



Executive
Summary
Evaluation of Partner
Perspectives of
Livsglede for Eldre
Intergenerational Meetings



Executive Summary

This executive summary compiled by Bradford B. Wiles, Ph.D., presents key findings from an evaluation of Livsglede for Eldre (Joy of Life for the Elderly), a Norwegian program designed to promote intergenerational engagement between young children and older adults. The evaluation, conducted through a mixed-methods approach, includes quantitative survey data, narrative responses, and guided interviews with stakeholders in early childhood education and elder care institutions. The findings provide evidence of the program's capacity to enhance psychosocial outcomes across age groups while identifying systemic and organizational factors influencing implementation.

Evidence of Emotional and Relational Impact

Quantitative survey data demonstrate consistently positive emotional and social outcomes for participants. Respondents reported that children and older adults exhibit joy, increased engagement, and anticipation before and after intergenerational meetings. Observed behaviors suggest that these encounters contribute to social-emotional development in children and reduce isolation among older adults. Narrative data reinforce these outcomes, with participants citing increased confidence in children and expressions of appreciation from older adults, particularly among those without proximate family relationships.

Program Structure and Facilitation

The evaluation highlights the central role of staff facilitation and environmental design in program delivery. Effective implementation is characterized by responsive, intentional practices that prioritize autonomy and participant-centered planning. However, inconsistency in facilitation techniques, the arrangement of physical space, and use of planning tools suggests that program fidelity is uneven across sites. Limited familiarity with training resources, particularly among kindergarten personnel, further contributes to variation in practice.

Systemic Barriers and Variation

Structural challenges, such as uneven engagement, documentation burdens, and coordination barriers, limit program scalability and sustainability. Interview data reveal that elder care staff often experience tension between medical documentation requirements and Livsglede for Eldre reporting protocols. In contrast, kindergartens operate with limited formal guidance, relying on individual initiative and interpersonal relationships. These discrepancies point to a need for integrated, cross-sectoral supports that align expectations and responsibilities.

Recommendations for Practice and Policy

To strengthen consistency and equity in program delivery, the evaluation recommends:

- Development of structured onboarding and activity kits tailored to both education and elder care contexts
- Integration of reflective, low-burden documentation practices
- Expansion of cross-sectoral professional development
- Increased dissemination and adaptation of core program tools
- Targeted support to under-engaged sites through strategic outreach and resource allocation

These measures would enhance implementation fidelity, promote institutional alignment, and ensure broader access to intergenerational experiences.

Conclusion

Livsglede for Eldre offers a promising, evidence-informed model for intergenerational programming with demonstrated psychosocial benefits. The program's current success is rooted in strong relational practice and professional commitment. To ensure sustained impact and scalability, ongoing investment in training, planning infrastructure, and inclusive evaluation frameworks is essential. As a model grounded in health promotion and developmental support, Livsglede for Eldre holds significant relevance for funders, practitioners, and policymakers seeking to improve well-being across the lifespan through intergenerational engagement.

Thank you for the opportunity to prepare this report for you.

Regards,



Bradford B. Wiles, Ph.D.

Associate Professor and Extension Specialist, Early Childhood Development
Human Development and Family Science
Department of Applied Human Sciences
Kansas State University
Kansas State Research and Extension
College of Health and Human Sciences

1324 Lovers Lane
319 Justin Hall
Manhattan, KS 66506



Evaluation of Partner
Perspectives of
Livsglede for Eldre
Intergenerational Meetings



KANSAS STATE
UNIVERSITY

 Høgskulen
på Vestlandet

Evaluation of Partner Perceptions of Livsglede for Eldre
Intergenerational Meetings

Report Prepared By:

Bradford B. Wiles, Ph.D.

Kansas State University
and

Høgskulen På Vestlandet/Western Norway University of Applied
Sciences

Table of Contents

Executive Summary	ii
Table of Contents	ii
Table of Figures	iii
List of Tables.....	iii
Overview.....	1
Background and Purpose	1
About Livsglede for Eldre	1
Purpose and Acknowledgement.....	1
Cultural Note.....	1
Measurement.....	2
Survey	2
Guided Interviews.....	2
Results.....	3
Context and Respondent Demographics.....	3
Emotional and Social Outcomes.....	5
Intergenerational Relationships and Dynamics	8
Facilitation and Environment.....	12
Planning and Coordination	17
Structural and Organizational Supports	23
Narrative Responses	26
Synthesis of Narrative Responses.....	27
Guided Interview Findings	28
Kindergarten One.....	28
Kindergarten Two	29
Older Adult Care Center One.....	29
Older Adult Care Center Two	30
Synthesis of Interviews.....	31
Conclusion and Synthesis: Evaluation of Livsglede for Eldre	33
Syntheses.....	33
Synthesis of Quantitative Survey Results.....	33
Synthesis of Narrative Responses.....	33
Synthesis of Guided Interview Findings.....	34
Triangulation of Results, Narrative Responses, and Guided Interviews	34
What the Data Reveal About the Program.....	34
Suggestions for Program Improvement	35
Future Evaluation Recommendations	36
Recommendation for Dedicated Research Support	36

Final Thoughts	37
----------------------	----

Table of Figures

Figure 1. Workplace Setting.....	3
Figure 2. Line in Upper Secondary School.....	4
Figure 3. Perceptions of Participants Thriving During Meetings	5
Figure 4. Perceptions of Participant Mood in Anticipation of Sessions	6
Figure 5. Perceptions of Participant Joy After Meetings	6
Figure 6. Participants Complain about the Activity.....	7
Figure 7. Encouragement of Contact	8
Figure 8. Perceptions of Participant Difficulty Engaging with the Other Generation.....	8
Figure 9. Perceptions of Participant Boredom During Meetings.....	9
Figure 10. Perceptions of Degree of Chaos During Activities.....	9
Figure 11. Perceptions of Challenges Returning to Usual Surroundings after Meetings	10
Figure 12. Perceptions of Participants' Feeling Overwhelmed after Meetings.....	10
Figure 13. Seating Arranged for Pairs or Small Groups	12
Figure 14. Facilitators Guiding the Activity to Promote Interaction	13
Figure 15. Staff Are Welcoming and Care for both Generations.....	13
Figure 16. Staff Avoiding Too Much Facilitation	14
Figure 17. Staff Move Around the Activity Area.....	14
Figure 18. Extent of Staff Reflecting on Activities after Intergenerational Meetings	15
Figure 19. Adaptations to Physical Space.....	15
Figure 20. Activities Adapted for Children's Interests.....	17
Figure 21. Activity Appropriateness for Older Adults	17
Figure 22. Activity Appropriateness for Children.....	18
Figure 23. Facilitators Discuss the Activity in Advance to Align with Participant Interests.....	18
Figure 24. Frequency of Discussions with Participants to Encourage Interaction	19
Figure 25. Staff Involvement in Designing Content and Activities.....	20
Figure 26. Familiarity and Use of E-Learning Course	21
Figure 27. Use of the Generations Meeting Model.....	21
Figure 28. Use of the Planning Document.....	22
Figure 29. Frequency of Intergenerational Meetings.....	23
Figure 30. Staff Present from both Organizations	24
Figure 31. Ratio of Older Adult to Child Participants	24
Figure 32. Frequency of Meeting Documentation.....	25

List of Tables

Table 1. Analysis of Narrative Response Perspectives and Representative Quotes	26
--	----

Overview

This evaluation report examines the perceptions and experiences of stakeholders facilitating *Livsglede for Eldre* (Joy of Life for the Elderly) intergenerational meetings across Norway. Three primary sources of data inform this product: quantitative survey responses, open-ended narrative feedback, and guided qualitative interviews. Each offers unique insights into the program's impact, implementation, and areas for improvement.

Background and Purpose

About Livsglede for Eldre

Livsglede for Eldre is a non-profit foundation that helps create meaningful everyday lives for older people. Livsgledehjem (Life Happiness Home) is a national certification scheme and a quality seal for institutions where older adults live, which ensures that residents have individual activities and good experiences. Livsglede kindergartens and Livsglede schools regularly visit older adults through well-being-creating activities that provide enjoyable generational meetings, mutual learning, and mastery. Committed volunteers in local Livsglede for Eldre associations create joy of life through shared events in their local communities. The intergenerational meetings promote public health and seek to provide joy for both old and young.

Purpose and Acknowledgement

This report fulfills part of the requirements for the Applied Practice Experience (APE) for Dr. Bradford Wiles' Master of Public Health degree at Kansas State University. The APE is designed to provide the student with the opportunity to apply their training in public health to benefit an organization involved in public health. The author expresses his sincere gratitude to Livsglede for Eldre for their generous support throughout this project, especially to Siri Bjerkan, Ine-Sofie Smedmoen Kristiansen, and the incomparable Linda Fahle-Johansen, Department Head in Oslo. Their unwavering dedication, professional guidance, and heartfelt commitment to intergenerational well-being made this work possible and deeply meaningful. I hope that their support for this effort will prove beneficial for their organization. It has been a pleasure to work with them.

Cultural Note

In Norway, *kindergarten* is what the United States and the United Kingdom, among other countries, would refer to as *preschool*. Thus, respondents referring to kindergarten mean that the children are three to five years old. Additionally, the levels of school are different in Norway, and children in Upper Secondary schools are required to focus on specific subjects with an applied project. Livsglede for Eldre respondents fell under either VG1 - Health and Education or VG2 - Health Worker.

Some of the language has been adapted to reflect the current APA recommendations for style regarding groups of people. For example, in Norwegian, *the elderly* reflects no connotation of disregard or diminished social status. However, the author uses the term *older adults* as per recommendations in the APA Style Guide.

Method

Measurement

Survey

Survey design was conducted collaboratively by the lead author, Dr. Bradford Wiles, and several staff members at Livsglede for Eldre in Oslo, Norway. A significant period of refinement, including translating the survey to Norwegian, item refinement, and bug and pilot testing, occurred with their support. After securing approval from Kansas State University's Institutional Review Board, a 31-item Likert-type survey (e.g., scale points from 1 to 5) was disseminated through Livsglede for Eldre's official email list, and two reminder messages were issued to promote participation. Data collection occurred during the winter months of 2024-2025. Across the 31 total item-response questions, the average response count was 159. The response range varied from a low of 117 to a high of 172. These data demonstrate a high level of engagement among respondents across professional sectors. In addition to the 31 scale questions (one with a sub-question), a narrative response question: *Do you have any feedback for Livsglede for Eldre related to experiences from participating in intergenerational meetings?* was also included. Analyses of these data follow the quantitative results section.

Guided Interviews

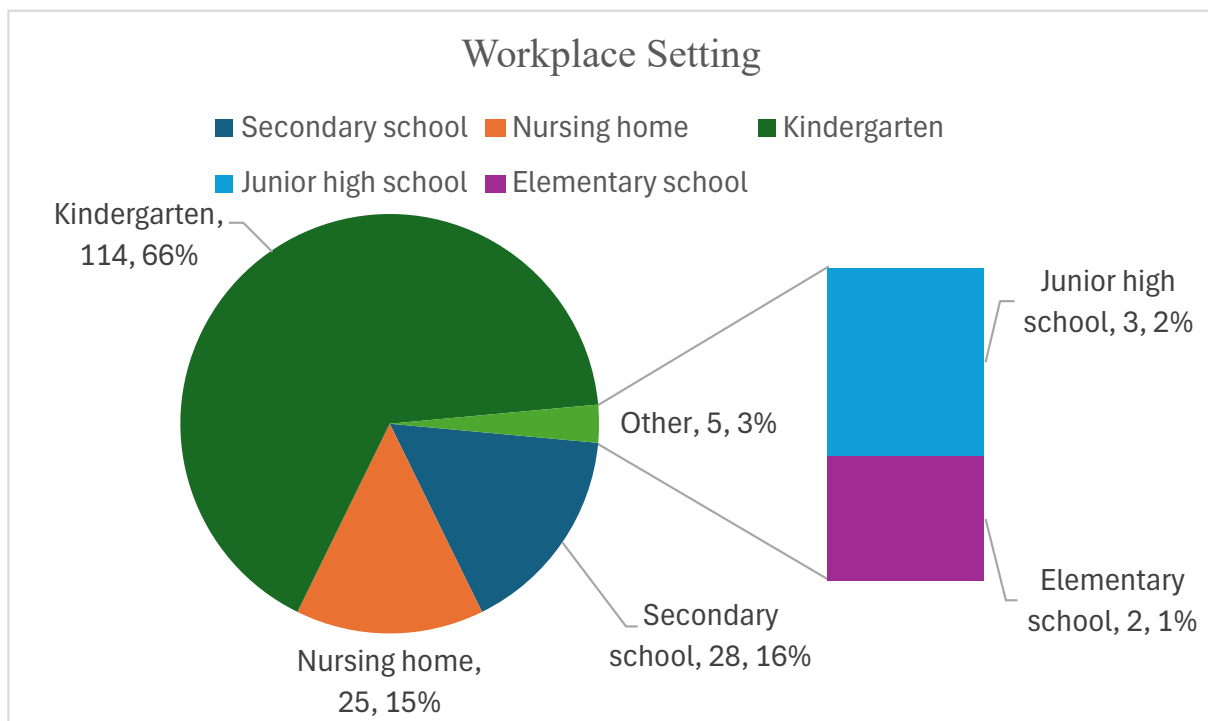
Additionally, four guided qualitative interviews were conducted face to face in April 2025 with key stakeholders in southern and southeastern Norway (i.e., two with administrators from nursing homes and two with directors of early childhood care and education centers). Interviews lasted between 38 and 65 minutes. Questions were asked in English and, to ensure nuanced answers, responses were provided in Norwegian. The researcher has limited proficiency in Norwegian but also used a translation application to make sure that he asked appropriate follow-up questions. On one occasion, the application was used to translate a question into Norwegian. Data were transcribed from Norwegian using Microsoft Word, then translated to English using Google Translate, and then cleaned up by a research associate for clarity and readability. The author coded these data using a constant comparative method and then conducted member checks to ensure that their thoughts were conveyed correctly.

Results

Context and Respondent Demographics

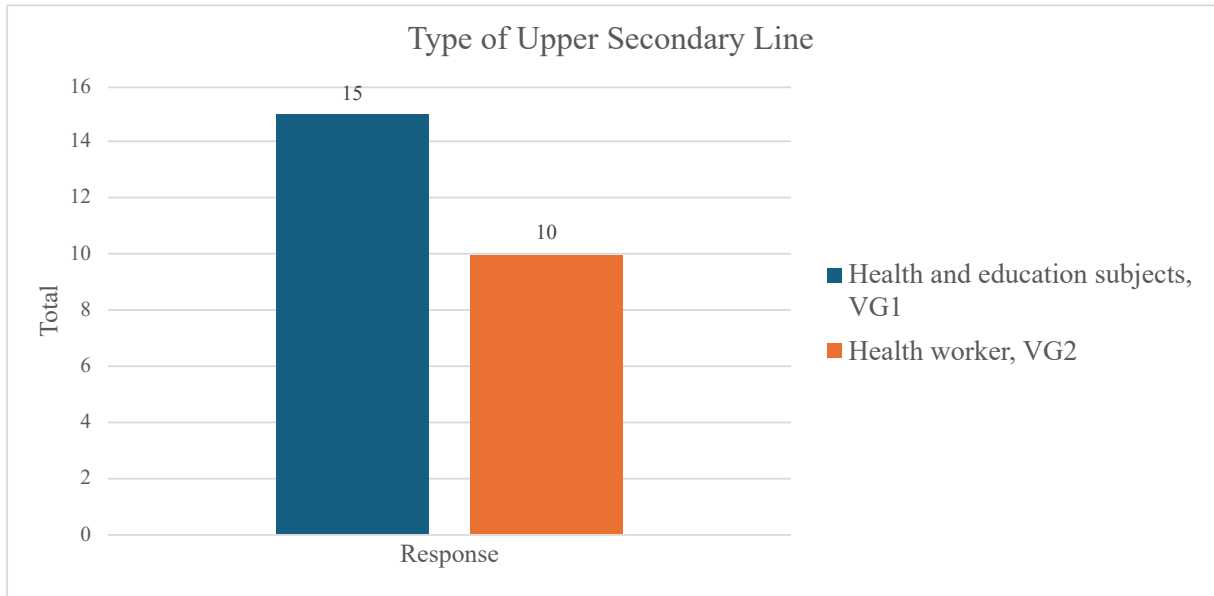
This section provides foundational insight into the professional and institutional contexts of the survey respondents. Understanding where participants work and the specific educational tracks they represent is critical for understanding the meaning of their responses. These data offer a snapshot of the organizational landscape in which Livsglede for Eldre is implemented, helping to frame the relevance, applicability, and diversity of perspectives that inform the evaluation. By situating information within respondents' professional settings, we can better assess the scope of intergenerational practice and the systemic conditions that may support or hinder its delivery.

Figure 1. Workplace Setting



The chart above displays the distribution of responses across five workplace categories. A total of 172 individuals responded to the question. The vast majority, 114 respondents (66.3%), work in kindergartens. This is followed by 28 respondents (16.3%) working in secondary schools and 25 respondents (14.5%) in nursing homes. Much smaller proportions reported working in junior high schools (3 respondents; 1.7%) and elementary schools (2 respondents; 1.2%). These data highlight that early childhood education settings dominate the respondent pool, with significantly fewer participants from primary or lower secondary education institutions.

Figure 2. Line in Upper Secondary School



This chart displays the responses regarding which educational track respondents work in within the upper secondary schools. Of the 25 individuals who responded, a majority, 15 respondents (60%), reported working in the Health and Education Subjects track (VG1), and 10 respondents indicated that they were in the Health Worker track (VG2). This reflects the small sample drawn from the Upper Secondary School population.

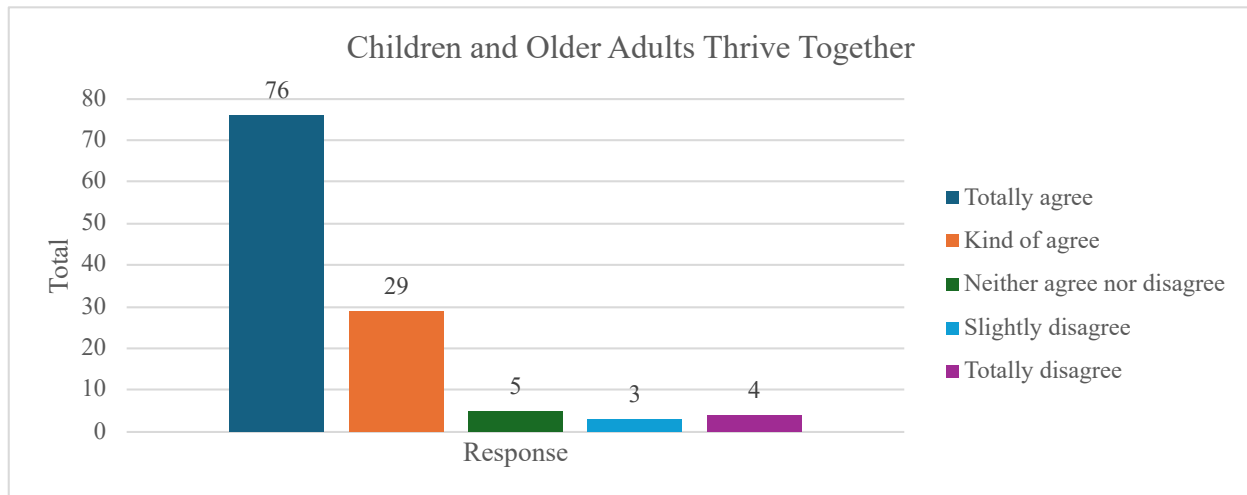
Summary

The data on respondent roles and institutional settings establish the context for interpreting the survey results. Most respondents are affiliated with kindergartens or health-related educational tracks, which informs both the implementation and interpretation of intergenerational engagement in Livsglede for Eldre.

Emotional and Social Outcomes

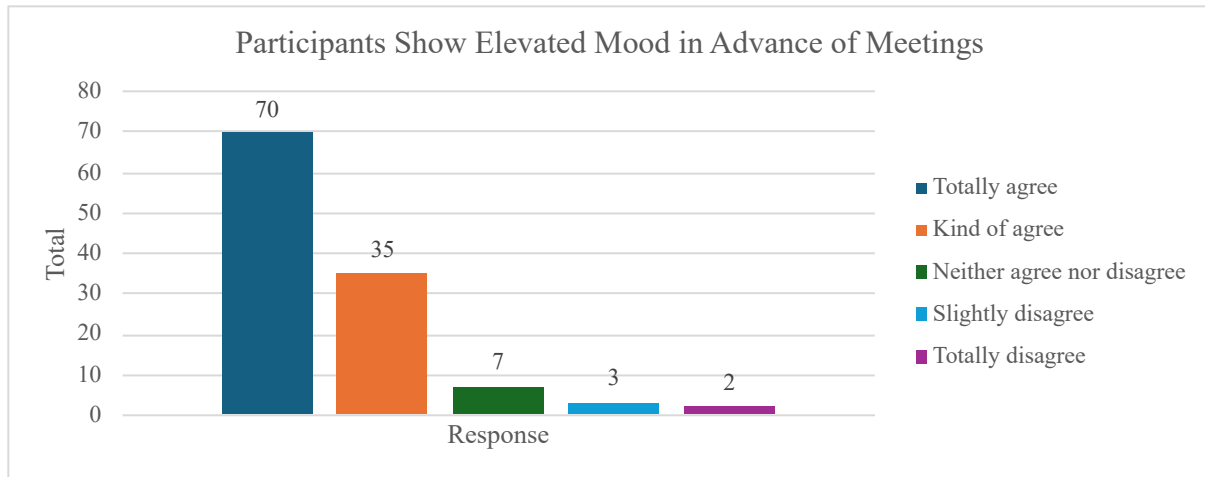
This section focuses on the emotional and psychosocial dimensions of participants' experiences during intergenerational meetings. Drawing on perceptions of anticipation, enjoyment, and joy, as well as behavioral observations before and after sessions, the charts in this section provide a holistic view of how the program affects both children and older adults. These outcomes are vital in understanding the human impact of the program, how it fosters well-being, supports positive mood changes, and cultivates anticipation for meaningful social engagement. Together, these indicators speak to the core objective of Livsglede for Eldre: enhancing quality of life across generations.

Figure 3. Perceptions of Participants Thriving During Meetings



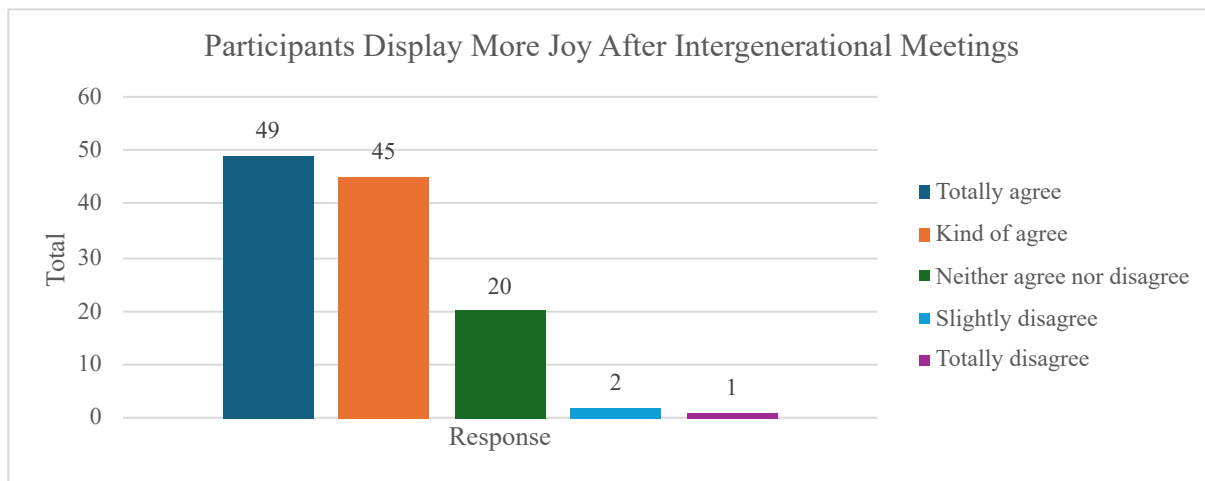
This chart displays how strongly respondents believe that children/young people and older adults thrive together during the intergenerational meetings. Of the 117 participants, 76 respondents (65.0%) selected *Totally agree*, and 29 (24.8%) selected *Kind of agree*. Five respondents (4.3%) selected *Neither agree nor disagree*, three respondents (2.6%) selected *Slightly disagree*, and four respondents (3.4%) selected *Totally disagree*. These data indicate that most participants perceive intergenerational meetings as a mutually beneficial and thriving experience for all involved.

Figure 4. Perceptions of Participant Mood in Anticipation of Sessions



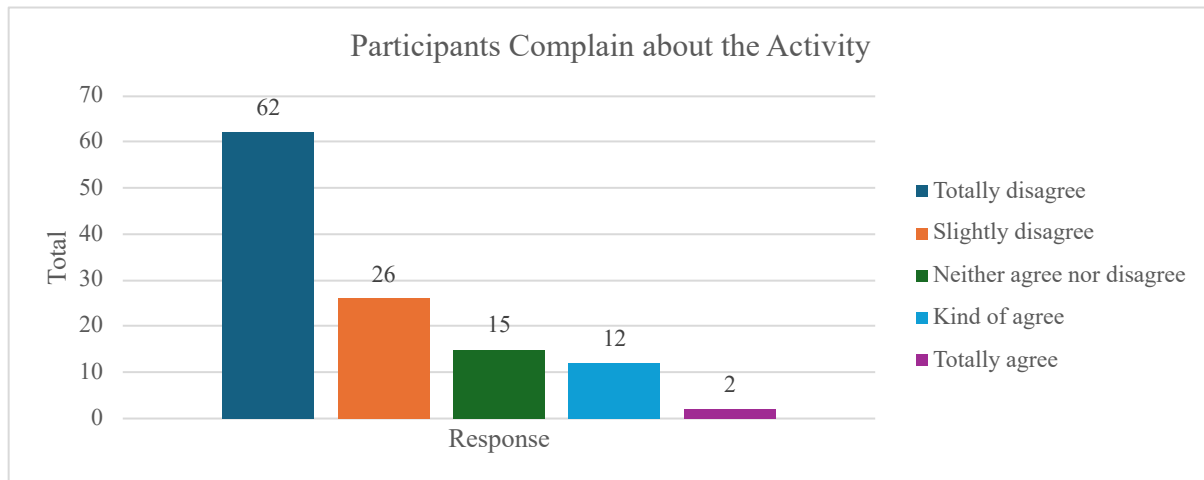
This figure presents respondents' perceptions of participants' emotional responses prior to the intergenerational meetings. Of the 117 individuals surveyed, 70 (59.8%) stated that they totally agree with the statement that they feel elevated moods in anticipation of meetings, while 35 respondents (29.9%) selected kind of agree. A smaller portion of the sample was neutral (7; 6.0%) or expressed disagreement: 3 (2.6%) slightly disagree and 2 (1.7%) totally disagree. These data suggest that the intergenerational meetings are positively anticipated by most participants, indicating a substantial emotional response to the upcoming experience.

Figure 5. Perceptions of Participant Joy After Meetings



This figure displays how strongly respondents believe that participants exhibit more joy after intergenerational meetings than before. Among the 117 individuals surveyed, 49 (41.9%) selected *Totally agree* and 45 (38.5%) selected *Kind of agree*. Twenty respondents (17.1%) selected *Neither agree nor disagree*, while 2 (1.7%) selected *Slightly disagree* and one respondent (0.9%) selected *Totally disagree*. These data suggest a prevailing perception that the meetings foster positive emotional outcomes for participants.

Figure 6. Participants Complain about the Activity



This chart displays how strongly respondents agree or disagree that participants complain about the intergenerational activity. The majority *Totally disagree* (62 respondents, 46.6%), indicating that complaints are rare. An additional 26 respondents (19.5%) *Slightly disagree*, while 15 (11.3%) selected *Neither agree nor disagree*. Smaller groups expressed mild or strong agreement: 12 respondents (9.0%) *Kind of agree* and two respondents (1.5%) *Totally agree*. These results suggest that participant complaints are uncommon, with the overwhelming majority of respondents reporting either no or minimal dissatisfaction.

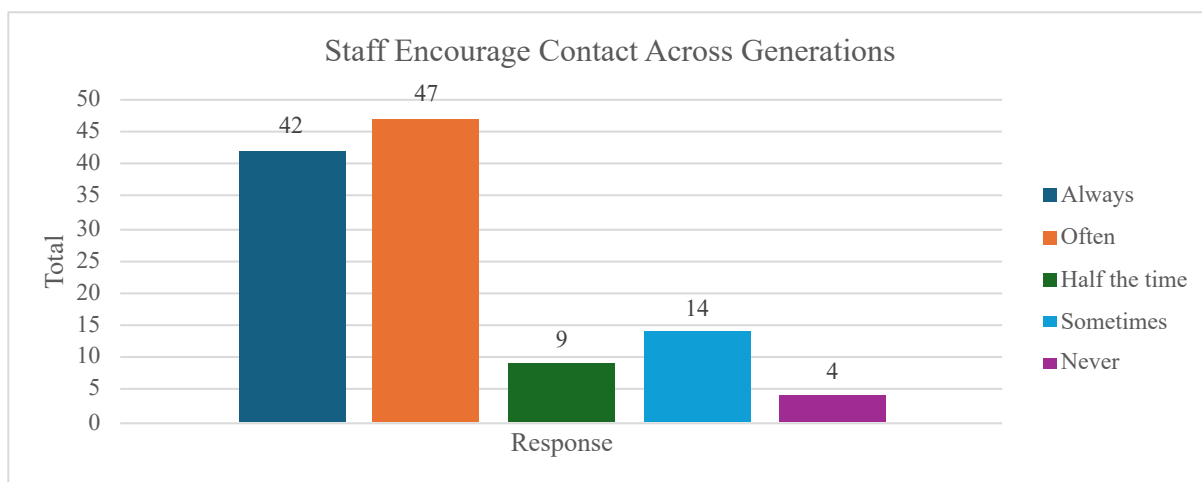
Summary

The data from this section consistently illustrate that intergenerational meetings are perceived as emotionally enriching and socially beneficial experiences. Participants were reported to exhibit elevated moods prior to them and feel joy and satisfaction during and after the meetings. These responses were complemented by observations of positive behaviors in the days following the meetings, suggesting the program's benefits extend beyond the immediate experience. The consistently low rates of reported boredom or complaints reinforce the overall positive sentiment, while the few negative responses suggest isolated experiences rather than systemic issues. This indicates that the program is broadly successful in generating sustained emotional and social engagement among participants.

Intergenerational Relationships and Dynamics

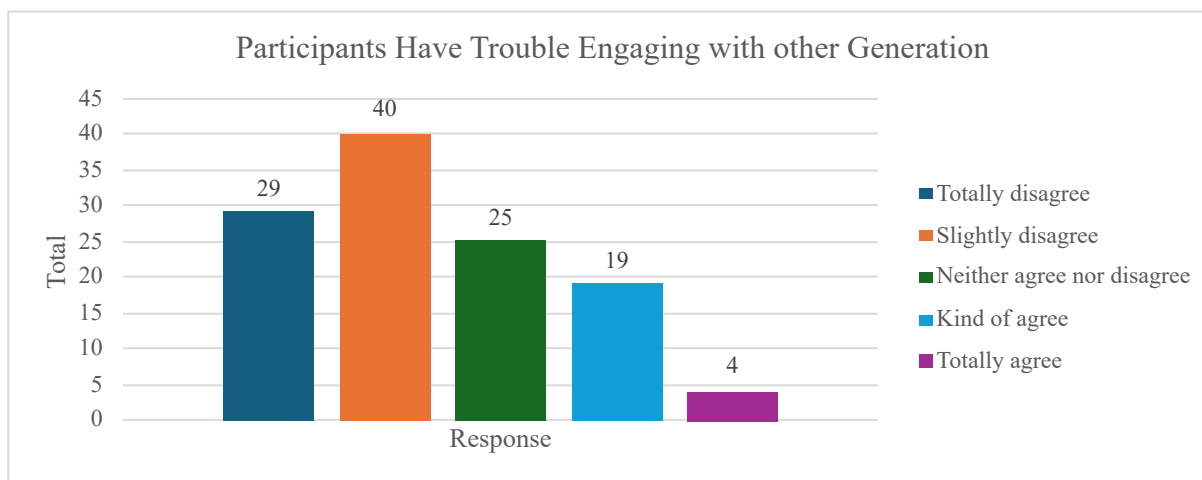
This section explores the extent and nature of interaction between children and older adults within the sessions. It includes data on how often participants are encouraged to engage with one another, how frequently they do so in pairs or small groups, and whether the balance in numbers between generations supports equitable interaction. Additionally, this section captures perceptions of disengagement, boredom, and chaos, helping to uncover both the strengths and challenges in fostering genuine cross-generational connection. By examining these dynamics, we can better understand how intentional design and facilitation contribute to, or detract from, deep and reciprocal relationships between generations.

Figure 7. Encouragement of Contact



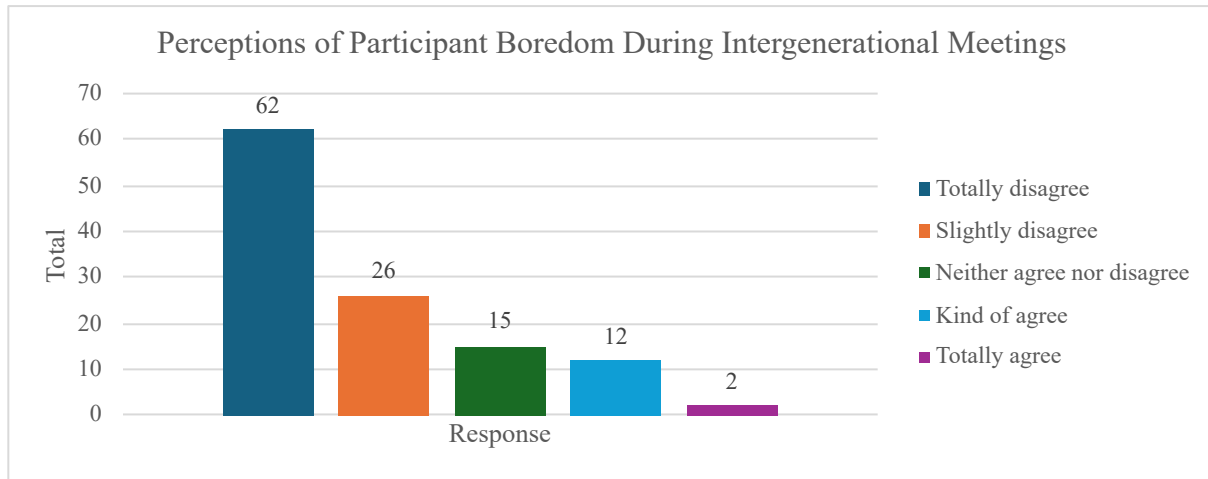
The chart above displays the frequency with which participants across generations are encouraged to have contact with one another during the program. Among the 112 respondents, 47 (42.0%) indicated that contact is encouraged *Often*, while 42 (37.5%) reported that it occurs *Always*. Smaller proportions reported that it occurs *Half the time* (14 respondents; 12.5%) or *Sometimes* (9 respondents; 8.0%). These data suggest that frequent intergenerational interaction is a central emphasis of the program.

Figure 8. Perceptions of Participant Difficulty Engaging with the Other Generation



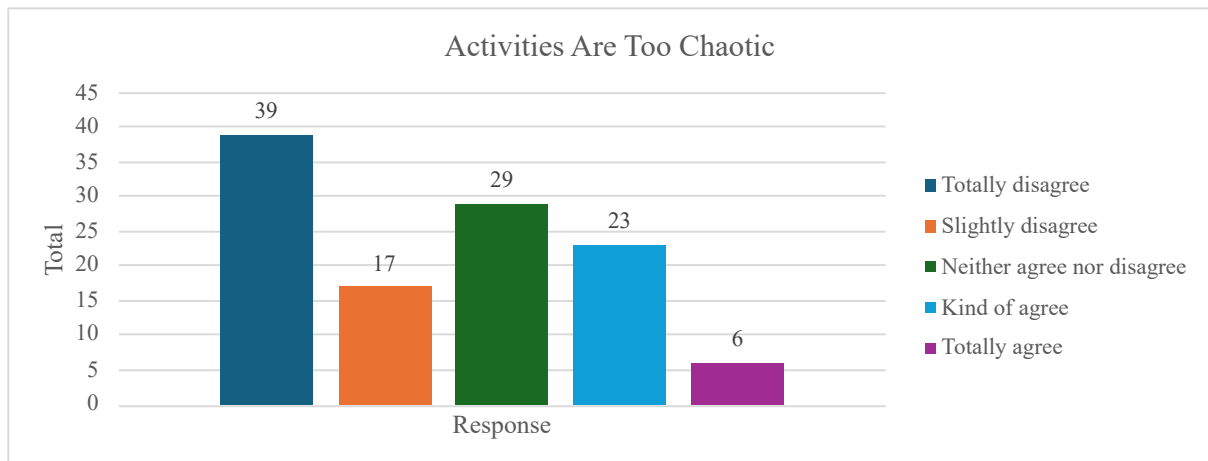
The chart above displays the extent to which respondents perceive that participants interact little with each other during intergenerational meetings. Among the 117 individuals surveyed, 40 (34.2%) selected *Slightly disagree* and 29 (24.8%) selected *Totally disagree*. Twenty-five respondents (21.4%) selected *Neither agree nor disagree*, 19 (16.2%) selected *Kind of agree*, and 4 (3.4%) selected *Totally agree*. These data indicate that although a minority perceive limited interaction, the majority do not view this as a concern.

Figure 9. Perceptions of Participant Boredom During Meetings



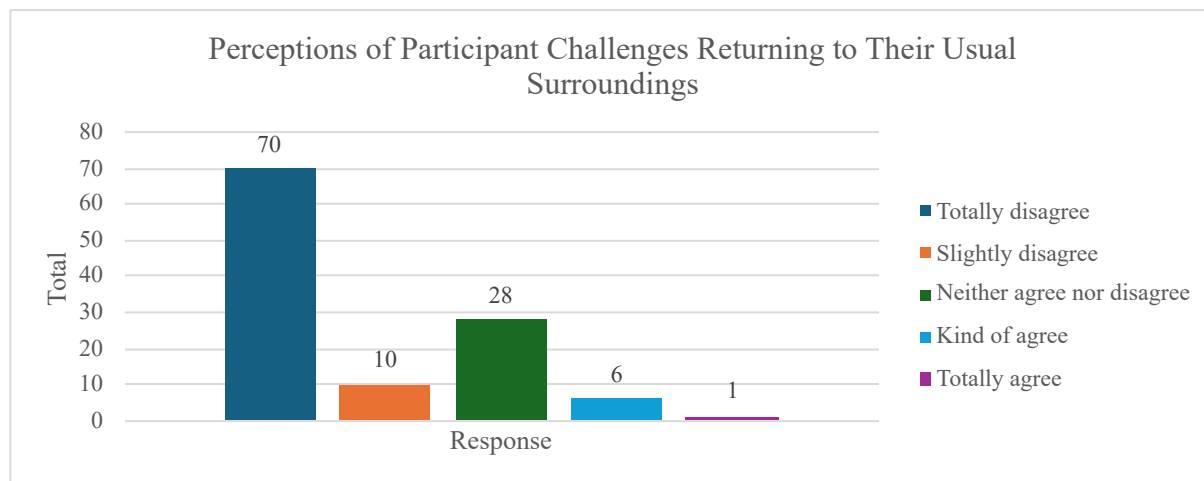
This chart displays respondents' perceptions of whether participants are bored during the meetings. Among the 117 responses, 62 (53.0%) selected *Totally disagree* and 26 (22.2%) selected *Slightly disagree*. Fifteen respondents (12.8%) selected *Neither agree nor disagree*, 12 (10.3%) selected *Kind of agree*, and 2 (1.7%) selected *Totally agree*. These data suggest that boredom is not generally seen as a concern within intergenerational meeting contexts.

Figure 10. Perceptions of Degree of Chaos During Activities



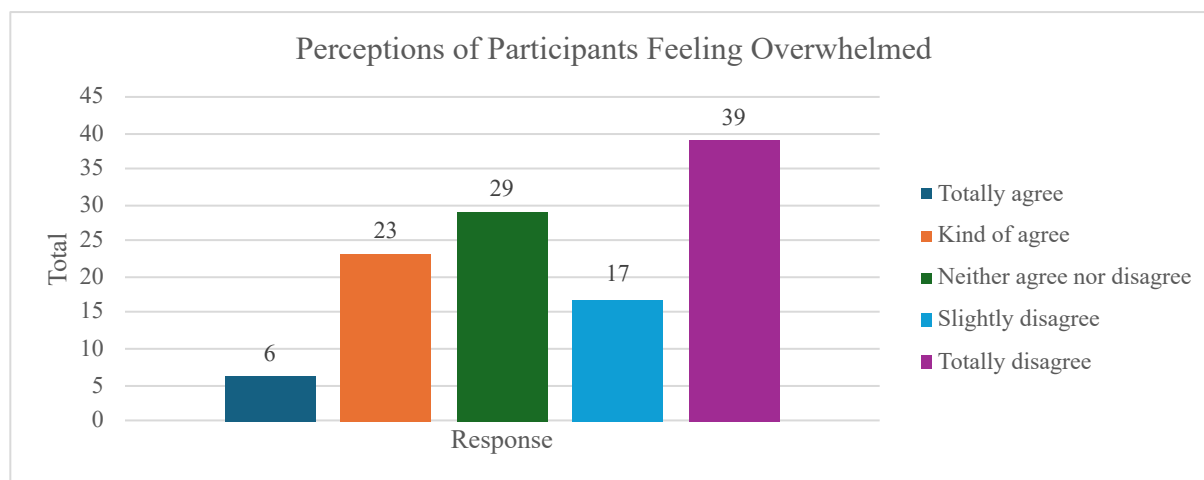
This figure summarizes participants' perceptions of whether the activities are overwhelming or disorderly. Among the 114 responses, 6 (5.3%) selected *Totally agree* and 23 (20.2%) selected *Kind of agree*. A larger segment, 29 (25.4%), selected *Neither agree nor disagree*. However, the majority leaned toward disagreement: 17 (14.9%) selected *Slightly disagree* and 39 (34.2%) selected *Totally disagree*. These findings suggest that while a minority perceives the sessions as chaotic, most respondents do not share this concern.

Figure 11. Perceptions of Challenges Returning to Usual Surroundings after Meetings



This chart displays how strongly respondents agree or disagree that participants experienced noticeable difficulty returning to their usual settings after intergenerational meetings. A majority, 70 respondents (52.6%), selected *Totally disagree*, with an additional 10 respondents (7.5%) selecting *Slightly disagree*. Twenty-eight respondents (21.1%) selected *Neither agree nor disagree*, while 6 (4.5%) selected *Kind of agree*, and 1 (0.8%) selected *Totally agree*. These results suggest that most participants are perceived to transition smoothly back to their regular environments, with very few instances of observed difficulty.

Figure 12. Perceptions of Participants' Feeling Overwhelmed after Meetings



This chart displays how strongly respondents believe that participants feel overwhelmed after the meetings. Of the 114 respondents, 39 (34.2%) selected *Totally disagree* and 17 (14.9%) selected *Slightly disagree*. Twenty-nine respondents (25.4%) selected *Neither agree nor disagree*,

while 23 (20.2%) selected *Kind of agree*, and 6 (5.3%) selected *Totally agree*. These data indicate that while most do not perceive participants as overwhelmed, a noteworthy minority express concern or uncertainty.

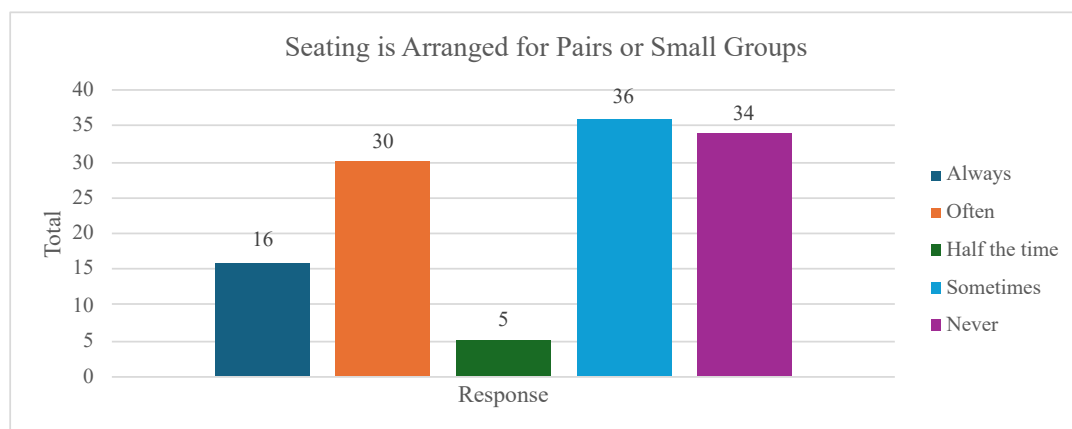
Summary

This section reflects moderate to high levels of intentional contact and structured interaction between generations, though variation exists across responses. Respondents reported that while activities were often arranged in pairs or small groups and intergenerational contact was regularly encouraged, these practices were not consistent. Although most respondents disagreed with statements suggesting difficulty engaging, boredom, or feelings of chaos, a noteworthy minority reported mixed experiences. This suggests the presence of implementation gaps, potentially linked to site-specific logistics, staffing levels, or experience with the Livsglede for Eldre resources to support intergenerational meetings. The program appears to foster meaningful intergenerational relationships in many settings, but strengthening consistency in these practices will be essential for ensuring equitable impact.

Facilitation and Environment

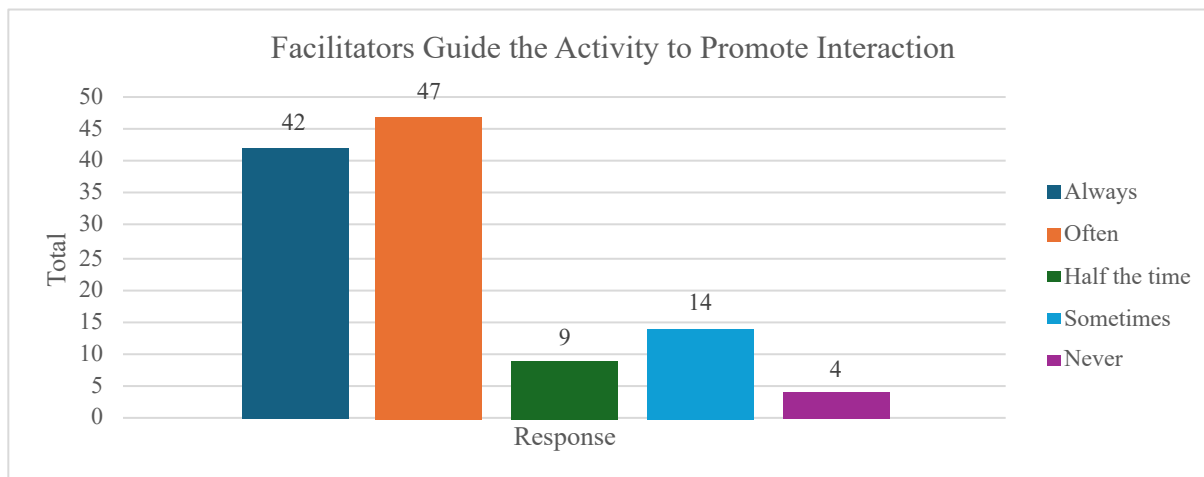
This section presents findings related to how staff facilitate the sessions and how the environment is adapted to support the intergenerational experience. It includes perceptions of staff responsiveness, movement throughout the activity space, and their ability to guide interactions without over-directing. It also considers whether the physical space is arranged to encourage interaction and whether staff reflect on the effectiveness of each meeting. Together, these elements illustrate the quality of facilitation and environmental design, both of which are instrumental in promoting safety, autonomy, and meaningful engagement for all participants.

Figure 13. Seating Arranged for Pairs or Small Groups



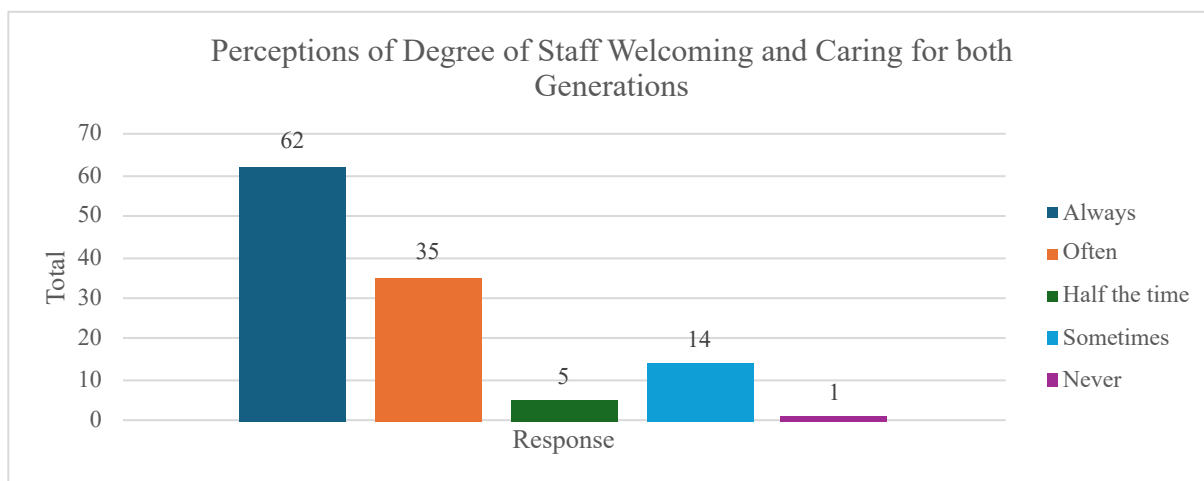
This chart displays how often seating is arranged to support interaction in pairs or small groups. The most common response was *Sometimes* with 36 respondents (27.1%), closely followed by *Never* with 34 respondents (25.6%). Fewer participants reported that seating was *Often* arranged this way (30 respondents, 22.6%), *Always* (16 respondents, 12.0%), or *Half the time* (five respondents, 3.8%). These results suggest that intentional seating arrangements to promote small group interaction are inconsistently applied, with a significant portion of respondents reporting rare or no use of this strategy.

Figure 14. Facilitators Guiding the Activity to Promote Interaction



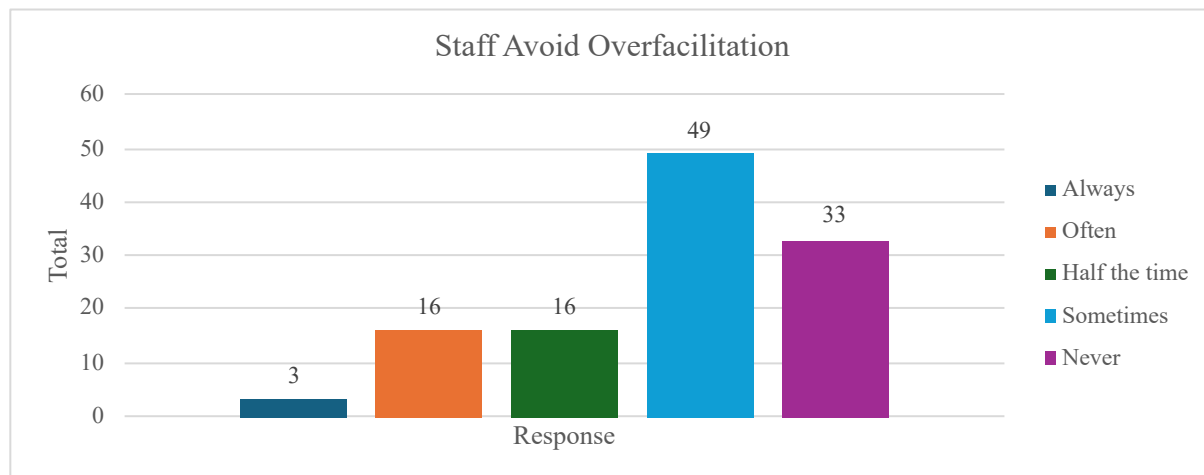
This chart displays how frequently facilitators guide activities in ways that promote interaction between participants. Nearly half of the respondents selected *Often* (47 respondents, 35.3%), followed closely by *Always* (42 respondents, 31.6%). Fewer respondents reported this occurred *Sometimes* (14 respondents, 10.5%), *Half the time* (nine respondents, 6.8%), or *Never* (four respondents, 3.0%). These results indicate that facilitation to encourage interaction is a strong feature of the program, with the vast majority of respondents affirming that it happens regularly.

Figure 15. Staff Are Welcoming and Care for both Generations



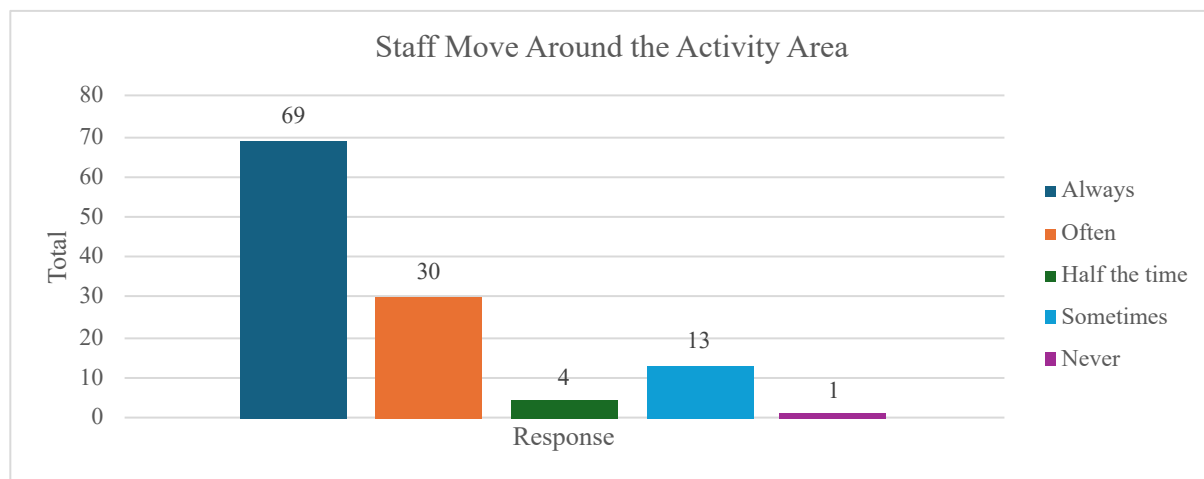
The chart above displays how frequently staff are perceived as welcoming and attentive to both generations involved in the activities. Among 117 respondents, 62 (53.0%) selected *Always*, and 35 (29.9%) chose *Often*. Fourteen respondents (12.0%) selected *Sometimes*, five respondents (4.3%) selected *Half the time*, and one respondent (0.9%) selected *Never*. These data suggest that staff are largely recognized for creating a warm, inclusive atmosphere that supports intergenerational care.

Figure 16. Staff Avoiding Too Much Facilitation



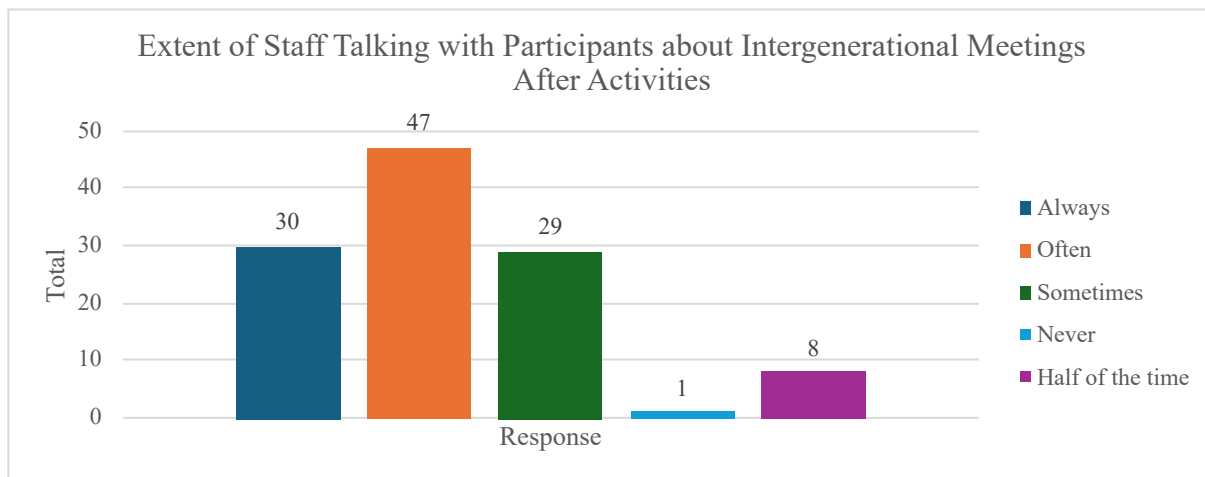
The chart above displays the degree to which employees intentionally avoid becoming too involved during the activity. Among the 81 respondents, 49 (60.5%) indicated that employees *Always* refrain from over-involvement. An equal number, 16 respondents (19.8%), reported that this happens either *Often* or *Half the time*. These data suggest that staff commonly adopt a facilitative role that prioritizes participant autonomy within intergenerational activities.

Figure 17. Staff Move Around the Activity Area



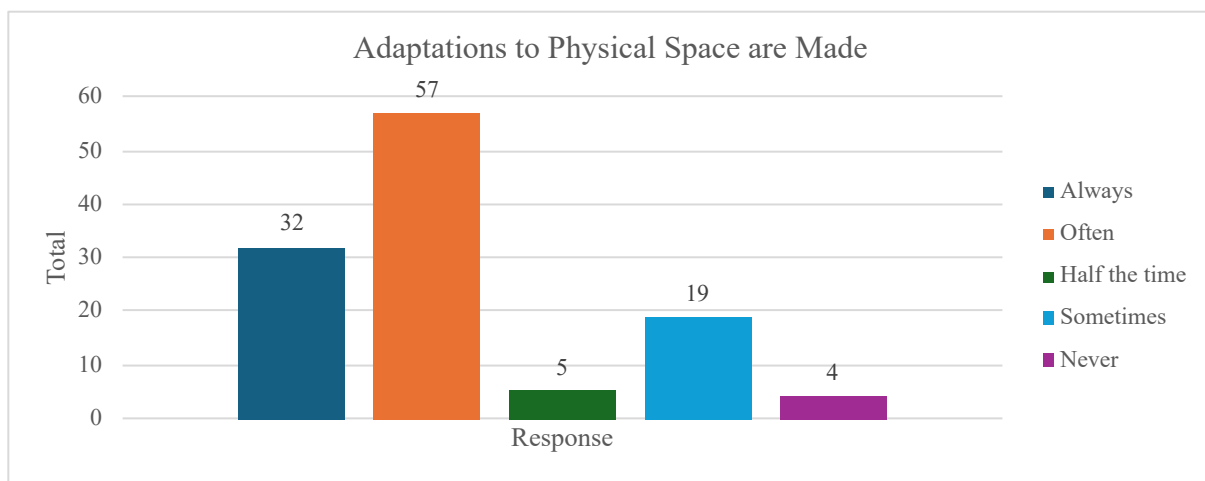
This chart displays how often staff move around the activity area during intergenerational meetings. The most frequent response was *Always*, with 69 respondents (51.9%), followed by *Often* with 30 respondents (22.6%). Fewer indicated this occurred *Sometimes* (13 respondents, 9.8%), *Half the time* (four respondents, 3.0%), or *Never* (one respondent, 0.8%). These results indicate that staff mobility is a well-established practice, with most participants observing consistent physical presence and engagement throughout the activity space.

Figure 18. Extent of Staff Reflecting on Activities after Intergenerational Meetings



This chart presents how frequently participants discuss intergenerational meetings between scheduled sessions. Of the 115 responses, 30 participants (26.1%) selected *Always*, while 47 (40.9%) selected *Often*. Another 29 (25.2%) selected *Sometimes*, 8 (7.0%) selected *Half the time*, and one respondent (0.9%) selected *Never*. These findings suggest that the meetings stimulate ongoing conversation among a substantial majority of participants, reinforcing the continuity and relevance of the program between visits.

Figure 19. Adaptations to Physical Space



This chart displays how frequently the room for the intergenerational meeting is adapted in advance to suit both the activity and the participants. A total of 138 individuals responded to the question. A majority of 87 respondents (63.0%) indicated that such adaptations are *Always* made. This is followed by 32 respondents (23.2%) who selected *Often* and 19 respondents (13.8%) who selected *Half the time*. These data indicate a strong focus on intentional preparation of the physical space to facilitate meaningful interaction between generations.

Summary

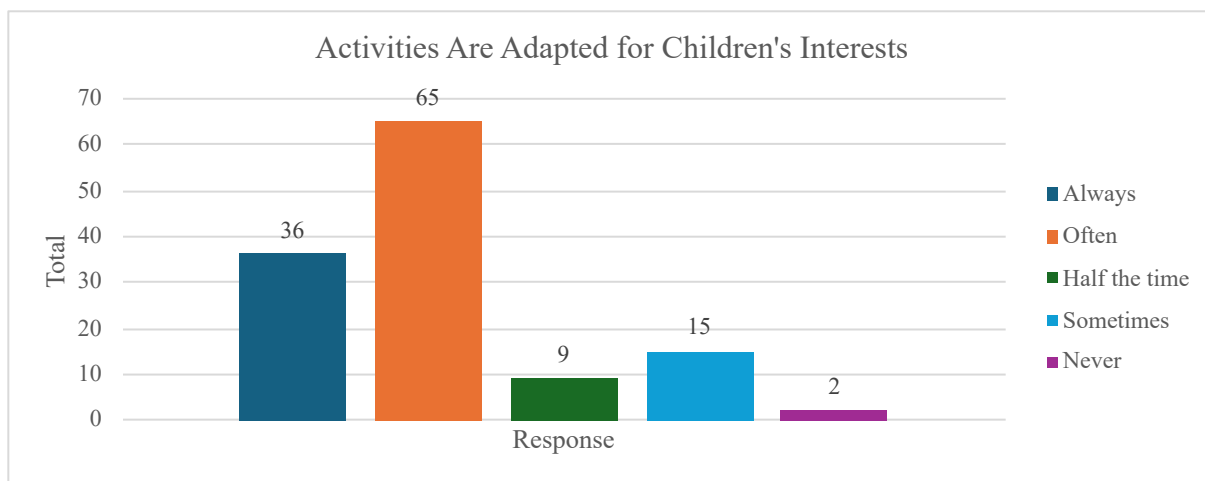
Findings in this section suggest a strong presence of responsive and welcoming staff who actively work to support both generations throughout the sessions. Staff are primarily perceived

as avoiding over-facilitation, moving through the space effectively, and responding to participant needs, thus enabling autonomy and relationship development. The physical space is frequently adapted to promote positive interactions, and facilitators commonly discuss and reflect on activities. Nonetheless, inconsistency in practices such as seating arrangements and structured group formations was evident. This implies a need for further training or guidance to support standardized facilitation strategies across different program sites. Overall, staff roles remain essential in shaping the success of the meetings, especially through creating emotionally and socially engaging spaces.

Planning and Coordination

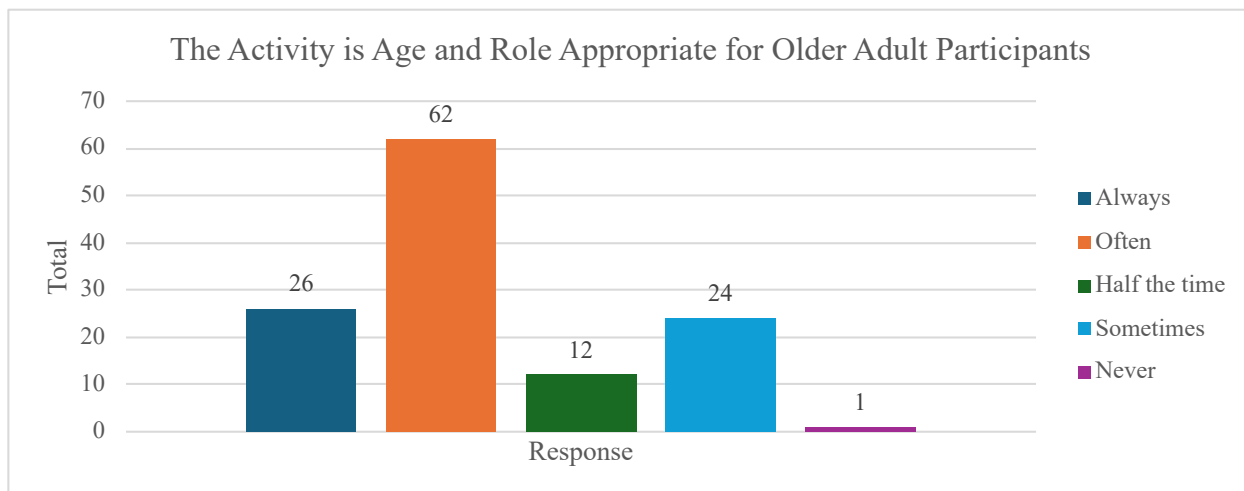
This section delves into the degree to which intergenerational activities are designed collaboratively and responsively. It explores how often facilitators coordinate with partners, involve themselves in planning, and tailor content to the specific interests of both children and older adults. Attention is also given to how frequently facilitators initiate conversations with participants to align session content with their lived experiences. These findings reveal the depth of intentionality embedded in the planning process and the program's potential for participant-centered practice. A strong planning and coordination process is critical to sustaining engagement and achieving desired outcomes.

Figure 20. Activities Adapted for Children's Interests



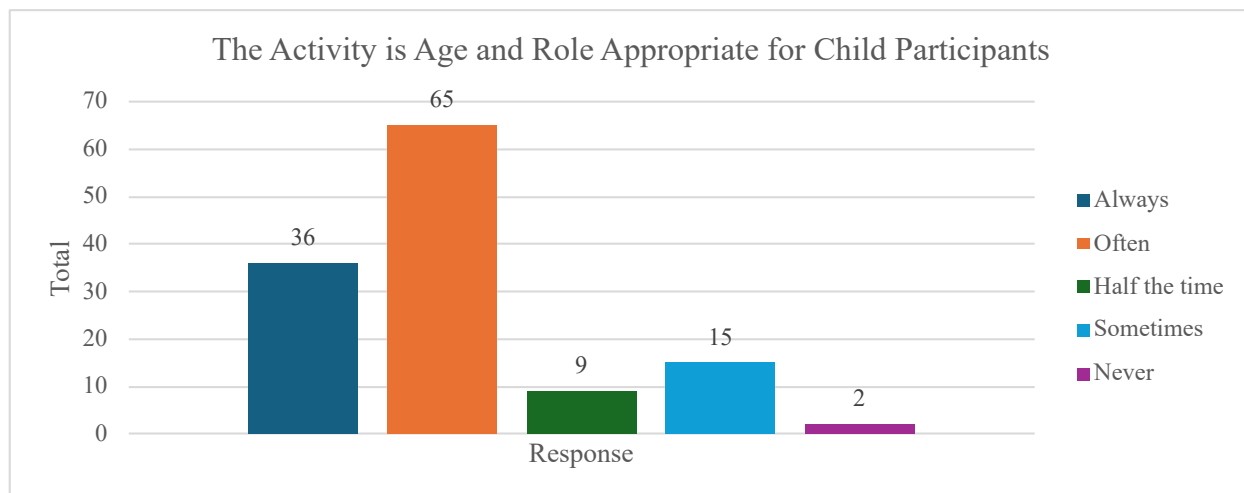
This chart displays the extent to which respondents believe the activities are adapted to the children's interests. Of the 127 individuals surveyed, 65 (51.2%) reported that activities are *often* tailored to children's preferences, while 36 (28.3%) indicated *always*. Fewer respondents selected *Sometimes* (15; 11.8%), *Half the time* (9; 7.1%), or *Never* (2; 1.6%). These data suggest that activity planning frequently centers around the interests of children, though not universally.

Figure 21. Activity Appropriateness for Older Adults



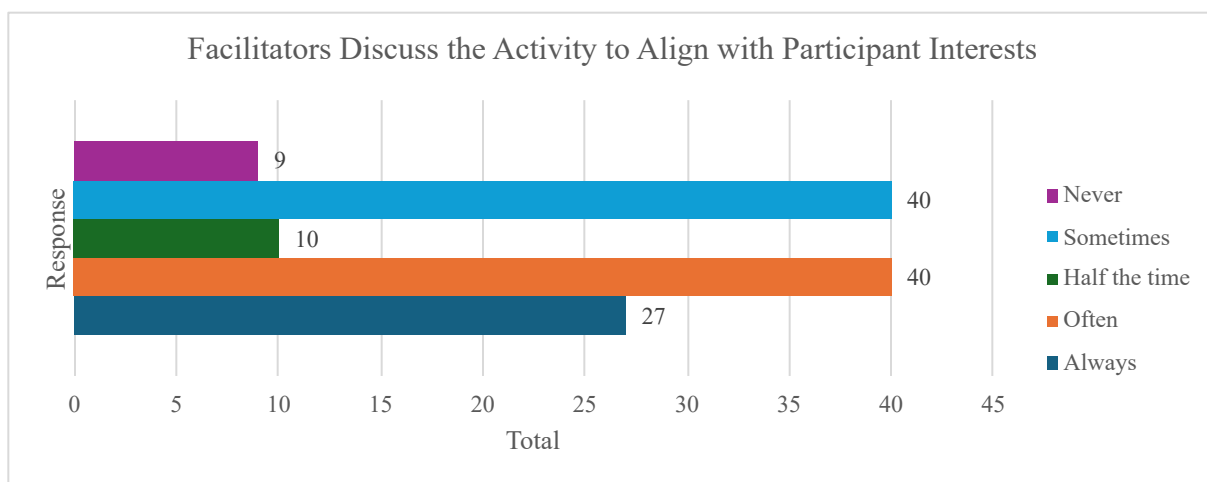
This chart displays responses regarding whether the activity is age and role appropriate for child participants. Of the total respondents, 65 (47.4%) selected *Often*, followed by 26 (26.3%) who selected *Always*. Additionally, 15 (10.9%) responded *Sometimes*, nine (6.6%) selected *Half the time*, and two (1.5%) chose *Never*. These results indicate that a strong majority perceive the activities as generally appropriate, though there remains a minority for whom age and role fit are concerns.

Figure 22. Activity Appropriateness for Children



This chart displays responses regarding whether the activity is age and role appropriate for child participants. Of the total respondents, 65 (47.4%) selected *Often*, followed by 36 (26.3%) who selected *Always*. Additionally, 15 (10.9%) responded *Sometimes*, nine (6.6%) selected *Half the time*, and two (1.5%) chose *Never*. These results indicate that a strong majority perceive the activities as generally appropriate, though there remains a minority for whom age and role fit is a concern.

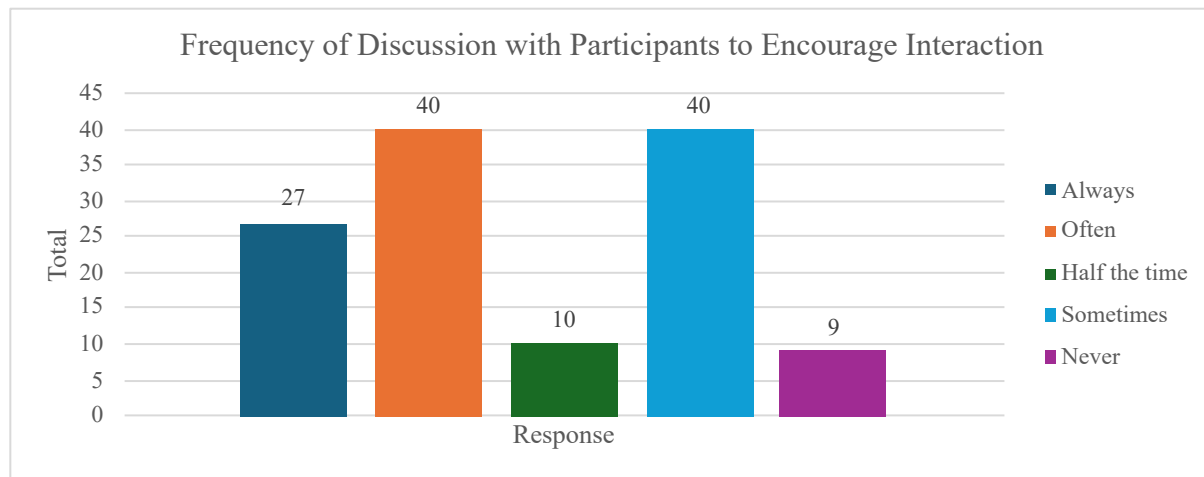
Figure 23. Facilitators Discuss the Activity in Advance to Align with Participant Interests



This chart displays how frequently facilitators discuss the activity to align with participant interests. 40 respondents (30.1%) selected *Often*, and another 40 (30.1%) selected *Sometimes*, indicating an even distribution of moderate-to-frequent engagement. 27 respondents (20.3%) reported *Always* aligning activities with interests, while ten (7.5%) selected *Half the*

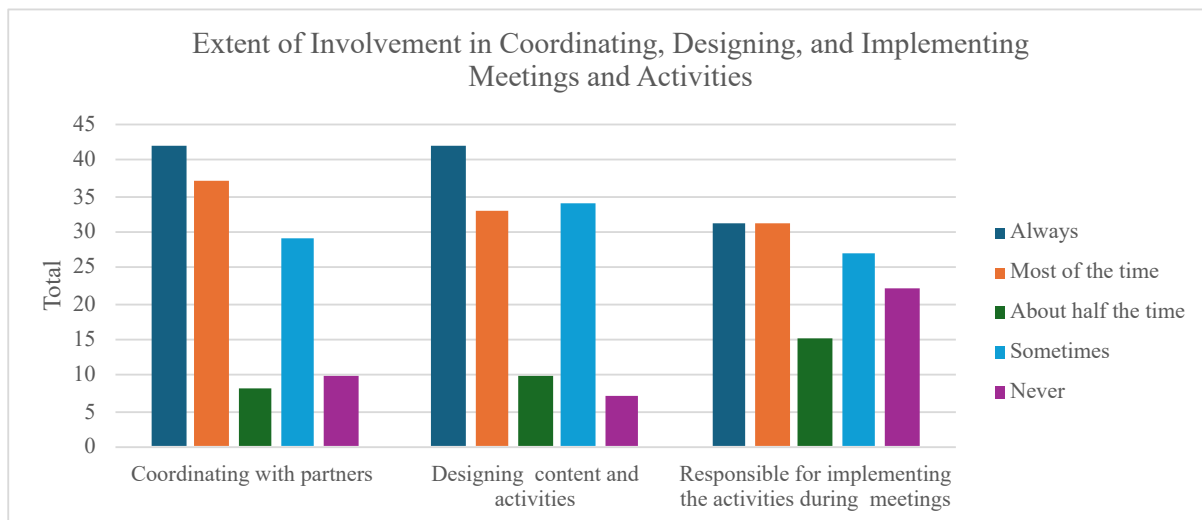
time, and nine (6.8%) chose *Never*. These results suggest that while interest alignment is a common consideration, it is not yet universally embedded in facilitation practices, and there is room for improvement in making this a consistent priority.

Figure 24. Frequency of Discussions with Participants to Encourage Interaction



This chart displays how often respondents discuss activities in relation to participants' interests or experiences to promote intergenerational interaction. Among 126 respondents, 40 (31.7%) selected *Often*, and another 40 (31.7%) selected *Sometimes*. 27 respondents (21.4%) selected *Always*, ten respondents (7.9%) selected *Half the time*, and 9 (7.1%) selected *Never*. These data suggest that this practice is moderately integrated, with a tendency toward regular but not universal discussion of participant-centered planning.

Figure 25. Staff Involvement in Designing Content and Activities



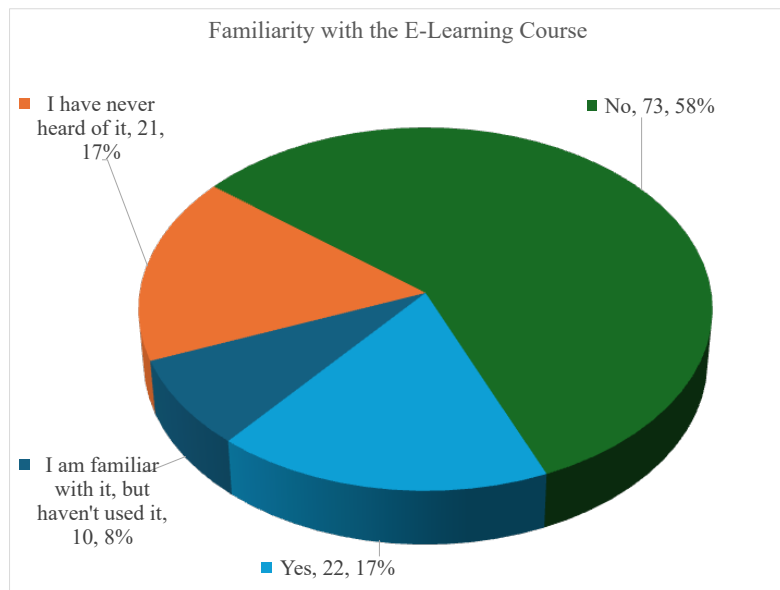
This chart begins with how often respondents coordinate with partners to schedule activities. Of the 126 respondents, 42 (33.3%) selected *Always*, and 37 (29.4%) selected *Most of the time*. A smaller share indicated *Sometimes* (29 respondents; 23.0%), *About half the time* (8 respondents; 6.3%), or *Never* (10 respondents; 7.9%). These data suggest that the majority are regularly engaged in coordination activities.

The chart then shows the extent to which respondents are involved in designing session content and activities. Among 126 responses, 42 (33.3%) selected *Always*, 34 (27.0%) selected *Sometimes*, and 33 (26.2%) selected *Most of the time*. Smaller shares selected *About half the time* (10 respondents; 7.9%) or *Never* (7 respondents; 5.6%). These data reflect a generally high level of engagement in planning among respondents, though with some variation.

Finally, the chart displays how often respondents are responsible for implementing the activities. Among 126 individuals, 31 (24.6%) selected *Always*, and another 31 (24.6%) selected *Most of the time*. Meanwhile, 27 respondents (21.4%) selected *Sometimes*, 15 (11.9%) selected *About half the time*, and 22 (17.5%) selected *Never*. These data indicate a relatively high degree of direct involvement in session delivery, though nearly one in five do not take part in implementation.

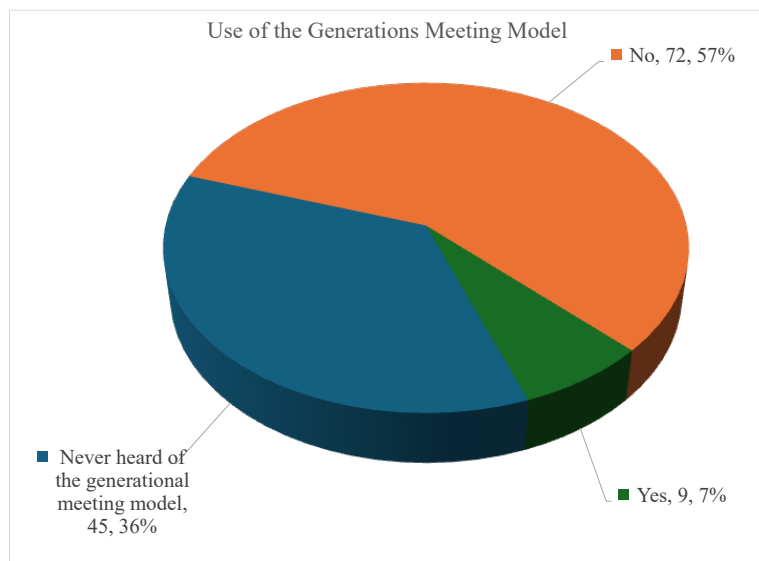
In totality, the chart displays the extent to which respondents are involved in various aspects of intergenerational meeting planning and delivery. A plurality reported that they *Always* coordinate with partners (42 responses, 31.6%) and design content and activities (42 responses, 31.6%), while *Most of the time* was also a frequent response for coordinating (37 responses, 27.8%). In contrast, responsibility for implementing the activities during meetings was more evenly distributed, with 33 (24.8%) selecting *Always* and another 33 (24.8%) selecting *Most of the time*. Across all three domains, smaller groups indicated lower levels of involvement: *About half the time* (8-11 responses per domain, 6.0%-8.3%), *Sometimes* (28-34 responses, 21.1%-25.6%), and *Never* (7-22 responses, 5.3%-6.5%). These data suggest that while many participants are highly engaged in planning and delivery, a substantial portion are only intermittently involved, particularly in implementation.

Figure 26. Familiarity and Use of E-Learning Course



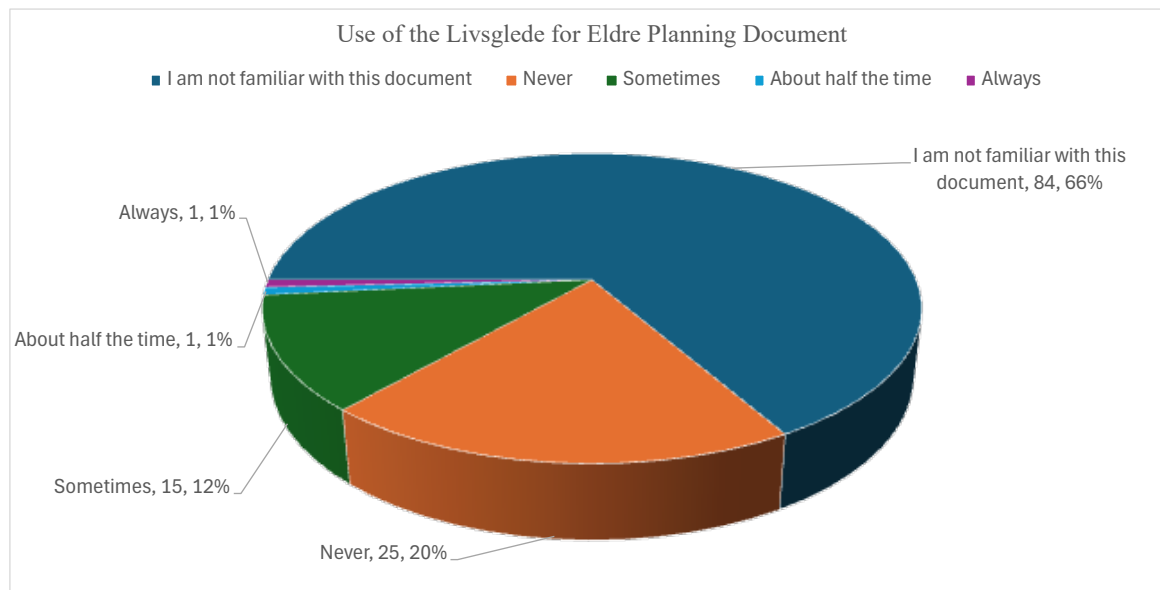
This chart displays responses to whether individuals have used the e-learning course *How to facilitate good generational meetings*. Out of 126 respondents, 73 (57.9%) reported that they *have not used the course*, and 22 (17.5%) indicated they *have used the course*. Additionally, 21 respondents (16.7%) stated they *have never heard of the course*, while 10 (7.9%) are *Familiar with it but have not used it*. These data suggest that awareness and utilization of the course remain limited, despite moderate exposure.

Figure 27. Use of the Generations Meeting Model



This chart displays whether respondents have used the *Generation Meeting Model* when planning session activities. Among 126 respondents, 72 (57.1%) reported that they *Have not used the model*, and 45 (35.7%) indicated they *Have never heard of it*. Only nine individuals (7.1%) reported they *Have used it in planning*. These data highlight a significant opportunity to raise awareness and encourage the use of this framework.

Figure 28. Use of the Planning Document



This chart displays the extent to which respondents use the Livsglede for Eldre planning document before their intergenerational meetings. Of the 126 responses, a large majority, 84 individuals (66.7%), reported they are *Not familiar with the document*. 25 respondents (19.8%) indicated they *Never use it*, and 15 (11.9%) reported using it *Sometimes*. One respondent each (0.8%) reported using the document *About half the time* or *Always*. These data highlight a widespread lack of awareness and usage of the planning document.

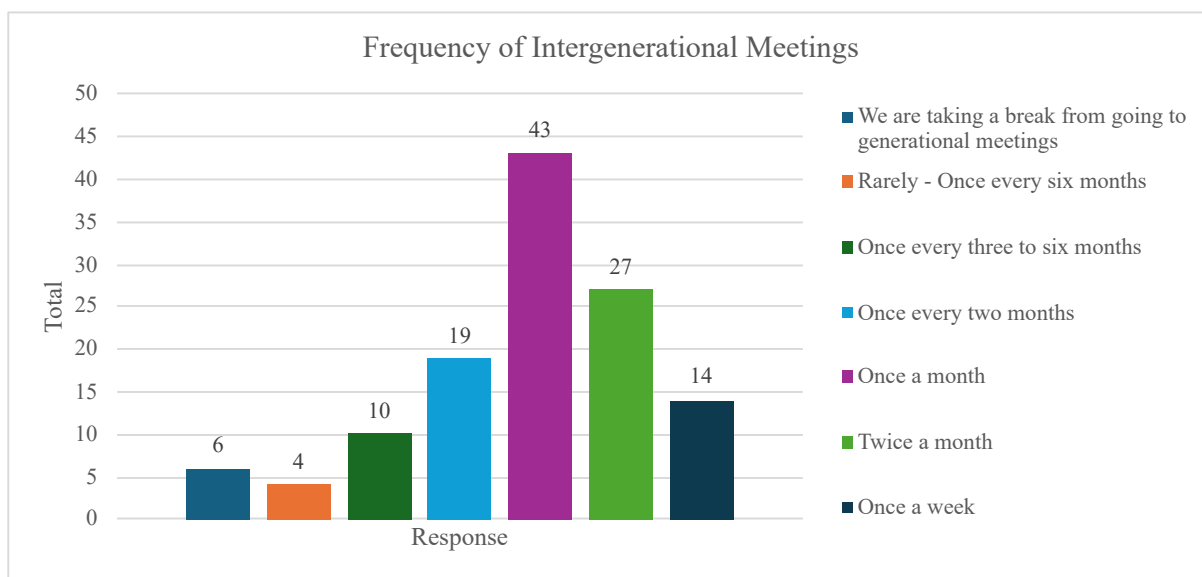
Summary

This section reveals that activity planning is often responsive to both children's and older adults' interests, though the data indicate more consistency for children. Activities are generally viewed as age-appropriate, and facilitators frequently engage in pre-session discussions to align planning with participants' needs. However, these practices are not uniformly embedded, as some respondents reported limited or occasional use of interest-based planning or participant engagement strategies. Direct responsibility for planning and implementing activities varied significantly, suggesting that institutional or staffing differences may influence the degree of structured coordination. While foundational planning processes are present, greater methodization could ensure that all participants experience the intended benefits of thoughtful, interest-driven activities.

Structural and Organizational Supports

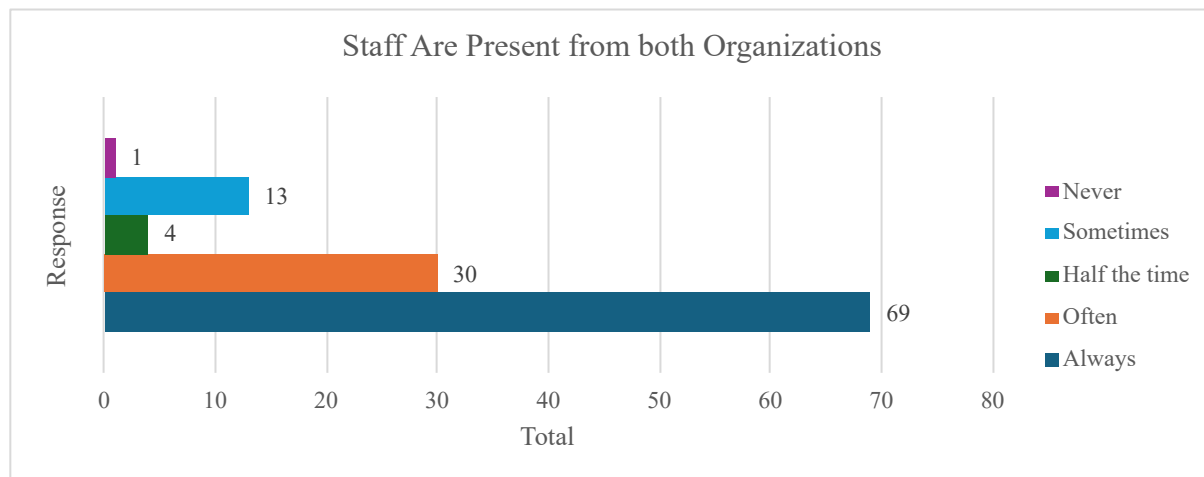
This section addresses the structural conditions and resources that support program implementation. It includes data on participants' familiarity and use of core resources, such as the e-learning course, planning document, and Generation Meeting Model, as well as logistical details like meeting frequency, staffing, and documentation practices. These elements reflect the operational backbone of Livsglede for Eldre and reveal both areas of strength and opportunities for increased support. Effective structural systems are essential for scaling the program, ensuring fidelity, and building a sustainable model of intergenerational engagement.

Figure 29. Frequency of Intergenerational Meetings



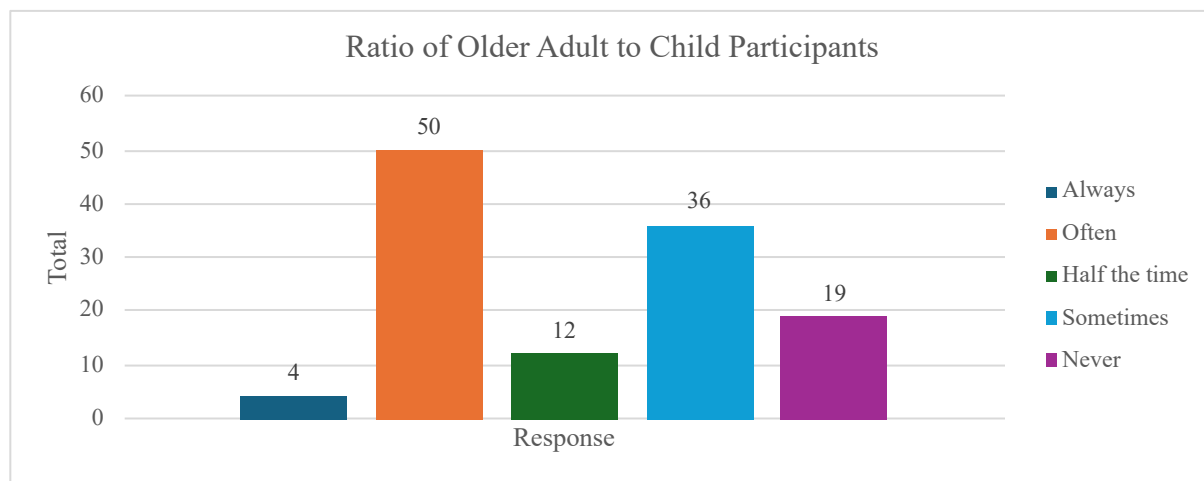
This figure displays how frequently intergenerational sessions occur. Of the 123 respondents, 43 (35.0%) reported that sessions are held *once a month*, followed by 27 (22.0%) who selected *twice a month*, and 19 (15.4%) who said *once every two months*. Smaller proportions reported *once a week* (14 respondents; 11.4%), *once every six months* (10 respondents; 8.1%), or *Less than once every six months* (4 respondents; 3.3%). Six respondents (4.9%) indicated that their group is currently taking a break from generational meetings. These data reflect a predominance of monthly or semi-monthly scheduling.

Figure 30. Staff Present from both Organizations



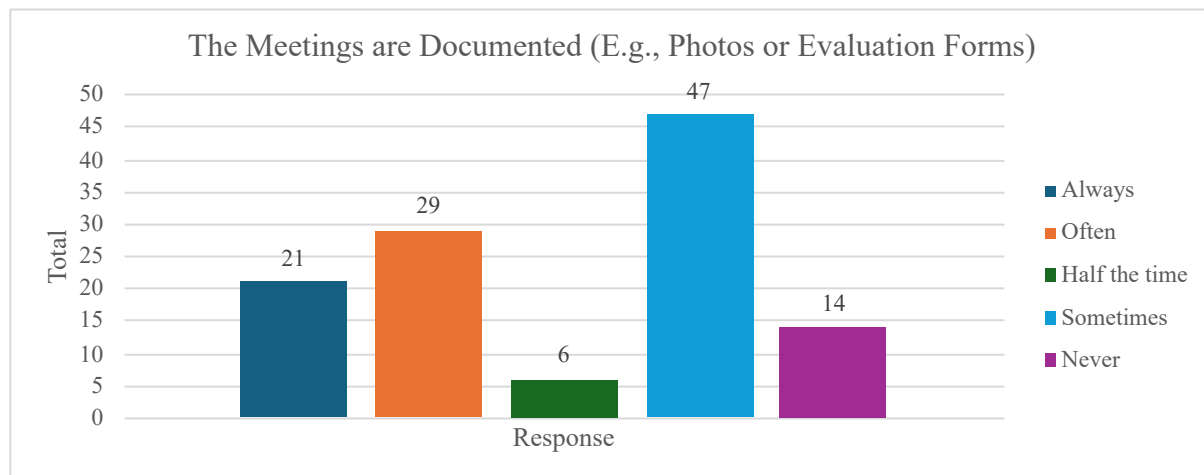
This figure displays whether staff from both the preschool or school and the nursing home are present during activities. Out of 99 respondents, 69 (69.7%) reported that both sets of staff are *Always* present, while 30 respondents (30.3%) indicated that this occurs *Often*. These data reflect a strong commitment to cross-institutional collaboration, ensuring adequate supervision and support from both educational and care-based professionals.

Figure 31. Ratio of Older Adult to Child Participants



This chart displays the extent to which the number of older adults and children or young people participating in the activities is reported to be roughly the same. Of the 121 respondents, 50 (41.3%) reported that parity occurs *Often*, followed by 36 (29.8%) who selected *Sometimes*. Nineteen respondents (15.7%) indicated it *Never* occurs, while 12 (9.9%) selected *Half the time*. Four respondents (3.3%) reported that the number of older adults and youth is *Always* approximately equal. These data suggest that balanced participation between generations is not consistently achieved across settings.

Figure 32. Frequency of Meeting Documentation



This chart displays how frequently intergenerational meetings are documented using tools such as photos or evaluation forms. The most common response was *Sometimes*, with 47 respondents (35.3%), followed by *Often* with 29 respondents (21.8%) and *Always* with 21 respondents (15.8%). Fewer reported documenting meetings *Half the time* (six respondents, 4.5%) or *Never* (14 respondents, 10.5%). These results suggest that while documentation is occurring, it is inconsistent and most frequently happens on an occasional rather than systematic basis.

Summary

Structural supports for the program, including awareness and use of resources such as the e-learning course, Generations Meeting Model, and the Livsglede for Eldre planning document, are limited. Most respondents had never heard of or did not use these tools, pointing to gaps in who is receiving training in intergenerational meetings. The overrepresentation of kindergarten teachers in the sample reveals a need to extend resources and training opportunities beyond the nursing home staff to include those with whom they partner. Meeting frequency tended to follow a monthly pattern, with only a minority conducting sessions more often. Documentation practices were similarly underdeveloped in some settings. Despite these limitations, the presence of staff from both educational and elder care institutions was common, indicating a strong foundation for cross-sectoral collaboration. Still, ensuring that resources, training materials, and models are both accessible and utilized will be critical to elevating the overall consistency, reach, and effects of the program.

Narrative Responses

Responses to the question, “Do you have any feedback for Livsglede for Eldre related to experiences from participating in intergenerational meetings?” yielded a range of answers. In total, 35 people responded. Of these, the majority, a total of 22, were classified as positive (62.9%), indicating a strong favorable perception of the program among participants. Neutral responses accounted for eight submissions (22.9%), often reflecting descriptive or mixed feedback without clear positive or negative meaning. Only five responses (14.3%) were coded as negative, highlighting relatively few concerns or criticisms overall, with the primary concern revolving around the desire for more shared activities. These proportions suggest that the program is widely appreciated and well-received by stakeholders, with room for minor improvements based on neutral or negative feedback.

Table 1. Analysis of Narrative Response Perspectives and Representative Quotes

Perspective	Representative Response
Positive	“They are welcomed and called the yellow angels, which the young people find delightful.”
Positive	"We think it's a nice thing to do for those living in the nursing home and hope to continue doing this."
Positive	“We see that the children have become more confident, and that they now dare to talk to the elders”
Positive	"Fantastic for small and large! The elderly miss us and think every 14 days is too rare...!"
Positive	"For the kindergarten children, these are important meetings, and the children enjoy themselves with the older ones. The children in the kindergarten are a group with many foreigners who do not have grandparents on site, so the meetings are extra welcome for them. We have only positive experiences with the generation meetings."
Positive	"Hi, it is a very nice activity for the kindergarten to visit the nursing home here. I think children today really benefit from being with, and getting used to, interacting with older people, many do not have grandparents nearby. Many of the children are happy and are eager to join in and sing, play and talk. We also see and hear that the residents at the nursing home are really looking forward to our arrival.”
Negative	"We experienced that the elderly want to be entertained by the children. I think it has been difficult to have good meetings and conversations. They sit back and expect us to entertain them and we experience that the employees who work there also expect this from the kindergarten. Now we sit back and can relax because now someone else is responsible here."
Neutral	“Would like to become better trained in this. We usually just visit the nursing home and sing but are open to other activities as well.”

Synthesis of Narrative Responses

Among the 35 narrative responses, nearly two-thirds were positive, affirming the program's meaningful impact on children and older adults alike. Respondents described children as becoming more confident and elders as eagerly anticipating and valuing the interactions. Several responses noted the added benefit for children without nearby grandparents. Neutral responses tended to suggest a desire for improved training or broader activity options. The small number of negative reactions centered on expectations that children would entertain elders rather than foster reciprocal engagement. Overall, the narrative data reinforce the survey findings by highlighting the program's emotional and social benefits, while identifying minor implementation challenges.

Guided Interview Findings

The guided interview findings below provide insight into the lived experiences of those involved in the Livsglede for Eldre initiative from both the preschool and older adult care perspectives. The findings are organized by interview, followed by a synthesis across the interviews, and finally, with recommendations emerging from these interviews.

Kindergarten One

The interview with the pedagogical leader of a preschool in southeastern Norway, a seasoned kindergarten teacher and pedagogical leader with 20 years of experience, highlights a deeply rooted and personal commitment to intergenerational collaboration through the Livsglede for Eldre initiative. Located close to their affiliated elder care center, the partnership leverages their proximity for monthly visits where five-year-olds engage with older adults through shared activities such as baking, games, soap bubble play, art, and singing.

Planning is meticulous and collaborative. Each June, the pedagogical leader and the nearby elder care center leaders meet to create an annual calendar of activities that aligns both with the children's developmental needs and the interests of older adults. The relationship is highly reciprocal, with older adults even visiting the kindergarten to read stories. The children are coached on respectful behavior in this shared space, greeting residents, avoiding physical disruption, and promoting dialogue. The pedagogical leader's motivation is strongly values-driven. She believes such interactions demystify aging for children and reinforce human dignity for elders. Personal experience with her own grandmother's isolation motivates her further. She notes that this model fosters joy, mutual respect, and valuable relationships that help children feel excited about school transitions and help residents feel seen and valued.

The pedagogical leader shares that while many local kindergartens are interested in similar collaborations, participation is often dependent on personal initiative and strong interpersonal relationships, and there is little guidance from the overarching Livsglede for Eldre organization. She suggests that standardized guidelines or a starter kit might lower the barrier to entry for others. She emphasizes that meaningful collaboration requires mutual respect, commitment, and consistent contact, citing the positive example of their creatively integrated troll-themed project as evidence of this.

Representative quotes:

“The children get something out of it. I see that the older people get something out of it. Especially these small relationships that are formed, and it shouldn't be dangerous to get old. It shouldn't be scary. It should be...you should know that when I get old, I will also be taken care of.”

“She's [a patient] someone who means something to someone, and then I can at least try to help here when I can't help there. So that's the human dignity that I think is important. It shouldn't disappear when you get old. You're still a person with your thoughts and feelings and what you've experienced, and I also experience it when I observe the conversations between children and the older adults.”

Kindergarten Two

A southern Norwegian community kindergarten pedagogical leader describes a longstanding tradition of intergenerational engagement, formalized five years ago through Livsglede for Eldre certification. While their collaboration with the local nursing home predates certification, becoming a Livsglede for Eldre kindergarten increased the frequency and intentionality of visits. Children don Livsglede for Eldre t-shirts and participate primarily in musical performances, often followed by shared snacks or low-key interactions like drawing or chatting.

The program's sustainability hinges on staff attitudes. The pedagogical leader notes generational differences in interest among staff, with older employees expressing more enthusiasm, while noting that younger staff seem to lack the same investment. She stresses that strong adult engagement is crucial for meaningful intergenerational meetings and activities. Despite low municipal funding, they maintain Livsglede for Eldre through creative and informal connections. She recommended that kits or additional materials from Livsglede for Eldre could help facilitate better interaction during the intergenerational meetings.

She notes that the emotional impact of the meetings is evident. Children observe the limitations and vulnerabilities of aging, and older adults visibly respond to the children's presence, often smiling, singing, or tearing up during familiar songs, such as the national anthem. The pedagogical leader expresses concern that some staff underestimate the value of the visits, mistakenly assuming residents are unresponsive. She advocates for increased awareness and broader societal appreciation of child-elder interactions.

While she has some contact with the Livsglede for Eldre organization and responds to occasional surveys, she sees the difference between kindergartens and nursing homes as the key to its implementation. She suggests that more visibility and institutional support would enhance Livsglede for Eldre's effectiveness and ensure continuity despite staffing turnover. Ultimately, Livsglede for Eldre is described as emotionally powerful, socially valuable, and simple in structure despite some organizational and motivational challenges.

Representative Quotes

“And when we sing the national anthem, yes, we see so many of the old people, even if they have dementia, they recognize that song. You see that. They said that they or some of them cry. Some smile, some sing along, and wave flags, so it is very touching. There are so many such touching meetings.”

“They [the administration] pushed hard for it [Livsglede for Eldre]. We have experienced that they are positive and happy when we [young children] come. But then there have also been many who have left their jobs, and then there are new people. And then my experience is that I think that not everyone is equally interested.”

Older Adult Care Center One

The director at a municipality in the south of Norway presents a complex picture of implementing the Livsglede for Eldre certification. Initially drawn to the certification for its alignment with national legislation and reputational value, the center embarked on a structured implementation process that involved internal alignment across departments, a municipality-appointed liaison, and strict adherence to an action-plan-based certification process.

While the director is a firm believer in the Livsglede for Eldre principles, ensuring all patients receive person-centered activities regardless of whether they ask for it, the overwhelming burden of documentation emerges as the core tension. Employees must record each resident's weekly activities, outdoor time, and monthly evaluations. The director, a trained nurse, expresses concern that extensive documentation of Livsglede for Eldre activities clutters medical records, potentially burying vital health information. This conflict between legal documentation standards and the comprehensive reporting required for certification creates stress for staff and raises ethical concerns.

Despite these challenges, the director acknowledges numerous positive outcomes. Livsglede for Eldre has improved the range and inclusiveness of activities, enhanced recruitment appeal, and offered residents moments of joy that extend beyond the activities themselves through anticipation and reflection. Music, animals, and intergenerational meetings (especially with kindergartens) are cited as especially powerful in engaging even cognitively impaired residents.

The director also highlights the inconsistent participation of kindergartens, pointing to the lack of accountability or standards for Livsglede for Eldre-certified kindergartens as a systemic flaw. Attempts to ease barriers (e.g., arranging transportation) have not always succeeded, and she advocates for greater parental involvement and more visible recognition of the children's contributions to health and well-being. Ultimately, the director remains supportive of Livsglede for Eldre but urges a reevaluation of how success is measured, calling for less burdensome, more relational evaluation methods such as resident and family feedback.

Representative Quotes:

“We want a different way of working with Joy of Life. Because Joy of Life is very important, I'm sure it will bring great health benefits, but we have to find another way to document it, and we find that Joy of Life has a bit of a square [not flexible] system.”

“Another big problem for us. We have long medical records; all patients have medical records, yes, and in the medical records, everything of health relevance is written. But after we got this [Livsglede for Eldre] project, a lot of the medical records are filled with joy of life [activities]. There is a lot about walks in the fresh air and meals, and some of that is important for health, but we had another manager, I think he had a case in the legal system. And there, the lawyer reacted that there was so much in the medical records that was not relevant.”

Older Adult Care Center Two

At an older adult care home in a municipality in the southeastern part of the country, the unit manager recounts the structured journey toward becoming a certified Livsglede for Eldre home, initiated in 2021 and achieved in 2022. Although initially blocked due to municipal costs, the manager independently applied Livsglede for Eldre principles, informally emphasizing volunteer engagement, intergenerational contact, and activity-based care. The official certification process brought formalization: staff had to create procedures for all nine Livsglede for Eldre criteria, integrate documentation templates into the electronic health record, and align with municipal technical systems.

The core effort involved harmonizing documentation practices so that all employees log activities consistently. While labor-intensive initially, this allowed for sustainable operations

post-implementation. Volunteers and partnerships, especially with a local kindergarten, play a central role. Activities range from soup-making and gingerbread baking to parades and seasonal celebrations. The collaboration is now routine, with annual planning meetings and frequent informal exchanges.

The manager praises Livsglede for Eldre for ensuring that all residents receive meaningful engagement, not just those who actively request it. Staff morale has improved through recognition and positive competition, and employees are more dedicated, creative, and enthusiastic. Resource limitations are acknowledged, particularly the need for financial support to enhance offerings or hire additional activity staff. Yet the manager emphasizes that even small efforts like making snow lanterns can be impactful.

A unique strength is the reciprocal nature of the kindergarten partnership. What began as a need to fulfill Livsglede for Eldre generational meeting criteria has evolved into a mutually enriching relationship, with both sides adapting to and supporting one another's needs. The manager emphasizes that such collaborations require dedication, mutual respect, and leadership commitment. She notes that not all local kindergartens engage to the same extent, underlining the importance of staff enthusiasm and structural support for long-term sustainability.

“In the job [hiring] advertisement, we write that we are a Joy of Life home for older adults and that those who are going to work here must commit to being part of it. Then, we talk about it during the interview, briefly explaining Joy of Life, what it is, and what it means for each individual. When the hired person comes to the department, they are shown this documentation [from Livsglede for Eldre] that shows them what it means. For example, for the patients to have fresh air, a daily activity, and how to document in the patient record. And they also get to know the calendars of the patients and life history, the mapping.”

“Or what I think has been *the best* in terms of collaboration with the kindergarten is that at first it just started out as a collaboration because we wanted generational meetings here. But then we eventually experienced **that they need it just as much as we need it**, and it's easy to see and it's easy to talk to [the preschool director] about the children benefiting just as much from it, and she's good at telling us what the children get out of it, and then I can tell her what the older ones like about having the children here.”

Synthesis of Interviews

Across the four interviews, two from kindergartens and two from nursing homes, a shared commitment to intergenerational engagement through the Livsglede for Eldre program is clear. Participants universally report substantial affective and developmental benefits for both children and older adults, including emotional stimulation, social inclusion, and normalization of aging. All four institutions and pedagogical leaders value the human connection and mutual joy produced through these structured, often monthly, encounters.

Differences emerge in the structure and administrative burden of Livsglede for Eldre implementation. Nursing home directors (a municipality in the southeastern part of the country and a municipality in the southern part of the country) highlight the heavy documentation demands tied to certification, which they argue detract from clinical documentation and overburden staff. Both express that while Livsglede for Eldre enhances care and visibility, the

certification system needs less bureaucratic and more user-centered evaluation methods. Volunteer and staff dedication are seen as essential for sustainability.

In contrast, the preschool interviews (a municipality in southern Norway and a municipality in southeastern Norway) emphasize personal commitment, informality, and creativity. These partnerships thrive on the passion of individual staff. While both describe minimal external oversight, they also point out a lack of clear guidance or support from the central Livsglede for Eldre organization. Both kindergartens use song, art, and performance as the means for interaction and describe spontaneous joy and emotional resonance among residents.

A recurring theme is the importance of leadership and relational continuity. Where staff leadership is strong and reciprocal relationships are established, programs flourish. Participants stress that continuity, shared planning, and mutual respect are the elements that make the programs sustainable. All participants agree that while the concept of Livsglede for Eldre is powerful, its implementation varies significantly depending on institutional type, local leadership, and resource availability. Increased institutional support, streamlined documentation, and more precise guidance could enhance its broader adoption and long-term impact.

Recommendations from Interviews

The findings across interviews point to several actionable recommendations for improving the implementation and sustainability of Livsglede for Eldre. First, the central organization should consider developing or delivering more straightforward guidelines, starter kits, or activity templates tailored to both kindergartens and nursing homes to lower the threshold for participation and reduce reliance on individual partner initiative. Second, the certification and evaluation process, particularly for nursing homes, should be evaluated with the aim of easing the administrative burden from documentation, which staff report as detracting from clinical care, morale, and program motivation. Alternatives could include more relational or observational methods, such as feedback from residents, families, and volunteers. Third, both institutional types would benefit from modest financial and logistical support, such as activity supplies or transportation assistance, to expand access and enrich programming. Finally, fostering stronger leadership engagement and cross-institutional collaboration, primarily through regular joint planning and shared reflection, emerges as critical for long-term success. Supporting these relational infrastructures can help ensure Livsglede for Eldre continues to offer emotionally meaningful and developmentally supportive experiences for both older adults and young children.

Conclusion and Synthesis: Evaluation of Livsglede for Eldre

Syntheses

Synthesis of Quantitative Survey Results

The synthesis of results across all domains highlights several core strengths of the Livsglede for Eldre intergenerational model, alongside critical opportunities for enhancement. Staff report that participants in the program overwhelmingly experience emotional uplift and joy, both before and after the meetings, suggesting that the fundamental premise of intergenerational interaction is not only sound but genuinely impactful. The presence of joy, anticipation, and observed positive behaviors following meetings reflects deep resonance with the program goals of enhancing well-being and social connection across generations, which provides public health benefits to older adults and young children.

Yet, the success of these emotional and social outcomes appears closely tied to the quality and consistency of facilitation. While many staff are responsive, warm, and appropriately hands-off to foster autonomy, these practices vary between settings. Variations in the arrangement of physical spaces, the frequency of small group formats, and the promotion of intergenerational interaction suggest that training and guidance may not be evenly distributed or mentored. Likewise, the quality of intergenerational relationships, though often strong, is not universally guaranteed, with some respondents noting difficulty in engagement or perceptions of chaos. These inconsistencies likely stem from both differences in contextual factors (e.g., staffing, space, time) and from uneven or a lack of adoption of guiding tools and planning materials.

Planning and coordination show further room for standardization. While many facilitators actively design activities to meet participant interests, this is far from universal. The wide variance in use of the planning document, Generations Meeting Model, and e-learning course underscores a need for more systematic integration of foundational tools. Meeting documentation, frequency, and structured reflection also vary greatly, limiting the program's ability to evaluate and refine practices in real time. Nevertheless, the consistent involvement of staff from both educational and elder care sectors speaks to a firm institutional commitment that can be leveraged for future development.

In sum, Livsglede for Eldre's model is delivering substantial emotional, social, and developmental benefits, particularly in contexts where strong facilitation, intentional planning, and cross-sectoral support are in place. To ensure that these benefits are realized consistently across all program sites, strategic enhancements in training, planning resources, and monitoring practices are warranted. Strengthening these structural components will bolster this program's already impressive outcomes and position it as a replicable model of intergenerational collaboration beyond its current reach.

Synthesis of Narrative Responses

Narrative feedback from 35 respondents revealed a predominance of positive sentiment (62.9%) toward the intergenerational programming. Respondents emphasized the joy, mutual enrichment, and social-emotional benefits experienced by children and older adults alike. Many highlighted how these meetings were significant for children without nearby grandparents. A small number of neutral and negative responses raised concerns about limited activities or a lack of reciprocity during meetings, with some suggesting that older adults and staff sometimes

viewed children primarily as entertainers. These perspectives reinforce the quantitative findings about the program's generally favorable reception while underscoring the importance of balanced interaction and meaningful planning.

Synthesis of Guided Interview Findings

The interviews with leaders from both early childhood education and elder care facilities deepened the understanding of how Livsglede for Eldre is implemented on the ground. Common themes included strong emotional commitment to intergenerational engagement, the need for close collaboration between institutions, and the importance of leadership. Successful partnerships were often rooted in proximity, personal relationships, and shared planning. Interviewees also emphasized challenges, including documentation burdens in elder care settings, uneven participation across kindergartens, and generational gaps in staff motivation. Despite these barriers, directors consistently highlighted the value of the program in fostering joy, emotional awareness, and community building. Suggestions included creating standard starter kits, increasing institutional support, and reducing reporting requirements that conflict with medical documentation practices.

Triangulation of Results, Narrative Responses, and Guided Interviews

This synthesis integrates survey data, narrative reflections, and guided interviews to provide a comprehensive understanding of the Livsglede for Eldre intergenerational program. Triangulating these three sources enhances the validity, trustworthiness, and accuracy of the results and findings, yielding a nuanced and multi-layered picture of the program's implementation, outcomes, and areas for growth. All data sources converge on one central truth: the program produces meaningful, emotionally rich experiences for both children and older adults. Surveys reveal consistently high levels of enthusiasm and perceived benefit; narrative responses offer vivid illustrations of joyful and transformative moments; and interviews surface the systemic and structural conditions that either enable or inhibit these outcomes. Importantly, the analysis shows that while the emotional and social benefits of the program are strong and reliable, the inconsistency in the use of formal supports (e.g., planning tools, documentation systems, and training resources) may constrain the program's potential. Together, these findings highlight a program that is not only valuable but deserving of enhanced infrastructure and expanded institutional backing to ensure sustainability and maximize impact.

What the Data Reveal About the Program

The Livsglede for Eldre program clearly demonstrates its capacity to foster joy, belonging, and deep intergenerational connection. Triangulated findings from survey responses, narrative reflections, and interviews paint a compelling picture of emotional, cognitive, and relational benefits for both age groups. Survey results consistently show that participants report high levels of enjoyment, look forward to sessions, and believe the activities help them thrive. These quantitative findings are brought to life through narrative responses that describe "magical" moments of laughter, emotional resonance, and genuine companionship. Interviews with site leaders reinforce these experiences, pointing to a strong culture of local ownership, dedication, and creativity in delivering these experiences.

Equally notable is the role of program staff in fostering a supportive and empowering atmosphere. Respondents repeatedly emphasize staff members' responsiveness, warmth, and ability to balance gentle facilitation with participant autonomy. Intergenerational contact is frequently encouraged through structured seating arrangements and small-group formats, and staff often collaborate to adapt the physical space and align activities with participants' needs. This intentional, participant-centered environment is a hallmark of the program's success.

However, this same flexibility and local autonomy also introduce variability. Planning and reflection tools, including the Generational Meeting Model, the Livsglede for Eldre planning document, and the E-learning course, are underutilized. While their limited use has not prevented emotional impact, it has contributed to inconsistency in delivery and evaluation. The program's continued reliance on the motivation and initiative of individual staff, though admirable, underscores the need for formal supports and clearer structures to ensure equitable implementation across sites. These findings collectively point to a highly valued, emotionally impactful program, one that now stands ready for targeted investment and strategic support to fully realize its potential.

Suggestions for Program Improvement

While Livsglede for Eldre demonstrates a clear emotional and social impact, the triangulated data from surveys, narrative responses, and interviews point to several areas for enhancement. One primary finding concerns the differential adaptation of activities to participant groups. Survey responses indicate that activities are frequently tailored to children's interests, but less consistently to those of older adults. This imbalance may affect the quality of intergenerational engagement by limiting mutual investment and relevance. Interviews reinforced this, with several respondents noting that sessions tended to follow early childhood routines rather than being co-designed around both generations' preferences.

Another area in need of attention is the inconsistency in participation ratios between children and older adults. Although many sites strive for balanced group sizes, survey data suggest that this is not always achieved. Disparities in participation may be linked to structural barriers such as scheduling coordination, institutional silos, or staffing limitations. Strengthening collaboration across sectors could help address these challenges and ensure that the relational potential of the program is fully realized.

There is also room for growth in the program's evaluation practices. While many staff members reflect thoughtfully on their sessions, these reflections are often informal and undocumented. Few sites engage in systematic debriefing or feedback collection after meetings. Building more consistent evaluation habits would not only support learning at the site level but also improve the program's ability to demonstrate its impact externally.

Importantly, the survey and interview data reveal that existing support tools—such as the planning document, the Generation Meeting Model, and the e-learning course—are underused and, in many cases, unknown. Most respondents had little to no familiarity with these resources. Moreover, the qualitative data clarify that these tools were developed primarily for nursing home staff and are not adequately communicated to, or customized for, kindergarten staff. This design misalignment limits the program's ability to foster coordinated planning across institutions. There is a critical opportunity to expand the relevance and uptake of these resources by tailoring materials to the pedagogical styles, planning rhythms, and relational priorities of early childhood educators.

To support greater consistency and increase program quality, the following improvements are recommended:

- (a) Develop tailored onboarding kits for both sectors, including planning templates, sample activities, and brief orientation materials for the Generation Meeting Model.
- (b) Offer targeted support to low-engagement sites through site visits, peer mentoring, and modest capacity-building grants.
- (c) Expand professional development offerings that include cross-sector co-learning, staff motivation strategies, and joint planning techniques.
- (d) Improve awareness and accessibility of existing tools by incorporating short, easy-to-use overviews and integrating them into routine communications.
- (e) Align documentation practices with the program's relational goals by simplifying forms, reducing administrative burdens, and emphasizing reflective rather than bureaucratic reporting.

By addressing these issues, Livsglede for Eldre can move toward a more integrated and sustainable model. Aligning implementation support across both care and education sectors will not only enhance consistency but also position the program as a model of inclusive and equitable intergenerational engagement.

Future Evaluation Recommendations

To ensure continued program growth and improvement, future evaluations should incorporate both structured quantitative instruments and robust qualitative methods. Mixed-methods designs will enhance the trustworthiness and accuracy of findings by capturing not only measurable outcomes but also the rich, relational dynamics that define the intergenerational meetings. Standardized tools can track fidelity and consistency across sites, while structured narrative prompts and observation protocols can reveal how the program plays out in real-world settings.

Evaluation strategies should also prioritize data from the participants themselves. Much of the current evidence is based on staff perceptions, which provide critical insight but cannot substitute for the direct voices of older adults and children. To address this gap, child-friendly surveys, elder interviews, and behavioral observation tools should be developed and deployed. In addition, integrating post-session reflection templates and systematic documentation routines could elevate program-wide learning and accountability. Longitudinal approaches that assess leadership continuity, staff engagement, and participant development would provide a more comprehensive understanding of the program's long-term impact. Collectively, these recommendations support a future-oriented evaluation plan that values both relational depth and measurable outcomes.

Recommendation for Dedicated Research Support

To fully realize the potential of this initiative, Livsglede for Eldre would benefit from the support of a full-time researcher. This role would be instrumental in ensuring systematic data analysis, academic dissemination, and the cultivation of strategic partnerships. Specifically, a dedicated researcher could enhance collaboration with institutions of higher education that specialize in early childhood development, early childhood education, public health, adult development and aging, geriatrics, and public policy. International collaboration should also be prioritized to align with best practices globally and increase the reach and impact of Livsglede for Eldre's intergenerational model. Such collaborations, particularly within Nordic and EU contexts, may position Livsglede for Eldre as a leading model in intergenerational practice and

research innovation. Such a position would support evidence-based refinement of the program and elevate its visibility and credibility within academic, professional, and policymaking communities.

Final Thoughts

The combination of high staff engagement, strong emotional outcomes, and spontaneous relationship-building suggests that the program succeeds best when implemented with intentional, flexible structures and cross-institutional collaboration. To scale and sustain its impact, Livsglede for Eldre should continue investing in training and planning support while building an infrastructure for high-quality evaluation and research dissemination.

Livsglede for Eldre's partners provide many hallmarks of activities that align with best practices. The above should indicate that the partners involved in the work hold it in high regard. However, room for improvement always exists. The recommendations above provide a roadmap for the organization to move forward. The importance of Livsglede for Eldre's continued financial support seems self-evident. This organization supports work with the potential to affect the health, wealth, and well-being of generations of Norwegians, both currently and in the future.