

Literature and transgenerational transmission: Intergenerational project of sponsorship reading in the residential sector

Literatura y transmisión transgeneracional: Un proyecto intergeneracional de apadrinamiento lector en ámbito residencial

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Abstract

Many intergenerational projects have been carried out in educational field, but very few of them involved institutionalized older people. A project for a sponsorship reading was designed. This project whose main aim is to teach literary knowledge, is going to promote a participatory and inclusive integration of older people in order to enhance their life stories and the books that influenced them. The aim of this work was to improve motivation and reading habit with a dialogue between various generations thought a mentoring program of reading. This work intended to improve self-esteem, to increase positive affectivity, to decrease negative affectivity and depressive symptomatology. The intervention lasted six months with weekly sessions and included 27 students and 17 institutionalized elderly people. The qualitative and quantitative evaluation included pre-test and post-test questionnaires and semi-structured interviews at the end of the project. Significant results were found in all areas. We conclude that intergenerational projects can be beneficial for all participants. Apprenticeship and dialogue about classical works can encourage reading, bring well-being and increase positive values to both generations.

Resumen

En el ámbito educativo se han puesto en marcha proyectos intergeneracionales, pero pocos de ellos con personas mayores institucionalizadas. Se diseñó un proyecto de apadrinamiento lector que, conservando como eje central la transmisión de conocimientos literarios, posibilitase una integración participativa e inclusiva de las personas mayores para poner en valor las historias de vida y los libros que les han marcado. Este trabajo se propuso aumentar la motivación y el hábito lector al establecer un diálogo sobre literatura clásica entre personas de distintas generaciones a partir de un apadrinamiento lector. Con ello, se pretendió aumentar la autoestima, la afectividad positiva y disminuir el afecto negativo y sintomatología depresiva de las personas mayores participantes. La intervención duró seis meses con sesiones semanales y contó con 27 alumnos y 17 personas mayores institucionalizadas. La evaluación fue cuantitativa y cualitativa con cuestionarios en fase pre-test y post-test y entrevistas semiestructuradas al finalizar. Se obtuvieron resultados significativamente positivos en todas las áreas evaluadas con lo que se concluyó que los proyectos intergeneracionales benefician a todos los participantes. El aprendizaje y el diálogo sobre las obras literarias atemporales puede motivar a la lectura, aportar bienestar y valores positivos a ambas generaciones.

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Introduction

Reading is an essential tool for the personality and socialisation development (Álvarez, 2011; Larrosa, 2011), but unfortunately teenagers do not read very often as reported in different reports and works (Alonso-Blázquez, 2011; Centre for Educational Research and Documentation [CIDE, as per its Spanish Acronym], 2003; National Council of Culture and Arts [CNCA, as per its Spanish acronym], 2009; Yubero & Larrañaga, 2015). Some authors such as Muñoz & Hernández (2011) suggest new public meeting spaces to be created, where interaction with reading is promoted and encourage people to read.

The educational value of literature and its function in the development and growth of young people has always been present in the didactic models and many authors have consequently published methods and proceedings that are aimed at encouraging children and adolescents to read (Alvarado, 2018; Rodríguez, 2015; Torres-Toukoumidis, Romero-Rodríguez, Pérez-Rodríguez & Björk, 2016). Traditional literary works keep on playing a main role beyond social changes and educational advancements (Caro-Valverde & Gonzalez-García, 2013). There are some works that are being studied for over a century, those that have marked several generation lives. For this reason, a cross-generational programme of reading sponsorship may be beneficial for participants, regardless of their age.

Reading sponsorship consists on pairing senior and younger students to share reading. Senior students transfer reading values to their younger ones and act as readers with their mates, creating closer links with them (Azorín, 2017).

As a community social participation activity, we developed a cross-generational reading sponsorship project to enable establishing dialogue about literature and classical literary works

between people from different generations (adolescents and senior citizens), encouraging participatory integration of senior citizens that is in turn beneficial and meaningful activity for the participants.

This work shows the benefits of a cross-generational project that fosters reading among adolescents, but that also as an impact on the senior citizens welfare. When we speak about welfare, we refer to the state resulting from satisfaction with personal and relational factors (Diener, Lucas & Scollon, 2006; Ryan & Deci, 2001). Participating in meaningful activities plays an essential role in the psychological well-being of senior citizens, as there is a very close link between both of them (Rubio, Dumitrache & Rubio-Herrera, 2016). Research on the senior citizens psychological welfare in nursing homes show that maintaining, strengthening and building new supportive links in older age enhance the welfare process and the quality of life of senior cities who live in nursing homes. Therefore, it is necessary to make senior citizens participate in the social development of their communities to prevent their social isolation, which may also have a therapeutic impact. The psychosocial welfare of senior citizens is linked to their emotional resources.

There is normally a widely held negative perception of old age and senior citizens related to their abilities decrease. In 1969, Butler defined *ageism* as a series of negative attitudes towards senior citizens, old age and ageing process. According to Palmore (1990), the most frequent stereotypes are those which link old age to disease, decrease of faculties, isolation and deteriorated cognitive state. The impact of such negative stereotypes may affect one's personal perception, self-esteem, state of mind and autonomy. For this reason, it is important that any project gathering people from different generations should highlights this aspect. Research has shown the impact of cross-generational as a factor to reduce negative attitudes towards old

age and ageing (Gutheil, Chernesky & Sherratt, 2006), to overcome stereotypes (Hanks & Icenogle, 2001), and to reduce ageism (Meshel & McGlynn, 2004).

Some cross-generational projects focus on mutual learning, knowledge sharing and creating new links between generations. In education, many cross-generational projects have been conducted (Freeman & King, 2001; Kropf & Burnette, 2003, Spudich & Spudich, 2010; Zuccherò, 2011), but only a few of them focus on reading and on senior citizens who live in nursing homes. We have no evidence that cross-generational reading sponsorship projects with the participation of people above 60 have been conducted. Some educational projects have focused on learning-cross-generational service as a path to experiential and meaningful learning (Mendía, 2012), but we did not find any study that evaluate the efficiency of these interventions in nursing homes.

The objectives of the project were enhancing motivation and reading habit by establishing dialogue about classic literature between people of different generations through reading sponsorship. It was thus intended to build self-esteem, positive affectivity and to decrease negative affect and depressive symptomatology of the senior citizens who participated in this study, while other ageing concepts and mutual stereotypes were reduced.

Method

Design

This study is of a descriptive, transversal and prospective nature.

Participants

In total, there were 44 participants (27 students of 4th Year of Compulsory Secondary Education (ESO, as per its Spanish acronym) and 17 senior citizens who live in La Saleta Care

Campolivar de Valencia nursing home, with 133 places for residents and 20 places for day care.

13 women and 4 men ($M= 83.64$, $SD= 4.43$) made up the group of people who lived in such nursing home. Participants were aged between 15 and 92 years. The criteria followed to include those senior citizens who participated in this study were: being a nursing home resident, not being cognitively impaired (*Mini Mental State Examination* (MMSE): cut-off point being 24) and having depressive symptomatology and/or negative affectivity (*Yesavage Geriatric Depression Scale*: values equalling/above 6).

Given that many senior citizens resident in nursing homes are cognitively impaired, it was difficult to find a larger number of participants who met the inclusion criteria. It should also be highlighted that no other new projects that could contaminate our results were conducted in the nursing home during the whole project.

12 women and 15 men ($M= 15.33$; $SD= 0.54$) made up the group of students. The students participated in this experience voluntarily. None of the participants was remunerated, either by means of obtaining any academic credits or any monetary compensation whatsoever.

Instruments

A combined qualitative-quantitative method was used to evaluate this project (Anguera, 2008). The following scales were used with the group of senior citizens: PANAS scale (*Positive and Negative Affect*) of positive and negative affectivity in adults (Watson, Clark & Tellegen, 1988); *Yesavage Geriatric Depression Scale* (abbreviated) (Yesavage *et al.*, 1983) and the *Rosenberg Self-Esteem Scale* (Rosenberg, 1965). The *Scale of Myths and Stereotypes against the old age* (CENVE) was applied to the group of adolescents.

Positive affect (PA) reflects the extent to which individuals are excited, active, alert,

with energy and are rewardingly participative. Negative affect (NA) represents a general state of subjective distress and unpleasant participation, which includes a wide range of adverse emotional states such as upset, anger, guilt, fear and unease. PA is related to higher levels of social participation and NA is related to somatic complaints and negative emotions. The difference between PA and NA is considered one of the markers of anxiety and depression (Sandin *et al.*, 1999). Depression is related to low PA scores.

At the end of all the sessions, all the participants had a semi-structured interview to know their view on the experience and to evaluate its impact. They were asked to write about their experiences, reflections, ideas or feelings and write them down in a book-diary that they had to fill in anonymously at the end of each session every week. Additionally, the group that coordinated the project filled in a field diary where observational notes were records.

Procedure

In academic year 2016-2017, Dominicas de Paterna (Valencia) school introduced a programme called learning-service where students of 4th Year of Compulsory Secondary Education (ESO) that allowed them to participate in an exchange and solidarity experience; such programme was out of school and voluntary. From the nursing home, a proposal was launched to the school for the creation of a cross-generational learning-service project. The activities were designed to work in pairs in order to enhance exchange and mutual emotional bond.

Both the senior citizens and the parents of the adolescents signed the informed consent.

The project lasted for 6 months and the sessions took place each week, totalling 24 weeks. In each session, the participants gathered together during 60 minutes in a room of the nursing home to read passages of chosen works and to discuss about literature and topics

selected by the project team and literature teachers of the school.

The selected literary works dealt with interesting social issues the group could work on. The project started with the graphic novel *Wrinkles*, by Paco Roca (Roca, 2007). The team thought this a comic could draw the attention of the youths and that it could be used as an instrument to introduce the problems surrounding old age and their institutions. An attempt was made to cover different literary styles in the following sessions: fictional novel, drama, poetry and authors such as George Orwell, Antonio Buero Vallejo or Rosalía de Castro, among other subjects, which resulted in debates on inequality between men and women over history, innovations in technology, communication, social media and employment.

In addition to the work sessions, there was an initial preparatory session to know each other and also a closing session. Between each session, all the participants had to look for materials that could be useful in the discussion that would take place in the following session.

Analysis

Each respondent was tagged with an alphanumeric code, letter E being used for interviews and letter L being used for book-diary, the senior citizens were tagged with an M followed by a number and the adolescents were tagged with an A followed by a number.

As far as the qualitative analyses are concerned, the work was read and all references to opinions, values, expectations, attitudes or statements related to the project were highlighted. A triangulation between the researchers based on each individual record (Cohen & Crabtree, 2008) was used as a reliable method to establish the categories of the qualitative analysis. 30% of the statements were codified in two simultaneous sessions, and

discrepancies were solved used a third referee. After obtaining an optimal concordance with coefficient $K = .88$, the system of categories was applied to 100% of the statements. The analysis was conducted using ATLAS.TI 7 computer software.

In order to evaluate the programme's impact, t-tests were conducted to identify the different means of the two evaluations, before and after the intervention. The analyses were conducted using the SPSS 23 statistical package.

Results

The debates were organised and systematised according to the objectives set.

Qualitative analysis

Positive aspects of the experience

In first place, the didactic method used in the various sessions contributed to promote reading and establish dialogue between the participants on the basis of reading sponsorship. The dimensions and categories that emerged in the project's qualitative analysis were: Benefits; Feeling worthwhile; Learning; Links/differences between generations; Stereotypes; Changes in initial expectations.

1. *Benefits*. The comments referring to the positive aspects of the experience are included in this heading.

1.1. *One's benefits*. From the beginning, both adolescents and senior citizens talked about the positive aspects of this experience ("Every day I smiled for a different reason" [EM6]; "When I got there, I forgot about my classes and the pressure, it was like disconnecting" [EA3]; "It made me feel great...I value everything much more" [LA19]).

1.2. *Benefits to others*. The participants were aware that it was an exchange and solidarity experience where they all noticed

what their contribution could be ("Their faces and laughs said it all" [EM1]).

1.3. *Valuation and thanks*. The participants' initial nervousness and concern became one of the most eagerly awaited moments of the week over time. Every day, the participants expressed their appreciation and verbalised their impressions ("As weeks passed, we were sad to think it would end soon" [EA8]; "I think people should do this next year" [EA1]; "I recommend this to everyone" [EM9]; "It is really positive that schools offer this type of activities that can be so rewarding" [LA4]).

2. *Feeling worthwhile*. Senior citizens normally feel hardly self-efficient as they have limited possibilities to participate actively in society; such feeling is even harsher in nursing homes, as they have very little contact with the outside world. The term generativity refers to the ability of individuals to develop themselves and make contributions to the society they belong (McAdams & St-Aubin, 1992; Villar, 2013), which is often related to well-being and life satisfaction (Villar, López & Celdrán, 2013).

2.1. *Active ageing*. After reading, the senior citizens felt empowered as they could transfer their knowledge on certain issues to the students. They knew far more about the selected literary works than the students, which made them act as active learning vehicles through this type of sponsorship ("I was looking forward to Thursday to see what could I tell them that week" [EM6]; "Going through Rosalía de Castro's works with them was so interesting" [LM7]; "He/she transmitted his/her knowledge" [LA17]).

2.2. *Integration into the community*. One of the strengths of this project was opening the doors of the nursing home, as many students went there to visit those people who shared this experience with them after the project end ("I did not know that I could just step into the nursing home and visit them when we pleased" [EA13]).

- 2.3. *Solidarity*. Each group was aware of the mutual benefits (*"It has been just great, I cannot explain it, I just cannot tell you all the energy I felt"* [EA21]).
3. *Learning*. There were plenty of differences between groups in terms of experiences, habits and knowledge. This exchange of viewpoints was the cornerstone of mutual learning.
 - 3.1. *Feeling identified*. All the participants had a positive attitude towards the project and their peers from other generation; in some cases, they even identified with the people with whom they shared the sessions (*"He/she reminded me how I felt when I was his/her age, very similarly, to be honest"* [EM12]. *"We are not so different"* [EA25]).
 - 3.2. *Cohesion with people from the project*. Making pairs throughout the project and making them work together developed a sense of membership of a group, a bond experienced and identified by all the participants (*"I felt very comfortable from day one"* [EA2], *"Sure! It seemed that he/she knew me all life long"* [EA5]).
4. *Connection and differences between generations*. During the sessions, various debates in which their viewpoints and times clashed took place, but there was always respect and understanding and both the senior citizens and the adolescents always went the extra mile and discussed, trying to find common ground.
 - 4.1. *Experiences*. Certain aspects unknown to the adolescents were very shocking for them, maybe because they had never heard the testimony of earlier times (*"I was shocked the day we dealt with women's rights before or things related to their marriages"* [EA3]. *"Yeah... you may have seen films and get some idea of how people lived before... but it was never so clear as they have explained to us"* [EA14]).
 - 4.2. *Vital stages*. Several experiences from different vital stages of both groups came to light, which were discussed together to find similarities and differences (*"It has been great to remember things I have gone through based on what she said"* [EM12]).
 - 4.3. *Personality*. Certain aspects of the participants' personalities were found, in this sphere, no age differences were found (*"He/she laughed about everything. I am so shy, it was of great help"* [EA21]).
5. *Stereotypes*. One of the objectives of the project was to break down stereotypes of other age or ageism ideas.
 - 5.1. *Towards old age*. Many adolescents admitted that they had never had the chance to share or exchange their experiences with senior citizens, and in many cases the project constituted a shift in their perception of senior citizens (*"I had only been with my grandparents previously!"* [EA4]).
 - 5.2. *Towards youth*. At the beginning of the project, the senior citizens were not provided with any questionnaire including stereotypes of adolescents; nevertheless, many of them stated that they expected lack of maturity, experience or interest from adolescents (*"At the beginning, with all these kids around, I said I did not want to come: What could I tell them? What would their contribution be? Ok, I eat my own words: they have been just great!"* [EM8]).
6. *Changes in initial expectations*. There are many prejudices against nursing homes. One of the objectives of the project was opening the institution's door so that people from other group could know more about the work performed there (*"It is fun but I thought it would be a dark place"* [EA14]. *"When I am old, I want to be there, not getting bored at home"* [EA11]). In general, the initial expectations of all participants at the beginning of the project were

more negative or neutral than at the end; therefore, their attitudes gradually changed during the sessions. (“I would have never imagined this” [EM6]).

Quantitative analysis

Self-esteem, positive and negative affect and depressive symptomatology

As far as the objective of improving the self-esteem of the senior citizens is concerned, when we analysed the results of the Rosenberg Self-Esteem Scale, we found that 10 out of 17 people scored higher after the sessions. The average score in the pre-test stage was 30 globally, compared to the post-test average score, which amounted to 32.56 (table 1).

As far as affectivity improvement is concerned, according to the PANAS scale of positive affectivity, we find differences after participating in the project, which resulted in an increase

in the post-test results, their average being 35 compared to 27.81 of the pre-test stage (table 2).

Although no material differences in terms of depressive symptomatology were found, a slight decrease between the pre-test average -23.25- and the post-test score -20.38- was found. Greater differences were found in terms of depressive symptomatology, 7.88 being the average score in the pre-test stage compared to 2.75 after the intervention. It is worth noting that the scores of the 12 adult participants were equal or above 6 (cut-off value to determine depressive symptomatology), while after the project only two individuals scored above 5 (table 3).

In order to determine if the differences found were significant, the averages for the two related samples were compared. The assumption of normality in each distribution was previously analysed using the Shapiro-Wilk test. Given a

Table 1
 Results of the Self-esteem scales: PANAS (PA), PANAS (NA) and Depression

	SELF-ESTEEM		POSITIVE AFFECT		NEGATIVE AFFECT		DEPRESSION	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST
M1	19	22	15	26	21	18	10	3
M2	20	28	10	28	27	24	8	4
M3	24	32	26	36	34	18	13	2
M4	36	34	36	36	10	15	6	2
M5	32	32	36	38	15	10	6	0
M6	32	38	17	36	18	16	8	1
M7	38	39	50	50	23	26	6	0
M8	24	32	34	32	34	28	11	1
M9	25	30	23	32	34	32	10	5
M10	22	-	12	-	22	-	12	-
M11	35	34	28	36	26	22	6	6
M12	36	34	32	38	18	15	6	6
M13	30	32	26	34	28	18	7	2
M14	28	26	22	33	23	22	9	5
M15	38	38	32	37	15	18	6	4
M16	31	34	28	36	26	24	8	2
M17	32	36	30	32	20	20	6	1

Table 2
Difference in averages, Student t-test & Wilcoxon test

	Average	N	Student t-test		Wilcoxon	
			t	Next	W	Next
PRE self-esteem	30.0000	16	-2.808	.013		
POST self-esteem	32.5625	16	-2.808	.013		
PRE Depression	7.8750	16			-3.306	.001
POST Depression	2.7500	16			-3.306	.001
PRE Positive Affect	27.8125	16			-3.177	.001
POST Positive Affect	35.0000	16			-3.177	.001
PRE Negative Affect	23.2500	16	-2.274	.038		
POST Negative Affect	20.3750	16	-2.274	.038		

level of error $\alpha < 0.05$, it is found that the variables post and pre-positive affectivity and post-depression do not have normal distributions.

A Student t-test was then performed (table 2) to determine the impact of the study on self-esteem and negative affectivity, and the Wilcoxon test was also performed (table 3) to determine depression and positive affectivity. It is concluded that post-test self-esteem is significantly higher than pre-test self-esteem and that negative affectiveness is reduced significantly; therefore, the intervention has been successful regarding self-esteem improvement and decrease of negative affectiveness.

The p-value of both tests is $0.001 < 0.05$, therefore the intervention has had a significant impact on depression and positive affect, and it is concluded that depression has decreased and positive affect has increased, both to a significant extent.

The positive affect items included in PANAS are: interest, state of mind, energy, enthusiasm,

Table 3
Results of the questionnaire on stereotypes against the old age (CENVE)

	PRE-TEST	POST-TEST
A1	73	82
A2	74	77
A3	79	86
A4	72	108
A5	109	86
A6	81	94
A7	65	91
A8	68	74
A9	61	84
A10	82	107
A11	96	92
A12	77	73
A13	70	81
A14	86	98
A15	97	88
A16	85	74
A17	76	96
A18	62	98
A19	109	106
A20	72	82
A21	76	94
A22	74	85
A23	68	81
A24	36	74
A25	71	84
A26	81	82
A27	62	68

pride, willingness, inspiration, determination, attention and activation (Sandin *et al.*, 1999); high scores in this PA factor of the PANAS clearly means that state of mind has improved.

Stereotypes against the old age

If we analyse the results of the questionnaire on stereotypes against the old age (CENVE) (table e), we find that stereotypes against the old age have improved, from 76.37 in the pre-test stage to an average of 86.85 in the post-test stage.

Both variables are close to a normal distribution, as the significance level obtained in both Shapiro-Wilk tests is above 0.05. It was then verified if the difference between them is significant using the Student t-test (table 3). A statistical value $t=-3.711$ was obtained for 26gl, the significance value being $\alpha=0.001$. Therefore, the impact of the intervention on the stereotypes of young people against the old ages is significant.

Discussion

The most relevant aspects to be taken into account when implementing a cross-generational programme have been evaluated, assessing and analysing certain aspects such as the state of mind and self-esteem of senior citizens, the stereotypes against ageing and the cohesion between participants before, during and after the project. Both the quantitative and the qualitative results show that cross-generational experiences have a positive impact to break ageist stereotypes and attitudes dawn.

As a whole, the results show that the experience was very positive for the participants. When analysing the results of the instruments, the difference in terms of depressive symptomatology emphasises that the excitement provided by active and successful ageing are essential when working and dealing with the state of mind of those people who live in nursing homes.

The positive results in terms of self-esteem and affectivity show how this sessions have had an impact on the senior citizens not only because they performed an extra activity on a weekly basis, but also because of the feeling of self-efficiency developed by them during the sessions; this project drove them to enhance their generativity and to see themselves as active members of society, with plenty of values and experiences to contribute with (Pinazo-Hernandis *et al*, 2016).

Continuing activity improved the state of mind of the senior citizens. The sense of feeling

worthwhile, motivation for the activity or the positive expectations towards the activity increased.

Regueiro-Salgado (2018) states that one way to approach young readers consists on placing the works out of the academic sphere, trying to differentiate them from the prescriptions of the educational system, and allowing young reader to select what they read voluntarily. The project has been so helpful to bring literature to the new generations in a different way maybe due to this reason, as shown in the qualitative results, as the students were eager and motivated to go to the sessions.

The qualitative results have provided us with wealth of information on the expectations both groups had before meeting each other and starting the experience, on how were the sessions to be carried out.

We would like to highlight the fact that both groups have played their own role not only by commenting on the contributions received by each group, but also by identifying the contributions made. Both groups identified mutually in a positive wave, unlike they expected at the beginning of the project, which is the main objective of all cross-generational projects (Pinazo-Hernandis, 2012; Pinazo-Hernandis & Kaplan, 2007).

Opening the doors of the nursing home to the community has been particularly interesting. In this case, the students were able to know the institution and the work performed by the professionals who work there. Additionally, upon the project was completed, some students visited the senior citizens who live in the nursing home voluntarily; this objective of continuity over time had not been set but it was achieved unexpectedly.

Among this type of projects, in the future we suggest including control groups and other measurements of stereotypes against the old age, such as the *Facts on Ageing Quiz* (Helmes,

2016) applicable not only to adolescents but also to senior citizens, as well as conducting longitudinal studies that also evaluate the increase in the reading habit of both generations.

Conclusions

As a conclusion, reading sponsorship is a great strategy to build links between participants and to promote reading. The results show the benefits of this experience -both at a community and personal level- for each one of the participants. For this reason, we suggest to put cross-generational practices in place in nursing homes, but according to this work some aspects should be taken into account.

First of all, it is necessary to select topics and carry out sessions in which the senior citizens play an active role, as their sense of self-efficiency shall thus be strengthened and their self-esteem and state of mind shall in turn improve.

Secondly, we should not forget about ageist stereotypes between generations, which are not necessarily common among youths and against the old age, as we could see in this case; this aspect is often ignored when designing this type of projects and which turned out to be very important in our work. According to the results, we conclude that it would have been interesting to measure stereotypes against youths using a previous questionnaire.

Thirdly, under the pretext of these literature sessions, the senior citizens were able to share their experiences and transmit their knowledge to the next generation. The students were aware of the benefits of listening to and valuing elderly people, as the success of any cross-generational project is very much in the awareness of the importance of the contributions made by each group and the benefits received (Sánchez & Díaz, 2005).

To conclude, we would like to emphasise that all the objectives initially set were achieved

and that even some unforeseen benefits were obtained; therefore, this project shows that it is important that nursing homes do their best and try to promote community integration through this type of programmes, which shall bring benefits to the biological, psychological and social spheres of senior citizens (Gallardo-Flores, Fernández, Sánchez-Medina, Alarcón & Amian, 2016; Olazabal & Pinazo-Hernandis, 2009). We would also like to emphasise such importance and thank those educational establishments that promote this type of initiatives to foster cooperation and solidarity among youths towards other generations as they learn.

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