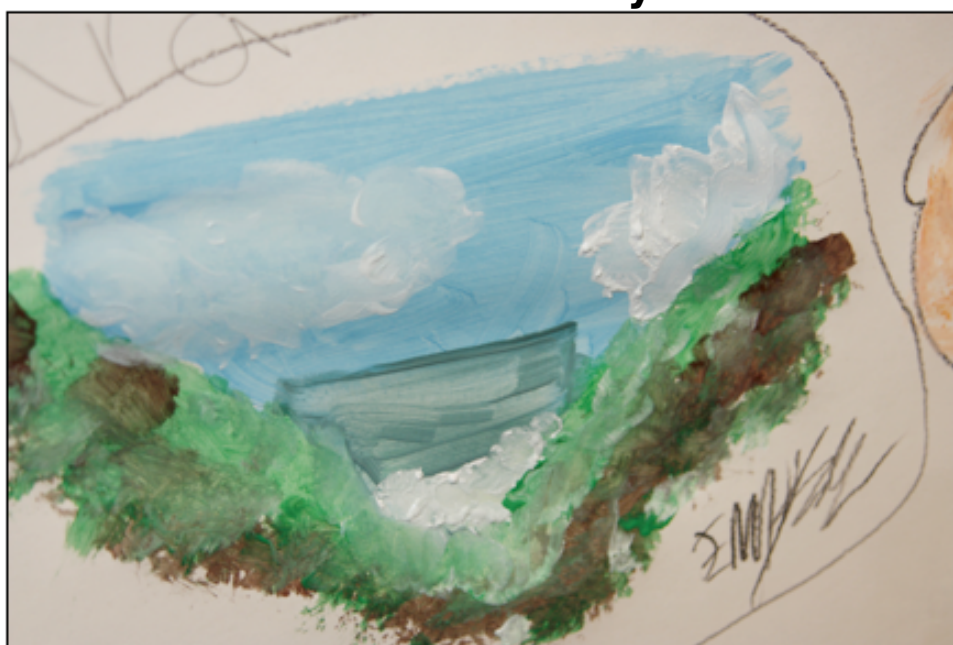


Case Study Intergenerational Project Pembrokeshire County Council




The Rayne Foundation


Llywodraeth Cynulliad Cymru
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This case study is the result of one of a number of action research projects managed by engage Cymru focusing on engaging older people in art and gallery activities, including within intergenerational projects. The projects took place between 2009 and 2011.

Case studies of other projects and full research reports are available on the engage website

http://www.engage.org/projects/cymru_older_people.aspx

Acknowledgments

The extra time given and additional efforts made by a number of people made this project successful and many thanks are due to them:

David Matthews, Pembrokeshire Coast National Park; Julie Rogers, Acting Manager of Oriel y Parc; Caren Owens, Ysgol Dewi Sant and volunteer Ella Thornton, who all supported activity sessions and kept observation journals; and Glenys James and Gwen Lyons Pembrokeshire, 50+ Forum, who identified and recruited the older participants.

Thanks are also due to community transport organisation Bws y Bobl (the People's Bus) who provided minibuses free of charge for the intergenerational group's trip out into the Pembrokeshire landscape.

Written on behalf of engage Cymru by

Eirwen Malin

Consultancy and Training

Ymgynghoriaeth a Hyfforddiant

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Introduction

In 2009-10 engage Cymru ran a pilot action research programme across Wales focusing on galleries, the visual arts and older people.

Its broad aims were to:

- Increase knowledge and understanding of visual arts in galleries across Wales, for an audience who may have limited experience of art
- Engage and enable participants to feel comfortable and confident in visiting galleries
- Promote informal Lifelong Learning opportunities
- Enhance the wellbeing of the older people participating and help combat social isolation, loneliness and boredom in older people

Six pilot projects were set up alongside action research, to collect information to provide guidelines for future projects, examples of good practice and begin to build the body of evidence of outcomes to promote the engagement of older people as a core audience for gallery education. A case study of each project forms part of the programme report available at

www.engage.org/projects/cymru_older_people.aspx

In 2010-11 a programme of a further phase of projects with similar broad aims focusing on older people was set up in three more local authorities. In each area a gallery partner and a freelance artist were involved. A research element was again built into the projects and the findings from phase one were used to focus the collection of evidence from these projects which all involved older people with dementia. A research report and case studies for each project are also on the engage website. The programme was funded by the Arts Council of Wales, Welsh Assembly Government, the Big Lottery Fund, the Rayne Foundation and the Gwanwyn Festival celebrating creativity in older age, which is hosted by Age Cymru.

A further project was organised in early 2011 and here we report on the findings. It was made possible by working in partnership with Pembrokeshire County Council through the Older People's Strategy, who wanted to explore the effect on intergenerational relationships. Also in active partnership with engage Cymru throughout the project were:

- The Pembrokeshire 50+ Forum
- Oriel Y Parc, St Davids
- The Pembrokeshire Coast National Park Authority
- Ysgol Dewi Sant
- Artist Helen Astley

Beyond the aims of the overall programme, this project aimed to:

- Offer older people a learning opportunity and a challenge

- Strengthen links within the community and in particular between younger members of the community and older, more isolated people
- Contribute to Pembrokeshire's Health, Wellbeing and Social Care Strategy, as well as Preventative Agenda with older people as a priority target group
- Inspire appreciation of the landscape
- Strengthen the position of the park and the gallery as an integral part of the community
- Encourage new users of the gallery

Project Description

The initial project aim was to bring together a number of older people living in St Davids and an equal number of pupils from Ysgol Dewi Sant to work together on an art activity. Up to twelve two-hour sessions were envisaged, which were to take place at Oriel y Parc in St Davids. Practical considerations, particularly around releasing pupils from their lessons, altered the design in terms of both the number of session and the balance of younger and older participants.

The Artist



Helen Astley is a ceramic artist whose work is inspired by the Pembrokeshire landscape. Her work is multi-layered and experiential; it explores natural phenomena such as erosion and scale, whilst embracing concepts of layering, memory, and sense of self within the landscape. Her ceramic pieces are made using serendipitous methods of hand building and firing, allowing for further natural processes to take place.

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Helen has extensive experience in working creatively with various age groups, mostly in gallery and education settings, such as Oriel Myrddin Gallery in Carmarthen and National Museum of Wales, Cardiff, and several Carmarthenshire schools as Artist in Residence. She has also run training days for teachers on the role of art and galleries within the curriculum.



The Participants

Older People

The older participants were identified by representatives of the Pembrokeshire 50+ forum. Six older people took part, five women and one man, their ages ranging from 60s to late 80s and five of them lived alone. They were all reasonably active in the community, though some were beginning to experience mild mobility difficulties. All had some interest in art before the sessions started.

Pupils

The younger people involved were from years 7 and 8 of Ysgol Dewi Sant. Pupils from the two year groups were offered the opportunity to put themselves forward to take part in the project and 14 were selected from those who volunteered. There were ten girls and four boys. They were told at the beginning that they would have to copy up lessons missed and do any homework required – their participation therefore represented a positive choice to attend.

The Inspiration



The Gallery

The sessions took place at Oriel y Parc and Visitor Centre, St Davids, which houses a Class A gallery displaying works of art from the National Museum Wales collection, including works by painter Graham Sutherland. Oriel y Parc is a collaboration between National Museum Wales and Pembrokeshire Coast

National Park Authority, in which services for visitors are joined by displays from national collections to celebrate the landscape.

Graham Sutherland was so moved by Pembrokeshire he bequeathed a body of artwork to the county. His works form a permanent part of the rolling programme.

The sessions took place in the artist in residence studio and it was possible for everyone to visit the gallery frequently. The exhibition *Changing Landscapes* also featuring works by artists inspired by the Pembrokeshire coastline – such as Terry Setch, Brendan Burns, Tim Davies and Alfred Sisley – providing an invaluable resource for the artist and participants. The groups explored the themes of the exhibition, such as changes in the landscape, memory and sense of place, using creative processes to respond to their experiences and the artwork on display.

The landscape



A trip was organised to visit Porthgain and Porthclais to gain inspiration directly from the landscape.

Partner support

Partner organisations met at Oriel y Parc to discuss arrangements for the project sessions; links between the various partners to establish practical arrangements were provided by both engage Cymru and the Acting Manager at Oriel y Parc. Partners were very active in their support of this project.

Ysgol Dewi Sant released the pupils to take part for six full school days and the pupils were accompanied on all occasions by Caren Owens, Head of Art at the school. Ms Owens was able to offer support for the art activity where required and also recorded comments and observation from both the sessions and other interactions, as well as discussions related to the project experienced with participants back in the school environment.

Members of the Pembrokeshire 50+ forum represented the Older People's strategy in discussions, provided advice on the practical aspects of engaging with older people and recruited the older people who took part.

The Pembrokeshire Coast National Park were able to support the sessions through the attendance of David Matthews and other staff with expertise and knowledge about all aspects of the park. Staff working at Oriel y Parc also supported some sessions. They recorded their observations to contribute to the research aspect of the project.

Project Activities

Art Activities

The programme of activity planned by artist Helen Astley was inspired by and strongly linked to the *Changing Landscapes* exhibition. Themes, activities and materials were communicated by the exhibition, which also provided inspiration to the participants in their personal creativity.

"I hoped [the programme] would give the groups an opportunity to explore and experience the themes on a variety of levels, e.g. physical, emotional, spiritual, metaphorical."

Artist

The themes chosen - belonging, changing landscape, journey, marks we make, memory and sense of place - were very naturally enhanced by the differing experiences of the different generations, which the participants were able to share and exchange.

The practical considerations of releasing the pupils from their lessons resulted in designing the project with six full-day sessions for the pupils, one each week. It was felt that full day sessions would not suit the older participants, so they joined the young people for only the afternoons. Many of the sessions were designed so that an activity or technique was introduced to the pupils in the morning and they then engaged the older people in a development of that activity during in the afternoon.

At the first session, *Postcard to a friend*, art activities were introductory in nature: firstly for the pupils, who were from different school classes and year groups, allowing them to interact and the artist to begin to get to know them; secondly as a means of stimulating interaction between the generations; and thirdly for all participants to have an introduction to the exhibition. One of the morning activities was for the pupils to visit the gallery and, working in pairs, discuss the works on display. They were then asked to choose a piece that interested them to look at in more detail so that they could explain why it was of interest to one of the older people later. Using the work of artist Tim Davies

as reference, participants each designed and illustrated a postcard from an imaginary or real favourite place to send to an imaginary or real friend.

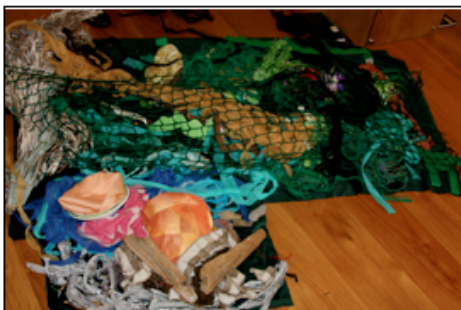
The first session coincided with an opening display of some work by Rolf Harris, so the pupils had an additional different experience through attending that. After lunch, when the older people joined, all participants made postcards and then together they went in to the gallery, with the pupils acting as guides, drawing on their earlier visit.

The second session, *Change and Landscape*, focused on memory. A further visit to the gallery, exploring in particular the work of Terry Setch and Alfred Sisley, was followed by a shadow and drawing exercise using foliage from the Pembrokeshire hedgerows and objects that might stir memories, such as toys,



kitchen objects and tools. The result was a graffiti-like wall of shapes, but there was also far more, often ephemeral, creative activity such as shadow puppetry and story work that went on alongside. Some time was spent with both generations together looking at old photographs, often of the local places, and both generations were able to exchange stories and experiences.

The third session followed the pattern of pupils creating in the morning and then explaining their work to the older people, who created their own pieces. Using the words of Tim Davies' *Glimpses and Ambiences* and inspired by the landscape work of John Knapp-Fisher and Graham Sutherland, a rich variety of materials were used to create large ephemeral collages intended to communicate reactions and reflections on a special place, with smaller more permanent ones created in the afternoon.



The opportunity to work in the gallery space for this activity was advantageous in several ways: the young people were able to refer and respond to the works

around them, which stimulated discussions of considerable depth; they could work in a large space; and as the collages remained in the gallery for a short period other visitors were able to see them, with the pupils readily and proudly explaining their work.

As the work in the exhibition was so clearly linked to the local landscape, a trip out in two minibuses (provided free by Bws y Bobl) was arranged for the fourth session, *A Place of One's Own*. Not all of the older people attended, but those who did arrived earlier than usual (packed lunches were brought by all and eaten by arrangement in a local pub at one of the two sites visited). David Matthews from the Pembrokeshire Coast National Park was able to provide considerable knowledge and information



about the history of the places visited, the geology and ecology of the area and also of the well-known artists that had been inspired by the landscape. The artist Helen Astley stimulated the participants to think about shape, colour and light, and introduced techniques such as rubbings and clay pressing so that it was possible to take a little of the landscape back home.



The time on the bus was used for creative activity too, with an exercise designed to capture the landscape on acetate sheets as it literally changed before the eyes.

The fifth session, *Marks we Make*, began with a consideration of the marks made by history in the landscape and a study of Iron Age pottery found in Pembrokeshire. Helen wanted the older

people to have some time with her without the pupils around, so for most of the afternoon the older people worked with clay while the pupils did some work in the gallery with their teacher from school, having done clay work in the morning.



The final session, *Making Connections*, was given over to the pupils finishing off work from previous sessions and a new technique with ink and sugar water producing vibrant colours. The pupils had been intrigued by some quilling that one of the older people had brought to the collage session and had been impressed by the creativity and skill displayed by the older people, so it had been agreed that this final session would connect the generations through skills-sharing. The older people were demonstrating quilling, watercolour and photography, and some of the older people were trying out the colour activity from the morning. There was some discussion of continuing this skill-share activity at school. A final connection was made through the pupils giving the older people the postcards they had made in the first session as a memento of the programme.



Throughout all the sessions Helen made use of a large variety of different items and materials, both in providing inspiration for creativity and also to be



used in creative ways. Many of these were commonly available items, such as materials collected from the environment and recycled items. Helen's daughter, Ella, acted as an assistant during each of the sessions, which was invaluable in preparing and managing the materials, giving Helen more time with participants.

Social activities

As described above, deliberate interventions that encouraged social interaction between the age groups were built in to the art activities, and alongside these opportunities to socialise more widely were purposely created within the sessions.

During each afternoon there was a refreshment break; from the first session the pupils were tasked with taking orders for tea and coffee and handing around cakes and biscuits. At times the pupils were asked specifically to take responsibility for ensuring that each of the older people was involved in



more informal group activity. Seating around the tables at the workshop and on the minibuses was deliberately arranged to encourage interaction.

Some natural friendships between the generations seemed to spring up quite quickly amongst the more outgoing pupils and older people, whereas some of the shyer personalities in both age groups took a little longer to interact.

Some of the older people found the amount of background noise, from the conversations of around 20 people in the room, made hearing what the pupils had to say difficult and was a barrier to interacting comfortably with them.

Celebration

The project deliberately did not have the aim of creating an exhibition so that the artist and participants were not constrained in their exploration of the art activities offered. There was therefore no forward planning to hold an exhibition. However, the gallery and artist were keen to display a selection of the work created by both young and older people, which was exhibited at the gallery for a few weeks in an exhibition that was opened by the Chief Executive of Pembrokeshire Coast National Park and attended by some of the participants.

It had been hoped to hold an event to bring young and old together again with family and friends to celebrate the project and reflect on their achievements. The gallery had previously planned activities that made this impractical. It was however possible to create a celebratory atmosphere on the last day of the project with a special cake for the refreshment break, the presentation of cards made by the pupils to the older people and a vote of thanks from one of the pupils to everyone who participated.

Evaluation/research methods

Participative evaluation and research methods were an integral part of the activities. Project partners wanted to evaluate the extent to which the project met its aims, the collected evidence of benefits to individuals of participation and any wider outcomes from the activity. An independent evaluator was employed to design and oversee the evaluation process.

Participants in both age groups were asked to keep reflective journals and



meetings were held with both groups separately before the sessions started to provide guidance on the journal. Guidance notes were also provided. The artist, her assistant, the teacher from the school and staff from other partner

organisations also recorded their observations of sessions, again with written guidance. Individuals were asked to reflect on their reactions to the experiences in writing, pictures, using photographs, via items collected or in any way they felt most appropriate. The journals kept by the pupils also acted as a personal record of their learning. The journal pages were photographed for evidence and the pupils were able to keep them.

The evaluator attended several sessions and recorded her own observations, photographed and videoed some activities and talked to participants and staff at sessions. The pupils also completed a post-project questionnaire.

A considerable body of evidence was collected and analysed and provides the basis for the outcomes noted and discussions below.

The Outcomes

For the older people

Pleasure and enjoyment

All the older people said how much they had enjoyed the project and the interaction with the younger people. Most expressed a little apprehension before the project started, but all found the pupils easy to work with.

“a.m. Feeling quite apprehensive and wondering what to expect”

“p.m. Enjoyed the two hours very much”

Journal entry, participant O3

“On the whole I did enjoy being with the younger generation and certainly look forward to the next session”

Journal entry, participant O6

“What is so striking about these sessions is that the comments on work are so positive between age groups, the exchange of ideas also.”

Journal entry, participant O5

The older people also enjoyed the different approach to art that they were experiencing. They all had previous experience of some sort of art activity. Sometimes they expressed a lack of understanding of what they were trying to achieve or found that the activity was a lot to take in, but they seemed to enjoy being challenged and as the weeks



progressed were more willing and comfortable in tackling new techniques, and often took home materials to try things out in a more peaceful environment.



During the session they had with the artist without the pupils their concentration of clay work was notable and one participant expressed the relaxation she felt in focusing only on the activity in hand.

Social interaction

In addition to enjoying the interaction with the young people,

"...with no mobile phones we've had their undivided attention!"

Journal entry, participant O4

the older people valued the opportunity to stay on a little while after the session was officially over for another cup of tea and a chat amongst themselves and with the artist. Interaction between the older people increased over the sessions of the project as they got to know each other better.

Learning

The older people were offered new learning opportunities, were introduced to several new media and were enthusiastic about trying out the new techniques. Several continued their explorations at home between sessions, doing sketches, rubbings, clay work and using pastels.

"I had a go with clay – never used it before, but found it interesting... I was given a piece of clay to bring home and as a result enjoyed myself 'messing' with it and didn't get much else done (next day I mean!)"

Journal entry, participant O1

Physical activity

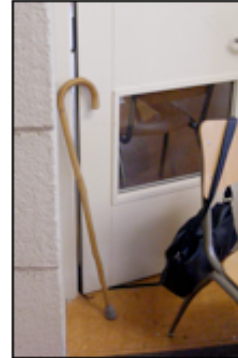


Attendance at the sessions encouraged physical activity. For some of the older people who attended there was a physical effort just in attending. Some wrote in their journals of being tired before arriving, but no-one showed particular signs of this when they were involved in the sessions.

It seemed that the motivation of engaging with the activities, many of which were quite physical, overcame any tiredness or reluctance: for example, the clay work required the rolling of the clay into tablets - quite a strenuous activity - before working on the surface, and several individuals did more than one piece.

One decided that the bus trip would be too tiring. However, those that attended were active taking rubbings of surfaces and doing pressings with clay. It was a very cold day, with a keen breeze, and though some avoided some of the activities because of the cold wind, all of the older group did quite a bit of walking.

It was notable that a walking stick was discarded as unnecessary during the indoor sessions.



Benefits beyond the project activity

The art activity provided stimulated several individuals to re-engage with their earlier interests and also to try new techniques.

"Must say I have enjoyed looking through masses of my old paintings and sketch books which haven't seen the light of day for years"

Journal entry, participant O1

"I am going to try soft pastels, I like the idea of those"

Journal entry, participant O2

Two of the older participants were keen to set up an art group at Oriely Parc just for people to come together to work on whatever they wanted. They both felt that to have space enough to work and company while they worked would be very beneficial, and they and the staff at Oriely Parc intended to see if this was possible and practicable

For the Pupils

The pupils had been told that they could write freely in their journals and that only the evaluator would read them unless they themselves gave them to someone else to read. They were asked to express their feelings openly. The findings below also draw on a post-project survey of the pupils who attended.



Pleasure and enjoyment

Though all participants had been willing volunteers there was a bit of apprehension expressed by some pupils in the early

weeks. There was some impatience in the early sessions too, with a couple of pupils expressing the wish that they could get on with more. However by the end of the six weeks the journals were full of adjectives like “awesome” and “fab” and all were expressing their enjoyment of their experiences and their sadness that it was coming to an end.

“I had a fab day, I will treasure this forever”

“It has been absolutely awesome this past six weeks”

“I did some quilling with [participant O1] and some photography with [participant O5]. I have really enjoyed today and I wish we had more sessions”

Final session entries from pupils’ journals



All agreed strongly or very strongly that they enjoyed the art project and over 80% were very pleased with the artwork that they had created. All scored positively in agreeing that they had enjoyed working alongside the older people.

Several of the pupils had been with their parents and other family members to see the exhibition of their work at Oriol y Parc. Some families had been surprised by the quality of the work and pupils used words such as *proud*, *excited*, *cool* and *very happy* to express how they felt at seeing their own work exhibited at the gallery.

Social interaction

The school pupils did not come from the same classes and were from two different year groups, so did not necessarily know each other well before the art sessions. Social interaction within the pupils’ group was generally positive and grew throughout the project. Two girls who were close friends and one boy took a little longer than the others to engage with the group, whether in social or art activities, however by the later sessions all the group were interacting together well both informally during the lunch break and in art activities. In the post-sessions questionnaire all but one of the pupils agreed with the statement that they had enjoyed working with pupils from other classes, with those who had been slower to engage scoring just a little lower.

Whilst none of the pupils scored talking to the older people as difficult, in the questionnaire a few comments indicated that they had found some barriers.

"I didn't really have much in common with them"

"Sometimes they were boring"

"At the beginning, starting to talk to them was a bit uncomfortable"

Comments from questionnaires

All agreed that they had enjoyed working alongside the older people, with a third of pupils expressing very strong agreement and expressing surprise at how much the older people knew, their energy and how much they had in common with the pupils.



In the period between the project and the follow up questionnaire only one of the pupils had seen any of the older people - she reported that they had waved to each other across the road.

Learning

In the questionnaire, the majority of the pupils scored their own learning from the project very highly with only one person implying that they had not learnt much. Comments from journals clearly indicate that considerable learning had taken place from the art activity, interaction with older people and the visit.

"What I found interesting (surprised me) was when we took the older people around the gallery I learned a lot of there [sic] memories of places and people in the paintings."

Journal entry, participant P1

"Had a great day, I learned how to quill."

Journal entry, participant P4

"I have had a great time and a great experience"

Journal entry, participant P8

"I enjoyed learning new [art] skills"

Journal entry, participant P7

"I hope I can leave this place with the determination to be a good artist"

Journal entry, participant P3

Around half of the pupils had been to at least one art exhibition since the project, some of whom had revisited Oriel y Parc.

Confidence

The pupils very quickly gained confidence to engage with the artwork. Some of the older people expressed a degree of envy that they could engage so freely and energetically with new ideas.

As described above, the confidence to engage socially within the group of pupils and with the older people grew more slowly. However, by the end of a relatively short period, confidence to interact was certainly growing. One of the boys who, in school, is fairly quiet, gained sufficient confidence to be able to speak to the whole group to present an expression of thanks on behalf of the pupils.

Environmental Benefit

It appeared that an interest in the local environment had been stimulated by the study of the exhibition of local landscapes, with around three quarters of the pupils visiting at least one of the places pictured following the project. Information about the local environment was provided throughout the project by David Matthews and in conversations around artwork (such as *Future Beach*) the value the pupils place on their environment was clear.

Intergenerational Outcomes

Social Interaction

The project provided the opportunity for social interaction between the two age groups that would not otherwise have happened. Before the project the older people had said they did already have contact with younger people, mostly family, however, all felt that the more purposeful interaction that had taken place in sharing the art activities had been very interesting and worthwhile.

Interaction over the activities was easy to encourage and natural.

"The children from the school were a real pleasure to work with, a nice set and so knowledgeable about the subject"

Journal entry, participant O1

"It was good to have this interactive chat with the pupils"

Journal entry, participant O5

Improved intergenerational understanding

In their journals and in the post-session questionnaire there was a good deal of evidence that there had been an increase in understanding between the generations.

"I was amazed, despite age differences our opinions on the selected artwork were very similar"

Journal entry, participant O3

"If only this kind of thing could work all over the country, the young would understand the old and the old be more tolerant of the young"

Journal entry, participant O4

"I was surprised by [the older people's] energy"

"[The older people] knew such a lot"

"They weren't like really old"¹

Post-session questionnaires

Improved confidence

The school teacher attending the sessions remarked that the effects on some of the less confident pupils had been beneficial. One pupil had commented to her that the older people listened to and respected what they had to say, whereas their own friends might make fun of it.

For the artist

In her own journal, the artist recorded many positive benefits to her in her work as a facilitator, which are incorporated into the lessons learned section.

She also recorded influences on her own thinking as an artist.

- *I enjoyed the challenge of working in a creative context with two age groups of which I had less experience.*
- *I found the experience of working in the gallery to be enjoyable, stimulating and educational. Absorbing, interpreting and researching the artists' work, which is influenced by the Pembrokeshire landscape, as is my own, has inspired me to make new work.*
- *Observing the way the two age groups perceived the work in the gallery made me assess how my own work could be seen by people of younger and older generations, which will go on to influence my future designs.*
- *The day trip to Porthgain and Porthclais was enjoyable and informative. It was interesting to see in which way both groups engaged directly with the landscape, compared to looking at artwork of it in the gallery. Seeing the environment through their eyes was inspiring – I found the joyful enthusiasm of the children and their boundless energy as they instantly ran off into an adventure of exploration to be infectious! The considered and contemplative focus of the older people as they examined the textures and crevices of the walls and rocks, opened my eyes to the abundance of life living in there – reminding me of the*

¹ Though the oldest was 86 and most in their late 70s

importance of taking our time to observe and absorb, as so much is missed when we are rushing in our busy lives. Each generation had something to offer to the other in the way they engaged with the environment.

- *It felt valuable to be part of a community, sharing experiences and mutual interests in art, creativity, and the natural landscape.*

For partner organisations

Achieving aims

The main aims of the project were met to a large degree and for the partner organisations their aims for the project were also fulfilled.

Aim	Result
Increase knowledge and understanding of visual arts in galleries across Wales, for an audience who may have limited experience of art	The older people who took part in the project were already interested in art and had visited the gallery at Oriel y Parc and others prior to the project.
Engage and enable participants to feel comfortable and confident in visiting galleries	However the school pupils were less familiar with the gallery but many of them had visited other exhibitions after the project and displayed confidence in their approach to looking at exhibitions and expressing their views.
Promote lifelong learning opportunities for older people	The older people who took part engaged in challenging learning opportunities. The gallery was encouraged to continue to support such opportunities post-project.
Contribute to Pembrokeshire's Health, Wellbeing and Social Care Strategy, and Cohesive Community Strategy	Evidence was collected of the value older people placed on art activity in promoting their sense of wellbeing. Evidence was also provided of the value both generations place of the facilitated opportunity to interact.
Enhance the wellbeing of the older people participating and help combat social isolation, loneliness and boredom in older people	Over the short period of the project some additional social activity was available to the older people. The friendship between some of them was strengthened and an ongoing social and art learning opportunity initiated.
To strengthen links within the community and in particular between younger members of the community and older, more isolated people	Links were beginning to be strengthened. One of the older people had lent some money to one of the pupils when they hadn't enough to

	complete a purchase in the local shop. The money was returned next session.
Inspire appreciation of the landscape	Both generations display an increased awareness of the local landscape through their additional post-project visits and comments that the older people made in their journals.
To strengthen the position of the park and the gallery as an integral part of the community	Other partners have come to see the park and gallery as a potential asset and partner in community activities.
To encourage outdoor art activity	Participants were encouraged to undertake outdoor art activity and enjoyed it. The pupils went to the places discussed and visited with friends and family after the project.
Improve partnership working between the organisations taking part	As reported, excellent partnership working was achieved.



Lessons Learned

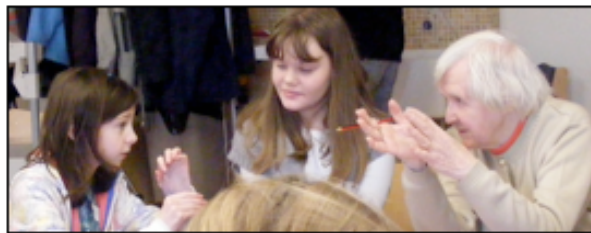
Partnership – Once the arrangements were made every partner fulfilled the tasks they had undertaken and the practical organisation of the sessions in the gallery and when visiting sites ran very smoothly and effectively.

Art activities – the work that Helen put in, planning and keeping under review the art activities that she offered, was fruitful and both groups, young and older, readily engaged in the activities, both reporting learning from the experiences.

Several of the older people were stimulated to follow up activity at home between sessions and the provision of materials such as clay and pastels made this possible.

Participants – Whilst the older participants were already active in the community and not as socially isolated as others, most lived alone and it was very clear that they valued the opportunity for an additional social interaction as well as the opportunity to learn.

Intergenerational interaction- Having a shared activity to stimulate discussion between the two groups provided a purposeful interaction that gave the pupils more confidence in talking with the older people and encouraged more social interactions. Providing these opportunities was a key feature of facilitating the art activities that Helen commented on in her journal and notes.



More spontaneous interaction was on the threshold of developing by the end of what was only six sessions and further sessions would have probably have resulted in a rapid increase.

The older people were all already interested in art, and the skills that they could already demonstrate had a positive impact on the pupils who were inspired to achieve high skill levels.

The enthusiasm that the young people showed for ‘getting stuck in’ to new techniques inspired the older people to try them out even when they were not sure what they were trying to achieve.

Session timings and timescale – The programme of the sessions was set as six full days rather than twelve half days to avoid too much interruption of the pupils’ schooling. In retrospect, more, shorter sessions would have strengthened the benefits of intergenerational interaction and would have provided more social activity and learning opportunities for the older age group.

Noise – Consideration might have been given to seeking permission to use an adjacent room to spread out when there was requirement for conversations between the age groups. The background hubbub made it difficult for some of the older people to hear, making conversation at times difficult or awkward.

Celebration – A formal post project celebration and reflection on the project would have provided a good opportunity for further intergenerational interaction.

Artist development – the artist was provided with different perspectives and experiences which have influenced and inspired her own work

Sustainability

There was some discussion of two possible follow up activities. Firstly it had been suggested that some of the older people were invited to the school to share their skills and help the pupils to learn. Secondly, one of the older group came up with the idea that a group could meet regularly in the workshop rooms at Oriol y Parc to do some art work together as a shared experience. As she explained:

“We don’t have enough space with all our materials to work together in our homes and getting together to do some art work would be a motivation to do more and an opportunity for some company. The nearest art club is several miles away.”

Since the project has finished Oriol y Parc has been able to offer space for the older participants to set up a group.