Supporting an intergenerational centre in London: Scoping the evidence

Sandra Vegeris and Verity Campbell-Barr

Policy Studies Institute, London

psi

Table of Contents

Summary

1. Policy supports intergenerational activities as a means for developing community cohesion, volunteerism, citizenship and well-being. A push for intergenerational practice is more prevalent within an active ageing agenda to champion older people's diverse knowledge, experience and skills.

2. Activities that bring a mix of age groups together are anticipated to nurture positive relationships that will benefit all members of the community: combating ageism and fear of crime and facilitating shared leisure and learning towards an enriched quality of life.

3. Over the past decade, intergenerational activities have become increasingly established throughout the UK. The Centre for Intergenerational Practice at the Beth Johnson Foundation leads on this front and hosts an intergenerational network. Projects cover a diverse range of social contexts (e.g., schools, day centres, private homes) and activities (e.g., fitness, crafts, IT/ICT).

4. In contrast, there are very few intergenerational centres – designated public indoor and outdoor spaces *where children, young and older adults participate in ongoing services and/or shared programming at the same site*. At the time of writing, two centres were identified, one each in England and Wales.

5. The empirical evidence lags behind the practice. Much of the research documenting individual projects is anecdotal; there has been no systematic review to consolidate the evidence. More follow-up investigation is needed to determine if the reported benefits to communities and individual participants endure.

6. Sources for guidance and recommendations for additional reading are provided at the end of the report.

Introduction

Intergenerational approaches refer to the facilitated interaction of more than one demographic age group (e.g., preschool, school age, young people/adults, parents, older people) to work towards a common goal or participate in an activity that is of mutual benefit:

> *'Intergenerational practice aims to bring generations together in purposeful, mutually beneficial activities which promote greater understanding and respect between generations and which help to build more cohesive communities. Intergenerational practice is inclusive, building on the positive resources that different generations have to offer each other and those around them.'*
> (Centre for Intergenerational Practice, 2006: p5)

Most practice brings older people together with young people and/or children, omitting the in-between years although these often have a key role as facilitators. This report distinguishes between intergenerational projects/programmes and intergenerational centres, the latter being a designated public space that offers services and facilities intended to encourage cross generational interactions. The focus is on interactions outside the family setting as opposed to cross-generational family relationships among grandparents, parents and grandchildren.

Set in the UK context, this report outlines recent policy promoting intergenerational relationships and the anticipated benefits; the research evidence; examples of practice in London and across the UK; and practical considerations.

Policy

The push to bring different age groups together – building bridges between generations – is traced to various policy agendas. Intergenerational activity is explicitly mentioned in policies that affect older people. It is implicated in policies that affect children and young people and in the community renewal agendas.

Older people

Valuing Older People: The Mayor of London's Older People Strategy (2006), embraces the diversity of older Londoners and the contributions they can make to the community. To enhance quality of life in later life, it promotes projects that bring together people of different ages, to share learning and understandings,

breakdown prejudices and transmit experiences across generations. Older people in London express anxiety over crime and antisocial behaviour that is associated with young people. Stimulating greater interaction across the generations is expected to allay these concerns. Cultural and leisure activities provide a platform for intergenerational interaction. For example, the 2012 Olympics are seen as an opportunity for cross generational volunteering and working together.

At the national level, intergenerational activities complement the active ageing agenda. *Opportunity Age* (DWP, 2005) outlines the Government's strategy on older people and an ageing society. It presents older people as active consumers of public services who have the right to exercise control, independence and choice over their lives. *A Sure Start to Later Life* (Social Exclusion Unit, 2006) identified access to leisure, lifelong learning and volunteering activities as important in promoting the inclusion and well-being of older people. Volunteering in an intergenerational context is one way in which older people can share their diverse knowledge, experience and skills and enhance the lives of others in the community.

Children and young people

Intergenerational activities for children would need to conform to the frameworks set out in key policies on children, young people and childcare. *Every Child Matters* (DfES, 2004) ensures that parents and carers receive support to enhance the well-being of all children and young people from birth to age 19. The 2004 *Children Act* provides the legal underpinning for this. The emphasis is on local strategies and local authorities have a statutory requirement for coordinating and seeing this through. This includes inter-agency cooperation to improve the well-being of children and mandates that children and young people have more input into services and concerns that affect them. In response, Councils have been setting up Children's Trusts and launching Children and Young People's Strategies.[1]

The *National Childcare Strategy* (DfEE, 1998; HM Treasury, 2004) seeks to improve the affordability, accessibility and quality of childcare provision and promote choice and flexibility of care for all children aged from birth to 14 years (16 years with Special Educational Needs). More recently, the 2006 *Childcare Act* mandates local authorities to oversee that every child gets the best start in life and that working parents can achieve a balance with family life. *Sure Start Local Programmes* were introduced in 1999, targeted at families living in the most deprived neighbourhoods. These were followed in 2004 by *Children's Centres* which offer an integrated model of service provision: care, education and training, health services and support with employment. Local authorities have been given the strategic responsibility for Children's Centres, in consultation with

---

[1] Refer to http://www.idea.gov.uk/idk/aio/6013026 for examples.

local communities, existing childcare providers and relevant partners. The Government's ten year strategy has a clear goal to have 3500 Children's Centres established by 2010. In London, there are anticipated to be 10-15 centres in each borough.

Complementing the above frameworks, the Government launched *Youth Matters* strategy (DCFS, 2006) which focuses on the provision of opportunities, challenge and support for teenagers. This includes establishing a national youth volunteering service and extra support for peer mentoring schemes. A fund of £115m is being made available to local authorities through the Youth Opportunity Fund (YOF) and the Youth Capital Fund (YCF). Additionally, the cross-Government *Respect Action Plan* (Respect Task Force, 2006) focuses on one sub-population of youth to tackle anti-social behaviour. New proposals include in-school programmes and additional support for parents.

Building on these initiatives, the Mayor of London issued *The London Childcare Strategy* (Mayor of London, 2003) to address childcare needs specific to the city. In partnership with the London Development Agency, the Strategy will oversee the development of childcare provision and the implementation of the ten year plan. London has the highest rate of child poverty compared to other regions in the country. Priority initiatives for enhancing the health and well-being of children and young people are outlined in the *Children and Young People's Strategy* (Mayor of London 2004; 2005a). The Mayor (2005b) also promotes social inclusion through developing safe play spaces for children and young people.

Intergenerational strategies have risen on the political agenda in London. Linking proposals in the Mayor's Childcare and Older People's Strategies will promote greater understanding and respect across generations and will help to challenge ageism. In 2008, the Mayor is due to host a separate event to explore the options at hand for developing intergenerational relationships in the city.[2]

Community development

Recent policies on community renewal and sustainability are set out in the *Local Government Strategy* and the Government white paper, *Strong and Prosperous Communities* (DCLG, 2006; ODPM, 2004). All individuals are expected to have more say and control over local services while all tiers of government are mandated to actively engage with citizens. The challenge is to involve individuals at the margins of society most often associated with the youngest and oldest generations (ODPM, 2004). Engaging citizens across generations would be included in the Community Strategies that local authorities are required to develop through a Local Strategic Partnership (comprised by the council, PCT, and other public, private, voluntary and community organizations). LSPs are

---

[2] Communication with staff at Greater London Authority.

tasked with improving the local economic, social and environmental well-being through sustainable development.

It has been argued that intergenerational approaches can serve as a means for bringing local citizens together, addressing the priority areas of active citizenship, community safety, and building cooperative, inclusive, and sustainable communities (Pain, 2005). The teaching of citizenship is now a mandatory part of the national curriculum in primary and secondary schools. Intergenerational citizenship is one model that has been applied in schools.[3]

Research evidence

The underlying assumption behind the push for intergenerational practice is that the different generations do not naturally get on together; otherwise, this type of activity would not need to be facilitated. According to *intergroup contact theory* (Pettigrew, 1998) by definition, social groups possess a collective identity that delineates belonging. Regular, positive contact between groups can nurture relationships that merge boundaries, resulting in more positive attitudes and less stereotyping of the other group as a whole. So generational differences are nested within established identities held in common by members of one generation. These differences are socially learned, arise in the home and from intra-family relationships and are carried over into public life to form expectations that affect public interactions. Therefore, it is anticipated that these same expectations can be socially unlearned and framed in a more positive and constructive light (Ray et al, 2006).

Relevant to this report is research that identifies different generational perspectives on community life. Older and younger generations tend to give priority to different community issues (Pain, 2005). Young people report concerns about road accidents, teenage pregnancy, education, and safe public spaces while older people tend to prioritise transport and other services, fear of crime and anti-social behaviour. One tenet in the neighbourhood renewal agenda is building on the common ground held by various generations. The ODPM (2005) identifies a lack of safe public spaces as one shared priority. Regeneration projects are viewed as a context for nurturing intergenerational cooperation (Pain, 2005). However, these intergenerational 'make-work' projects face added challenges that are intrinsic to disadvantaged communities. High unemployment, poverty and selective migration that leads to higher than average concentrations of young and old populations (Dines et al, 2006; Granville, 2002; Holland et al, 2007; Hudson et al, 2007) can exacerbate tensions. Furthermore, efforts to engage older and younger people in community renewal tend to treat the age groups separately, with distinct interests (Raynes, 2004). Recognising the

---

[3] Refer to http://www.qca.org.uk/libraryAssets/media/qca-06-2944_aylward_school.pdf for an example of intergenerational citizenship in schools.

challenges in the community, Manchester City Council have recently launched an intergenerational programme for the city which specifically targets cross sectorial work and sees the training of front line staff to think intergenerationally as an essential precursor to genuinely cross generational community development.[4]

The theory and policy hold much promise for intergenerational activities. Yet, research evidence lags behind the practice. Separate studies and end-of-project evaluations exist but these are often anecdotal, based on small numbers and not subject to rigorous methodology (Jarrot and Bruno, 2007; Raynes, 2004; Raynes and Rawlings, 2004). Furthermore, there is very limited research reported in the academic literature.[5] More research attention has been directed to intra-family relationships (i.e., grandparenting) which is not directly transferable.

For the UK, a summary of the reported benefits to participants and communities (depending on the activities) can include (Age Concern London, 2007; Hatton-Yeo, 2006; Granville, 2002; Pain, 2005):

- Enhanced self-esteem
- Increased skills and individual capacity
- Improved physical and mental health and well-being
- Shared enjoyment of structured activities
- Extended social networks and new friendships
- Improved social inclusion and digital inclusion
- Increased community social capital
- Improved cultural understanding, social cohesion
- Reduction in perception and fear of crime
- Enhanced rates of volunteering and active citizenship

Though much of the research endorses the benefits of intergenerational practices, there is the risk that the activities, if not managed properly, can have adverse outcomes or can actually reinforce existing stereotypes (Granville, 2002). More research is needed to ascertain how the different models of interaction, the dynamics of different settings and the foci of different activities can contribute to sustainable relationships (Pain, 2005; Raynes, 2004).

Examples of intergenerational practice

The UK are among other nations notably, the United States, Japan, Germany and the Netherlands that have embraced the intergenerational agenda. The Beth Johnston Foundation, which established the Centre for Intergenerational Practice

---

[4] Refer to http://www.manchester.gov.uk/news/2007/july/generation.htm for details.
[5] One exception is the emerging evidence from the EAGLE project which draws together some of the key work in Europe and includes a case study framework which will be developed and refined over the coming months. Refer to: http://www.eagle-project.eu/welcome-to-eagle

in 2001, is the UK leader in theory and advice on practice.[6] They host a network of support for intergenerational activities and maintain a directory of intergenerational practitioners. Regional networks or hubs for sharing intergenerational practice have been set up in all the UK countries. Age Concern (2006) also promotes cross-generational collaboration in the information leaflet, *Together we can make it happen*.

Intergenerational (cross age group) activities typically consist of one-to-one interactions or groups of individuals assembling to participate in a structured activity designed to bring them together. Most practice brings older people together with young people and/or children, omitting the in-between years. In the UK, growth in this type of activity over the past decade offers many examples of intergenerational practice. Several initiatives operate at the regional and national levels such as Age Concern's *Trans Age* programme which operates in many localities and the Help the Aged in-school programmes. It is notable that while intergenerational activities are of benefit to young and old, they tend to be initiated and managed by agencies representing older people.

In 2002, the Beth Johnson Foundation identified 300 projects and programmes in England and Wales (Granville, 2002). In a recent review of 27 case studies, Hatton-Yeo (2006) classified the most common topical areas for intergenerational activities:

• Cinema	• Exercise
• Cookery	• Health
• Crafts	• History/reminiscence
• Creative writing	• IT/ICT
• Dance	• Media skills
• Drama	• Music
• Education	• Photography
• Environment	• Sport

Hatton-Yeo et al (2000) describe several models illustrating ways in which the different age groups can work collaboratively:

- Older people helping children and youth (e.g., tutors, mentors, resource persons, coaches)
- Children and youth helping older people (e.g., befrienders, companions and tutors)
- Older people and youth working together in community service (e.g., regeneration, environmental projects)
- Older people, youth and children engaging in informal learning activities, recreation, leisure and sports events, art festivals and exhibitions.

---

[6] The Beth Johnson Foundation was established in 1972 with the mandate to promote the status and well-being of older people in the UK. Again, this underscores the argument that the intergenerational agenda is predominantly driven from an older people perspective.

Examples of activities illustrate the diversity of social settings (e.g., schools, day centres, care facilities, private residences) used to bring the generations together. The voluntary and community sector is a key delivery agent with financial aid provided from all levels of government the Heritage and Big Lottery Funds, the private sector and individual donations.

Intergenerational projects in London

The following provides a flavour of the range of projects operating in London. More comprehensive lists are available in Age Concern (2007), Granville (2002) Hatton-Yeo (2006), and the *Directory of Intergenerational Projects* (BJF, 2007) which is updated quarterly.

The *Homeshare Programme* brokers home care for older people in exchange for accommodation for younger people. This reciprocal relationship enables an older 'householder' to remain living in their home for longer given the help from a younger 'homesharer' with house upkeep and running errands.

From its offices in the Reminiscence Centre in East London, *Age Exchange* has been running intergenerational projects for 25 years. A recent project, 'Apprentice Arts', was delivered in Lewisham. It involved students, parents and older volunteers expressing their reminiscences through creative arts. By the end of the three year programme participants will have produced a film documentary, theatre production and arts exhibition on their joint projects.

The *Up to No Good!* project in Islington paired nine to 13 year old members of a youth club with residents in sheltered housing. The aim was to develop appreciation of the local heritage. Participants trained in digital photography and attended outings together. These activities were interspersed with leisure activities at the youth club. The eight month project culminated in a photography exhibit documenting their time together.

Magic Me has been operating intergenerational arts projects in Tower Hamlets since 1989. Older people volunteers are paired with school children aged nine and above to get together on a weekly basis. The arts based sessions are intended to be stimulating and enjoyable. Activities have included photography, print making, carpentry, puppeteering, sculpting, drama and poetry.

Age Concern Kingston upon Thames coordinates a number of intergenerational initiatives through a designated Intergenerational Project Manager. Mixed age activities have included a discussion forum between Sixth Form pupils and members of U3A; healthy eating seminars hosted in the Active Age Centre; befriending schemes; and older volunteers providing curriculum support in primary schools.

Intergenerational centres

In contrast to projects that typically operate under a limited timescale, subject to budgetary constraints, an intergenerational centre is expected to be more enduring. It offers ongoing programmes which aim for greater sustainability and long-term outcomes. Intergenerational activities would typically take place in a shared public site. The notion of maintaining a designated centre for this purpose is relatively new in the UK. The following definition comes from the United States:

> *'Intergenerational shared site programs are defined as those in which children/young and older adults participate in ongoing services and/or programming concurrently at the same site, and where participants interact during regularly scheduled, planned intergenerational activities, as well as through informal encounters.'* (Generations United, 2005: ix)

A generic example is where different generations can take part in shared, structured activities at a site that also offers unigenerational services (e.g., childcare, medical care, playgroups, respite care, adult day facilities). There may also be designated shared spaces for informal interactions. This multifunction building enables the pooling of staff and facility resources. Sustainability can be greatly improved by attracting financial support from funding streams associated with the relevant policy agendas (e.g., children, older people, community).

To date, there are very few centres with an intergenerational focus operating in the UK.[7] Key to this model are the shared activities. There may be other sites that share daycare facilities for older and younger (pre-school) people but these do not offer or encourage 'shared' activities. The following 'centres' were identified:

The *Active Ageing* Programme in Liverpool grew out of concern that many older social care users were not participating in community life, partly to avoid anti-social behaviour associated with youth in the area. The programme has evolved since its inception in 2002. The model originally operated out of a local secondary school with older volunteers invited to join the students. The programme has now expanded to include a designated site, *The Sunflower Centre*, a public building situated across the street from the secondary school. The centre is used for various shared activities such as training courses (e.g., addiction prevention, family genealogy, language learning) and other activities (e.g. theatre, 'stock market', sports). The intergenerational programme has continued support from a partnership amongst the PCT, the police and fire services, housing authority and local schools. An evaluation of the programme showed that younger and older people mutually benefited from specific learning

---

[7] Personal communications from staff at the Beth Johnson Foundation and the Scottish Executive.

activities and the wider understanding of one another. Older participants reported reduced fear of young people and there was a perceived reduction in anti-social behaviour in the area. Stakeholders commented on the change in their own attitudes and opinions of older and younger people as a result of taking part in the programme.

TOPIC House (The Older People's Information Centre) is a volunteer lead facility that grew from a local regeneration project in Swansea. Originally envisioned as a drop-in centre where older people and their carers could receive information and advice on all age-related issues, it expanded to include training, cultural and leisure activities. Increasingly, the building has been used to host intergenerational events. This includes working in partnership with the local Young People's Group and running a Summer Play Scheme. Shared activities have included a lantern parade, fashion show, memorial garden, and an environment project. Participants range in age from nine to 83 years.

The Big Lottery has recently (May 2007) granted funds to support a shared facility in Lytham St. Annes in Northwest England. *Big Kidz Playzone* will be an intergenerational adventure playground and skate park. Developed on an unused local site it will feature specially designed intergenerational play equipment. The facility is intended to encourage all generations to engage in active lifestyles together.

Manchester is currently developing the Woodhouse Park Lifestyles Centre as a shared site facility to promote intergenerational activities. The Centre was developed by bringing together an existing youth centre with a community centre for older people. It has only been open 15 months and is starting to develop a range of intergenerational activities including a community radio station.

Practical considerations

Intergenerational activities are often a local response to local needs. This reflects one of the good practices of intergenerational work; that it is grounded in the views and wishes of the participants. Much of the knowledge on how to establish and manage projects is therefore grounded in local experiences and personal accounts. Practical knowledge is being accumulated and shared through the various UK networks and centres of practice. The Beth Johnson Foundation has published various documents offering guidance on organising and evaluating projects (see Bernard and Ellis, 2004; Hatton-Yeo, 2002). Government leadership is lacking in this area.

More relevant to establishing intergenerational centres is advice from the United States, *Under one roof: A guide to starting and strengthening intergenerational shared site programmes* (Generations United, 2005). The guide offers information on planning, establishing partnerships, funding, site design, staff training, and programme monitoring that can be transferred to a UK setting.

In a review of intergenerational initiatives, Granville (2002) identified factors that contributed to the success of projects. These have implications for future practice:

Sound project planning and management. As in any community project, clarity of purpose and outcomes (hard and soft) are key. Management skills are essential for project leadership, staffing, marketing, and sustaining the activities.

Partnership working. Following the principals of active citizenship, it is critical to involve the potential participants/ beneficiaries to help set the project agenda. This means engaging stakeholders in decision making about the project rationale, design, delivery, and evaluation of outcomes.

Intergenerational champions. Volunteer resources and time often form the core of intergenerational activities. It was found that the spirit and momentum of the project greatly improved with the presence of enthusiastic, charismatic and committed individuals. Previous experience with the working model of practice was also beneficial.

Conclusions

An Intergenerational Centre can provide the shelter and focus for activity. How enduring its work is will still be dependent on the nature of the revenue funding. Shared sites have a long term impact because they can potentially bring together mainstream funded institutions (e.g., nurseries, schools, sheltered housing, day care) and then build links between these sustainable agencies. The sustainability comes from structuring funded activities so as to make intergenerational practice an integral part of their function.

An observation made several years ago is still relevant today: There is a need for continued networking, training, evaluation, and research of intergenerational practice (Hatton-Yeo et al, 2000). In the UK, most of the activity is localised and short lived due to budget constraints. Ongoing intergenerational programmes, particularly shared site programmes, are rare. Still the potential demonstrated in the accumulated evidence and the apparent match to various policy objectives indicate promise for continued activity. This can be greatly advanced through an effort that consolidates all sectors of the community.

Suggested reading

***Intergenerational programmes: An introduction and examples of practice* by A. Hatton-Yeo (2006).**
Provides a recent overview of the rationale and the state of the art in the UK. Presents case studies for 27 intergenerational projects in England and Wales.

***Intergenerational relations and practice in the development of sustainable communities* by R. Pain (2005)**.
Provides a good overview of policy, issues, types of projects, within the context of communities and neighbourhood renewal.

'Where we are now with intergenerational developments: An English perspective'. *Journal of Intergenerational Relationships* **by N. Raynes (2004)***.*
Addresses the separate policy drivers supporting intergenerational practice and the apparent gap between research evidence and practice.

***Under one roof: A guide to starting and strengthening shared site programs,* by Generations United (2005).**
Most relevant to starting an intergenerational centre. A practical guide to planning, developing, starting, managing, evaluating intergenerational activities in one public space. A North American perspective.

Bibliography

Age Concern (2006) *Together we can make it happen: An intergenerational approach*. Age Concern England: London.

Age Concern London (2007) 'Connecting ages: How intergenerational work is bridging the age divide'. *London Age*. Age Concern London.

Bernard, M. and Ellis, S. (2004) *How do you know that intergenerational practice works? A guide to getting started on evaluating intergenerational practice*. Beth Johnson Foundation: Stoke-on-Trent.

Centre for Intergenerational Practice (2006) *Intergenerational Directory*. Beth Johnson Foundation: Stoke-on-Trent.

DCFS (2006) http://www.dfes.gov.uk/publications/youth/

DCLG (2006) *Strong and prosperous communities: The local government white paper.* HMSO: London.

DfEE (1998) *Meeting the Childcare Challenge: A consultation document*, HMSO: London.

DfES (2004) Every Child Matters: Change for children. DfES Publications: Nottingham

Dines, N. and Cattell, V. with Gesler, W. and Curtis, S. (2006) *Public spaces and social relations in East London*: Joseph Rowntree Foundation: York.

DWP (2005) *'Opportunity Age: Meeting the challenges of ageing in the 21st century'* DWP, March 2005.

Generations United (2005) *Under one roof: A guide to starting and strengthening intergenerational shared site programmes*. Generations United: Washington, D.C.

Granville, G. (2002) *A review of intergenerational practice in the UK*. Beth Johnston Foundation: Stoke-on-Trent.

Hatton-Yeo, A. (2002) *Preparing successful project bids*. Beth Johnson Foundation: Stoke-on-Trent.

Hatton-Yeo, A. (2006) *Intergenerational programmes: An introduction and examples of practice.* Beth Johnson Foundation: Stoke-on-Trent.

Hatton-Yeo, A., Klerq, J., Ohsako, T. and Newman, S. (2000) 'Public policy and research recommendations: an international perspective' in A. Hatton-Yeo and T. Ohsako (eds.) *Intergenerational programmes: Public policy and research implications: An international perspective*. The UNESCO Institute for Education and The Beth Johnson Foundation.

Hatton-Yeo, A. and Watkins, C. (2004) *Intergenerational community development: A practice guide*. Beth Johnson Foundation: Stoke-on-Trent.

HM Treasury (2004) *Choice for parents, the best start for children: A ten year strategy for childcare*. London, HMSO.

Holland, C., Clark, A., Katz, J. and Peace, S. (2007) *Social interactions in urban public spaces*. Joseph Rowntree Foundation: York.

Hudson, M., Phillips, J., Ray, K. and Barnes, H. (2007) *Understanding social cohesion: Everyday interactions in diverse communities*. Joseph Rowntree Foundation: York.

Jarrott, S. and Bruno. K. (2007) 'Shared site intergenerational programs: A case study'. *Journal of Applied Geron*tology. 26 (3) 239-57. Sage Publications: CA.

Mayor of London (2003) *The London childcare strategy: Towards affordable good quality childcare for all*. Greater London Authority.

Mayor of London (2004) *Making London better for all children and young people: The Mayor's Children and Young People's Strategy*, Greater London Authority.

Mayor of London (2005a) *Making London better for all children and young people: A progress report*, Greater London Authority.

Mayor of London (2005b) *Guide to preparing play strategies: Planning inclusive play spaces and opportunities for all London's children and young people*, Greater London Authority.

Mayor of London (2006) *Valuing older people: The Mayor of London's Older People Strategy*, Greater London Authority.

ODPM (2004) *The future of local government: developing a ten year strategy*, ODPM: London.

ODPM (2005) *Diversity and neighbourhood renewal factsheet*, ODPM: London.

Pain, R. (2005) Intergenerational relations and practice in the development of sustainable communities. ODPM: London.

Pettigrew, T. F. (1998). 'Intergroup Contact: Theory, Research and New Perspectives'. *Annual Review of Psychology, 49,* 65-85.

Ray, S., Sharpe, E., and Abrams, D. (2006) *Ageism: A benchmark of public attitudes in Britain.* Age Concern England: London.

Raynes, N. (2004) 'Where we are now with intergenerational developments: An English perspective'. *Journal of Intergenerational Relationships*, 3-4, 187-95.

Raynes, N. and Rawlings, B. (2004) 'Recreating social capital: Intergenerational programmes and bridging networks: An English model – phase 1'. *Journal of Intergenerational Relationships.* 2 (1) 7-28.

Respect Task Force (2006) *Respect Action Plan*, Home Office: London.

Social Exclusion Unit (2006) *A sure start to later life: Ending inequalities for older people.* ODPM: London.