with DAISY _____

Playing a DAISY CD and using basic navigation _____

Moving between multiple books on a CD _____

Moving between different levels within a DAISY book _____

Using the Go to Page function _____

Setting a bookmark _____

Going to a specific bookmark _____

Moving between multiple bookmarks _____

Removing a bookmark _____

Cancelling a particular function _____

Getting information _____

Other (please give details) _____

2.2.2. Mobile phones

Becoming familiar with mobile phones _____

Finding contact from contact list _____

Adding someone to the phone contact list _____

Sending Message _____

Reading DAISY files with a mobile phone _____

Other (please give details) _____

2.2.3. Internet

- Elements and tips of navigation in an internet or html page _____
- Downloading Audio Books from a Web page _____
- Searching with Google _____
- Adding an email account on Outlook Express _____
- Controls in Outlook Express inbox window _____
- Adding someone to address book _____
- Composing a new message _____
- Attaching file to message _____
- Saving attachments _____
- Reading, replying, forwarding and deleting a message _____
- Other (please give details) _____

2.2.4. Other electronic machines

Details:

2.3. How would you rate your ability to do the following activities without the help from other people on a scale between 0 (“totally unable to do this”) and 10 (“no problem for me at all”) ?

2.3.1. Preparing food and drink

- Cutting meat: _____
- Frying an egg: _____
- Spreading butter on toast: _____
- Making coffee: _____
- Eating and drinking confidently: _____
- Pouring liquids: _____
- Other (please give details) _____

2.3.2. Organising daily life

- Handling euro coins _____
- Handling euro notes _____
- Organizing documents _____
- Matching clothes _____
- Food shopping _____
- Other (please give details) _____

2.3.3. Child care

- Washing a baby _____
- Feeding a baby _____
- Other (please give details) _____

2.3.4. Personal care

- Putting on make-up _____
- Nail care _____
- Other (please give details) _____

2.4. How important is it for you to carry out the following activities without help from other people? Please give a score between 0 (“entirely unnecessary”) 10 (“absolutely crucial”)

2.4.1. Preparing food and drink

- Cutting meat: _____
- Frying an egg: _____
- Spreading butter on toast: _____
- Making coffee: _____
- Eating and drinking confidently: _____
- Pouring liquids: _____
- Other (please give details) _____

2.4.2. Organising daily life

- Handling euro coins _____
- Handling euro notes _____
- Organizing documents _____
- Matching clothes _____
- Food shopping _____
- Other (please give details) _____

2.4.3. Child care

- Washing a baby _____
- Feeding a baby _____
- Other (please give details) _____

2.4.4. Personal care

- Putting on make-up _____
- Nail care _____
- Other (please give details) _____

Additional data and comments:

GRUNDTVIG MULTILATERAL PROGRAMME



TOOLS FOR CONDUCTING INTERGEN WORKSHOPS

WORKSHOP PROGRAMME N°1

(Insert name of city)

(Insert date)

Three consecutive half-day sessions - one on Friday afternoon, May 28 from 15.30 to 19.00, one on Saturday morning, May 29 from 9:30 to 13:00 and one on Saturday afternoon, May 29 from 15:00 to 19:00. There will be a luncheon on Saturday.

Session 1 (Friday, May 28 15.30-17.00): Introduction:

Questionnaire –Presentation of the Grundtvig Community Programme and general introduction to the INTERGEN project, presentation of INTERGEN workshops, introduction of facilitator and participants. Time to discuss key questions to be addressed in subgroups. The whole process should be as interactive as possible in order to facilitate socialization between participants.

Session 2 (Friday, May 28 17.00-19.00): Knowledge transfer from juniors to seniors:
· Introduction to the equipment which will be used in Session 2, in particular technical introduction to DAISY system and mobile phones with speech program

In small groups or in mixed junior/senior pairs, participants start the following activities (each group or pair using a device then moving to the next): using players with DAISY, using mobile phones, using MILESTONE...

Session 3 (Saturday, May 29 9:30 to 13:00): Transfer of knowledge from seniors to juniors.
· Introduction to daily living skills and equipment to be used in session 3.

· In small groups or in mixed junior/senior pairs, participants start the following activities (each group or pair using a device then moving to the next): using a microwave oven, using tools and utensils, tips and clues for independent living, ironing, Bimby

(Saturday, May 29 3:00 p.m. to 19:00) Evaluation questionnaire and questions from the facilitator

WORKSHOP PROGRAMME N°2

**”Exchanging Assistive Technologies for
Daily Living Skills“**

INTERGEN Workshop

(Insert date)

(Insert workshop venue)

P R O G R A M M E

(Insert date)

- | | |
|----------------|--|
| 15:00– 15:15 | Kick off: welcome and presentation of the INTERGEN project
Facilitator(s): <i>(insert name of facilitator(s))</i> |
| 15:15 – 15:30 | Facilitators introduce themselves
Aims of the INTERGEN workshop |
| 15 :30 –16:30 | Participants’ introductions: Who are we, what do we expect and wish to achieve? |
| 16:30 – 17:00 | Coffee break |
| 17:00 – 18:00 | Setting up of two groups “Junior VIPs“ and “Senior VIPs“
Group discussion : “New assistive technologies” and “Daily living skills“:
Define skills and needs of visually impaired juniors and seniors: what are the obstacles in our daily lives and regarding access to IT
Facilitators: : <i>(insert name of the facilitators)</i> |
| 18:00 - 18:30 | Presentation of results by facilitators |
| 18 :30 - 19:00 | Setting up of INTERGEN work teams |
| 19:00 | End of Day One |

(Insert date)

- 10:00 - 12:00 Work in pairs “Daily living skills”
Introduction: : *(insert name of facilitator)*
- WT 1: Preparing food and drink (3 subgroups)
WT 2: Organising daily life (2 subgroups)
- 12:00 – 13:00 Lunch break
- 13:00 – 15:30 Work in pairs “Using the new assistive technologies with ease and confidence”
Introduction: : *(insert name of facilitator)*
- WT 1 : Using DAISY with ease and confidence (2 subgroups)
WT 2 : Mobile phones (2 subgroups)
WT 3 : Internet services (1 subgroup)
- 15:30 – 16:00 Coffee break
- 16:00 – 17:30 Work in pairs ”Using new technologies with ease and confidence”
(continued)
- WT 1 : Using DAISY with ease and confidence (2 subgroups)
WT 2 : Mobile phones (2 subgroups)
WT 3 : Internet services (1 subgroup)
- 17 :30 – 18:00 Presentation of pair work results, impressions, comments and conclusions

(Insert contacts names, phone number and addresses)

KEY QUESTIONS FOR BOTH GENERATIONS

INTERGEN workshop facilitators are advised to read, appropriate and adapt the following text to help breaking the ice during work in subgroups (junior and senior-stage •3) and to help each subgroup to collectively identify their common interests, needs and skills.

1.0 SUBJECT AREA “NEW TECHNOLOGIES”

Over the last few years “new technologies” have brought tremendous change in the way we work, organize our daily life and communicate, in other terms they have impacted our whole life.

To give but a few examples:

- This year Germany will see the phasing out of traditional audio cassette players which will be replaced by a new generation of audio books named “DAISY”. As of 2010, books and magazines you subscribe to from your audio library will be available only in DAISY format for which you will need a special player. Special training is required to handle these machines.
- The Internet offers a lot of useful information and services today such as buying plane or theatre tickets, and ordering on line a wide range of goods such as books. The prerequisites for such services to be used is obviously that they be accessible to blind and partially sighted users and that users have web literacy and be able to navigate the web.
- Reading systems give blind and partially sighted people access to print texts such as books, magazines, bank statements, invoices etc.
- And last but not least, cell phones. The use of mobile phones is becoming increasingly popular among visually impaired people. Mobile phones do not only give the possibility to make or receive phone calls wherever you are, they also offer a range of additional options, including even pedestrian navigation.

Our life-world and our working environment are becoming increasingly technological. One must be able to keep up in order to avoid disenfranchisement. A “digital divide” seems to be emerging not only between those who have a good education and those who don’t, but also between the generations, between the young and the old.

To stimulate a fruitful discussion, here are therefore some questions for both generations which I will ask you to consider carefully for a few minutes:

- How do you assess the impact of new technologies?
- What opportunities are new technologies providing?
- What are the risks or even the threats they generate?
- What did you experiment when using new technologies?
- What did you do to overcome the challenges involved in the use of new technologies?
- Do you think it is necessary to keep up with new technologies?
- Do you think that we can possibly do without them because their value is often overestimated?
- Which technology do you think you master? Which technology would you like to master?

2.0 SUBJECT AREA: DAILY LIFE MANAGEMENT

Our life-world is becoming increasingly technological, as we have seen.

This process is irreversible, for better or for worse. But the matter goes beyond that of technologies changing our life-world. It is our daily life and its many pitfalls which we also need to master if pursuit of independence is a precondition to participation.

If sight is failing or completely lost, even the easiest chores can become a problem. How do I pour liquids into a glass or cup? How do I handle notes and coins? How do I make a signature?

Organising the entire daily routine becomes very difficult. Almost nothing can be done the way you were used to: spontaneously, quickly, without thinking twice. We must be able not only to use modern technologies but also to live independently. This means being able to cook a good dinner, to choose one's clothes, to use a washing machine.

Again my questions for both generations would be:

- What are the biggest challenges and problems you meet or have experienced in your personal daily life?
- What did you experiment in trying to lead an independent life? Please give examples!
- What did you do to gain control?

WORKSHOP EVALUATION FORM

This evaluation form aims at assessing the overall feeling of participants about the way in which the INTERGEN workshop was organized and conducted and the added value it brought. Quantitative data can be processed into satisfaction indicators and qualitative information considered as verbatim.

This form is to be used during the last stage of the workshop (stage n°7 – Conclusions). It is complementary to the oral debriefing which will take place during the final round table organised by the facilitators.

Facilitators should plan enough time and staff to help participants complete the forms before they leave the workshop.

1. PARTICIPANT'S DATA

1.1. Name:

1.2. Age:

1.3. Gender:

Male

Female

1.4. Vision status:

Blind

Partially sighted

2. OVERALL OBJECTIVE

The objective of this INTERGEN workshop was to gather together visually impaired juniors and seniors so that they can share skills and know-how in the field of new technologies and daily life management.

2.1. Do you think the workshop met its objectives?

Yes, completely

Yes, enough

Not enough

Not at all

Please explain:

3. ACQUIRING SKILLS AND KNOW-HOW

3.1. Did this workshop enable you to acquire new skills and know-how from your peers?

Yes No

3.2. If so, please explain the new skills and know-how you acquired and / or the new equipment you became familiar with:
If not, please explain why:

3.3. How do you consider this way of learning?

Very satisfactory Satisfactory
 Not satisfactory enough Not satisfactory

Please explain why:

3.4. Do you think you will integrate these new skills and know-how in your daily life and /or will use new equipment?

Yes No

If not, why?

4. TRANSFERRING SKILLS AND KNOW-HOW

4.1. Did this workshop enable you to share your skills and know-how with your peers?

Yes No

4.2. If so, please describe the new skills and know-how you shared:
If not, please explain why:

4.4. Did you meet with difficulties while sharing your knowledge?

Yes No

If so, which ones?

5. BUILDING INTERGENERATIONAL AND SOLIDARITY RELATIONSHIPS

5.1. Did the workshop have an impact on the perception you had of the other generation?

Yes No

Please explain:

5.2. Do you plan to keep in touch with some participants of this workshop?

Yes No

If so, what for?

If not, why?

6. WORKSHOP ORGANISATION AND FACILITATION

6.1. Was the location of the workshop satisfactory?

Yes, completely Yes, enough Not enough Not at all

Please explain:

6.2. Was the equipment made available for the workshop satisfactory?

Yes, completely Yes, enough Not enough Not at all

Please explain:

6.3. Was the way in which the workshop was conducted (duration, rhythm, interchange) satisfactory?

Yes, completely Yes, enough Not enough Not at all

Please explain:

6.4. Was the facilitation of workshop (facilitator's role, assistance provided) satisfactory?

Yes, completely Yes, enough Not enough Not at all

Please explain:

7. TO CONCLUDE

7.1. Would you attend another workshop?

Yes No

Why?

7.2. Any other comment you would like to express?

GRUNDTVIG MULTILATERAL PROGRAMME



TOOL FOR INTERGEN WORKSHOPS FOLLOW-UP

WORKSHOP IMPACT VALUATION FORM

This interview guide aims at helping INTERGEN workshops organisers/facilitators to assess to what extent, for the participants of their workshops:

- *The skills and know-how which were transferred to them have had an impact on their daily life (increased autonomy, improved self-confidence, etc.)*
- *The intergenerational and solidarity links which may have developed during the workshop have lasted and are still maintained*
- *They are willing to take part in future workshops or other initiatives.*

It is suggested to conduct a telephone interview with the help of this tool approximately 3 months after the workshop.

Please note that:

- *Interviewers may have to telephone first to schedule a date when the interviewees will have time and feel comfortable to answer.*
- *It is recommended that the interviews be conducted by the workshop facilitators*
- *Questions are “open questions”, in order for the interviewees to express themselves freely and for the interviewer to collect the widest possible range of information.*
- *Interviewers should transcribe interviewees’ replies as faithfully as possible. They can give their own analysis of the interview in the dedicated section (section IV)*

I. ABOUT THE INTERVIEWER:

Name of interviewer:

Were you a facilitator of the workshop? Yes No

If not, what was your role in the organisation of the workshop?

What were the skills and know-how shared during the workshop (in new technologies and daily living)?

II. ABOUT THE INTERVIEWEE:

Name:

Age:

Gender: Male Female

III. GUIDELINE FOR THE INTERVIEW:

Tips to start with:

“About 3 months ago, you attended an INTERGEN workshop for intergenerational transfer of skills and know-how. Elderly participants shared their daily living skills with young participants, while young participants shared their skills with new technologies.”

Questions:

1. What recollections do you have of this workshop?

Aim of this question: to check what comes spontaneously to the mind of the interviewee (ex: work in group, in subgroup or in pairs, learning, intergenerational exchange, innovative approach, European dimension, etc.)

2. What were the skills and know-how you acquired during the workshop?

Aim of this question: to check which skills and know-how come spontaneously to the mind of the interviewee. In case he/she does not remember, you can suggest a few skills and know-how which were tackled during the workshop and then let him/her go on.

3. Have these new skills and know-how had a positive impact on your daily life?

Aim of this question: to appraise the practical effect of the workshop on the quality of the daily life of the person.

Yes No

3.1. If so, what kind of impact?

Let the interviewee express freely. Try to know whether the interviewee now does things he/she did not do before, or uses devices and equipment he/she did not use before.

3.2. If not, why?

Let the interviewee express freely

4. What were the skills and know-how you shared / transferred during the workshop?

Aim of this question: to check which skills and know-how come spontaneously to the mind of the interviewee. In case he/she does not remember, you can suggest a few skills and know-how which were tackled during the workshop and then let him/her go on.

5. Are you still in touch with other participants of the workshop?

Aim of this question: to appraise the permanence of relationships developed during the INTERGEN workshops, whether they are between generations or within a same generation

Yes

No

5.1. If so, how would you describe these relationships?

Aim of this question: to find out the number of people he/she may still be in touch with, and their type of relationship (Aid? Caring? Friendship? Etc)

5.2. If not, why?

Aim of this question: to appraise the duration of the relationships and the reasons why they ended.

6. If similar events were organised again, would you participate?

Aim of this question: to check whether the added value of the first workshop was strong enough for the interviewee to be willing to get involved again.

Yes

No

6.1. If so, is there anything you would expect in particular?

Aim of this question: to identify the priority(ies) of the interviewee (sharing skills and know-how, improving autonomy and self-confidence, meeting new people, etc.)

6.2. If not, why?

Aim of this question: to identify what can be the limits of the INTERGEN workshops from the point of view of their beneficiaries.

7. Is there anything else you would like to mention before we end this interview?

Aim of this question: to give a last opportunity to the interviewee to express himself/herself freely about INTERGEN workshops.

IV. ANALYSIS SECTION FOR THE INTERVIEWER:

Completing this part is not compulsory for all the interviews but would be very useful each time the interviewer feels there are things worth calling attention to.

While the previous part should recount in the most faithful way what the interviewee said, this section provides the opportunity for interviewers to mention their own analysis of the data collected during the interview, according to their own recollection of the workshops, their overall perception of the interview, etc.

5. CONTACTS

For any information and support to organise INTERGEN workshops, you may contact:

In France:

European Blind Union (EBU)

ebu@euroblind.org

Tel: 00 33 1 47 05 38 20

In Germany

German Federation of the Blind and Partially sighted (DBSV)

h.kaltwasser@dbsv.org

Tel: 00 49 30 28 53 87 12

In Italy

Italian Union of the Blind and Partially sighted – ONLUS

inter@uiciechi.it

Tel: 00 39 06 69 98 83 88

Institute for Research, Training and Rehabilitation - I.Ri.Fo.R.

irifor.archivio@uiciechi.it

Tel: 00 39 06 69 98 83 05

In Turkey

Turkish Federation of the blind

mem_dem@hotmail.com

Tel: 00 90 216 418 04 24

“Six Dots” Foundation of the blind

oya@sebuk.com.tr

Tel: 0532 236 90 04

Information and links available on the project website:

<http://www.intergenerations.eu/>



INTERGENERATIONAL
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