RESEARCH REPORT & MARKETING GUIDELINE FOR ADULT EDUCATION INSTITUTES

AGE:WISE ACROSS GENERATIONS AT EYE LEVEL: WAYS TO INTEGRATE SENIORS BY EDUCATION



This project has been funded with support from the European Commission. The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.





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RESEARCH REPORT & MARKETING GUIDELINE FOR ADULT EDUCATION INSTITUTES

INTRODUCTION

AGE:WISE <u>ACROSS GENERATIONS AT EYE LEVEL: WAYS TO INTE</u>GRATE SENIORS BY EDUCATION This report has been developed in the frame of the project KA204 - Strategic Partnerships for adult education "AGE:WISE - Across Generations at Eye Level: Ways to Integrate Seniors by Education," Project n. 2020-1-AT01-KA204-078088, co-financed by the Erasmus+ Programme. It is designed to explore the specific learning needs of older generations, and, from the perspective of educators, the competences and skills elderly people must possess when they are in a teaching role. Trainers from adult education institutions, experienced in working with elderly people, were surveyed.

IN 2019, MORE THAN ONE FIFTH (20.3 %) OF THE EU-27 POPULATION (EU-27 MEMBER STATES) WAS AGED 65 AND OVER. (EUROSTAT)

This analysis will serve as base for the results that will be developed in further phases of the project:

WEB PLATFORM (Result 2) will be developed and include three basic functions/sections:

- 1.An INTERACTIVE SELF-REFLECTION QUESTIONNAIRE for elderly people who would like to teach. Users will receive a one-page summary of their results as a certificate with suggestions of which settings they could share this knowledge in with younger generations.
- 2. DEMONSTRATION OF SUCCESS STORIES. Senior citizens will share their personal success story of intergenerational learning in short videos, explaining in which field they acted as teachers.
- 3. After receiving their certificate confirming the competences, users will be redirected to the section containing the LEARNING PACKAGE (Result 4).

DIDACTIC GUIDELINE for adult education institutions (Result 3) **LEARNING MATERIAL** for a "training-skills-course" for seniors (Result 4)

Learn more about the project www.agewise.eu



RESEARCH METHODOLOGY

The results of this report are based on a research methodology comprising four pillars. The first consists of **formal research and academic discussion** concerning the intergenerational learning (IGL) approach (Chapter 1 and 6). The second is an analysis of best practices in the project's partner countries (Chapter 2). The third consists of interviews conducted with 20 adult educators in five countries — experts in teaching older adults and/or working within intergenerational learning settings (Chapter 3 and 4). And the fourth is the self-reflection procedure of the partners in IGL settings (Chapter 5).

ELDERLY EDUCATORS IN BEST PRACTICES IGL SETTINGS IGL COLLECTION OF IGL • Secondary data analysis • Specific learning needs of • How IGL settings can be • Experiences of the actual elderly people promoted and encouraged? practices of IGL • Required competences in their · Marketing strategies • 5 countries: (Austria, role of teachers Germany, Italy, Poland, Conducted expert interviews "Self-reflection" procedure of Portugal) based on a developed interview the individual partner guideline organisations RESEARCH REPORT **Academic** discussion

RESEARCH REPORT & MARKETING GUIDELINE FOR ADULT EDUCATION INSTITUTES

1. INTERGENERATIONAL LEARNING APPROACH

AGE:WISE
ACROSS GENERATIONS AT EYE LEVEL: WAYS TO INTEGRATE SENIORS BY EDUCATION



"INTERGENERATIONAL LEARNING (IGL) IS WHERE PEOPLE OF ALL AGES CAN LEARN TOGETHER AND FROM EACH OTHER"

EPALE, 2020

The research has identified the role of intergenerational learning activities in human development. The term "intergenerational learning" is composed of three elements with a strong pedagogical meaning:

- "inter" focuses on the dimension of the exchange, relationships, reciprocity;
- "generational" an aspect which considers the different fields of experience and mentality formed in time between representatives of different ages;
- "learning" the result of the exchange of experiences.

Intergenerational learning is a way to learn together and from different generations. When older and younger generations work together, they gain skills, values and knowledge.

Intergenerational learning can take place in a variety of social settings (formal, non-formal and informal) and through different programmes which help strengthen social capital and bonds by creating social cohesion in our communities.

IGL activities increase **cooperation**, **interaction or exchange between two or more generations**, breaking down stereotypes, promoting understanding, respect and trust, whilst sharing ideas, skills, knowledge and experience. It leads to learning outcomes, promoting coexistence and citizenship, and developing a "co-learning" approach.

According to Albert Bandura's work "Self-efficacy: Toward a Unifying Theory of Behavioral Change" (1977), it is possible to highlight how **social interaction** plays a fundamental role, becoming a context for observational learning and learning through dialogue, personal growth and development.

Greg Mannion (University of Stirling, Scotland) offers the following definition for intergenerational education:

- a) involves people from two or more generations participating in a common practice that happens in some place,
- (b) involves different interests across the generations and can be employed to address the betterment of individual, community and ecological well-being through tackling some 'problem' or challenge,
- (c) requires a willingness to reciprocally communicate across generational divides (through activities involving consensus, conflict or cooperation) with the hope of generating and sharing new intergenerational meanings, practices and places that are to some degree, held in common, and
- (d) requires willingness to be responsive to places, and each other, in an ongoing manner.

From the pedagogical point of view, the main purpose of intergenerational education is to **improve intergenerational** relations in ways that assist in the flourishing of communities and places, local and beyond (Mannion, 2012).

"IGL means above all learning with, from and about each other. Younger and older people pass on their know-how to each other in specific subject areas. Thus, they are receiving help from each other they would otherwise probably not get."

Adult educator, Austria

1.2 CURRENT SITUATION IN PROJECT PARTNER COUNTRIES

AUSTRIA

An expert interview conducted by the Austrian Ministry of Social Affairs showed that Austrians see an important field of action in intergenerational education projects that enable an exchange and a change of perspective between the generations. Older people, in particular, are interested in younger generations, their concerns, opinions and expectations (Müllegger, 2018). Clear figures and statistical data on intergenerational learning are hard to find for Austria. However, empirical studies show that activating measures are necessary for life satisfaction in the later phase of life (Kolland, 2011).

Lifelong learning and educational processes are seen as support to preserve quality of life on one hand and maintain social participation on the other.

In Austria, there are now several options for intergenerational learning. These choices take place in formal, non-formal and informal ways. For example, intergenerational learning often takes place within the family, especially in rural areas where multi-generational households still exist. Intergenerational projects are also carried out by non-governmental organisations (NGOs), nurseries, universities and individual communities. There are also options where the focus is on younger generations teaching older ones; here, especially, in a technical context.

There is further education offered in the fields of senior vitality coaching, education in old age or geragogy, but no further education with a concrete focus on intergenerational learning processes.

GERMANY

Nowadays, in most cases children do not live together with their grandparents. For this reason, children have less opportunities to meet informally with the older generation (Statistisches Bundesamt, 2016). In 2012, the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth in Germany published an expert opinion on "Generational Relations - Challenges and Potentials" with a recommendation to strengthen the relations between the generations within families but also beyond (BMFSFJ, 2012). There is a number of good practice examples of the Federal Government initiating relevant projects at local level, e.g. communal forms of living, meeting places such as multi-generation houses, mentoring models, cooperation between senior citizens' facilities and day-care centres, school projects with contemporary witnesses and intergenerational forms of learning in various fields (BMFSFJ, 2013). The German authorities have identified the problem of lacking intergenerational cooperation between seniors and children. For this reason, they recommend and encourage the implementation of intergenerational activities, e.g. in Bavaria with the guidelines for senior care organisations (StMAS, 2004) or the curriculum for kindergartens (StMAS, 2012). Even on regional level, some districts have set out scientifically supported intergenerational demography concepts involving their citizens at grass-roots level with outlining future regional measures (Landratsamt Cham, 2013).

The IGL activities in Germany cover both types of intergenerational learning activities: younger generations teaching the older generations or older people having the role of a teacher/mentor. Some of the activities are initiated by schools, kindergartens, senior care organisations, voluntary organizations. In general, Germany has a well-established tradition of volunteer work, running many IGL activities.

Specific courses for the training of IGL trainers have been created, e.g. with the Erasmus+ funded project "Innovative Education In The Field Of Intergenerational Cooperation Support" (IEICS, 2019), qualification courses for "Mentors of generations" offered by the Christian churches. The AWO (Arbeiterwohlfahrtorganisation - Workers` Welfare Association) in cooperation with the University of Dortmund published a guide for intergenerational work for professionals (Lechtenfeld et al, 2017). The University of Applied Sciences Darmstadt conducted one of the first scientific studies on the analysis of intergenerational mentoring projects (Jakob, 2019).



In Italy, there are no legal provisions or policies aimed at governing and promoting intergenerational learning.

Consequently, there is a lack of national and local programmes focused on the development of reciprocal IGL. Nevertheless, since the early 2000s, a number of IGL activities have been implemented by foundations, NGOs, local government bodies, third sector organisations, trade unions and business associations, schools, and vocational training centres. The majority of these activities are provided on a volunteer basis and have been implemented within the framework of various projects, specifically Erasmus + and Grundtvig, co-financed by the European Commission.

The founders of IGL initiatives come from both the public (schools, libraries, governmental associations) and the private (NGOs, associations) sectors. The bridge between the private organizations and the target groups is often realized with the help of open public institutions such as schools and libraries, encouraging the initiatives coming from volunteers.

Currently, many of the intergenerational programs are being implemented with children from primary and elementary school. Taking into consideration our target group (elderly people 65+, young people 16 to 30 years old), the learning process is often organised in the direction from younger generation to elderly one (digital competences courses) at adult centres/Universities of the Third Age. IGL activities are mostly promoted at the non-formal (NGOs) or informal (families) levels. IGL activities mostly take place at elderly care homes, NGOs, the Universities of the Third Age, libraries and schools.



POLAND

In recent years, intergenerational learning as a response to challenges stemming from population ageing has been gaining popularity in Poland. One of the biggest state programs for seniors, ASOS (Government Program for Social Participation of Senior Citizens), defines one of its priorities as social activities promoting intra- and intergenerational integration, and funds initiatives bringing together young and elderly citizens, providing them with learning opportunities.

Most of the intergenerational learning activities in Poland are funded by the state (through governmental/community programs) or the European Union (E.U.) but implemented by NGOs. Therefore, the majority of initiatives are based on non-formal education and informal learning.

Formal educational projects are not widespread, although there are some initiatives from the NGO sector advocating that intergenerational learning should be more institutionalised and included as a part of school curricula.

When it comes to practice, many of the projects focus on reciprocal learning or seeing young people as those able to help seniors integrate by teaching them technology. There is, however, a growing tendency to base the activities on a "seniors as teachers" approach, or to provide both young people and the elderly with support in developing and implementing joint initiatives.

There are a growing number of educational projects addressed to people who would like to start working in this field. A recent example of good practice in this regard is Archipelag Pokolen (Archipelago of Generations) which offers online courses for educators focused on the topic of intergenerational practices. Intergenerational learning in Poland is well developed both in terms of policy and practice, however, practitioners active in the field postulate more focus on the "seniors as teachers" approach, as well as more institutionalised intergenerational learning at schools.



Portugal, like the rest of Europe, has a high ageing population due to low fertility and mortality levels, thus, leading to a significantly increasing number of elderly people. Portugal is currently the third most ageing country in the E.U., only behind Germany and Italy. In Portugal, old age policy only began to be discussed in the early 1970s. It was only in 1976, after political changes in the country, that the new Constitution assured the Right to Social Security, which was maintained after the constitutional revision of 1992.

In 1999, intergenerational projects emerged in Portugal when the United Nations (UN) declared the International Year of Older Persons. Currently, IGL initiatives in Portugal are mainly promoted by nonformal organisations (private social solidarity bodies, local associations) even if there are activities promoted by associations, municipalities, and universities (always with non-formal characteristics).

The activities are carried out with small groups of people (young and old), and, therefore, the impact is greater at the local level. When networks are created, it is easier to continue the activities that the projects promote over time. Currently, with the increasing focus on IGL, specific courses have been created for the training of IGL trainers projects. funded by European With the European Intergenerational Learning (EMIL) project there was an attempt to create a "European Certificate of Intergenerational Learning" (ECIL). A trainee's manual entitled "Intergenerational Animation" was developed by the initiative of Santa Casa da Misericórdia de Mértola, financed by the Portuguese State and the European Union through the European Social Fund. The mentioned initiative was then proposed to develop the project "Intergenerationality, Support Networks and Care Provider to the Elderly of the 21st Century."



Society in Europe and around the world is facing a rapidly ageing population. For this reason, the question regarding how to improve the elderlies' quality of life is especially important today. Educational experiences based on the intergenerational learning approach can become the key to the social inclusion and active citizenship of the elderly. The European Commission has addressed this challenge by introducing new policies on lifelong learning.

In the last two decades, the EU has developed lifelong learning policies as follows:

Adult Learning: It is Never Too Late to Learn (2006) developed project networks. It also provided the first policy framework for the years 2007 to 2013 and was subsequently extended by both the Lifelong Learning Programme and Erasmus Plus.

European Year for Active Ageing and Solidarity Between Generations (2012) has helped convey a more positive image of the ageing population by highlighting the potentials of older people and promoting their active participation in society and the economy. It has managed to mobilise numerous governmental and nongovernmental actors, and many Member States and civil society organisations have used the European Year as an opportunity to develop new initiatives or strengthen their existing ones.

"Learning for Active Ageing and Intergenerational Learning: Final Report" (2012) was an EU-funded study which served as further development in the implementation of policy programmes to knowledge active the available on intergenerational learning. It brings together key findings from academic and other literature on the subject identified up to the end of May 2012, collected from 22 case studies and material created and projects funded through activities the European Commission's Grundtvig programme.

EPALE (Electronic Platform for Adult Learning in Europe) is a network platform providing visibility to different projects connected to adult education including learning experiences based on the IGL approach.

The United Nations 2030 Agenda for Sustainable Development has affirmed that one of the key sustainability development aims is to promote lifelong learning opportunities for all.

Some examples of European networks on IGL are:

- ENIL (European Network for Intergenerational Learning) has attempted to identify and analyse the impact of intergenerational learning in different target groups. It was founded by 25 institutions from 22 EU countries promoting intergenerational learning. The project aimed to facilitate the exchange of expertise and effective practice among IGL practitioners by creating support structures to influence policy makers and policies through research
- The European Association for the Education of Adults (EAEA), founded in 1953, is actively involved in the development of adult education throughout Europe. It plays a major role in promoting new adult education policies and practices while maintaining constant contact with the European Commission and the European Parliament. EAEA is a European NGO with 133 member organisations in 43 countries and represents more than 60 million citizens across Europe. Its aim is to connect and represent European organisations directly involved in adult learning.

The concept of intergenerational learning, however, has not been fully integrated yet at the policy level. European networks or projects often have a short lifetime without the possibility of sustaining significant impact. This is a problem both for the research and for the development of the IGL approach.

SUMMARY

The state of IGL in the project's partner countries appears to highlight a common European social trend: the number of people aged over 65 is growing while the youth population is decreasing.

Some differences can be seen in IGL policies, which have been present longer in Germany, allowing for greater development of public and private initiatives.

In all of this project's countries, the intergenerational learning approach has been implemented through different initiatives. However, in general, IGL policies appear to be **underdeveloped**.

IGL initiatives are mostly organised in **non-formal settings** (associations and non-profit organizations) and in formal public or private settings (schools, universities, elderly homes).

There is a **lack** of specific **training** courses organised for IGL educators.

Teaching-learning practices are predominantly organised in a one-way direction—from younger people to the elderly (more often), from older people to younger students (less popular).

Reciprocal teaching-learning practices are still rare.

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2. BEST PRACTICES OF INTERGENERATIONAL LEARNING APPROACH

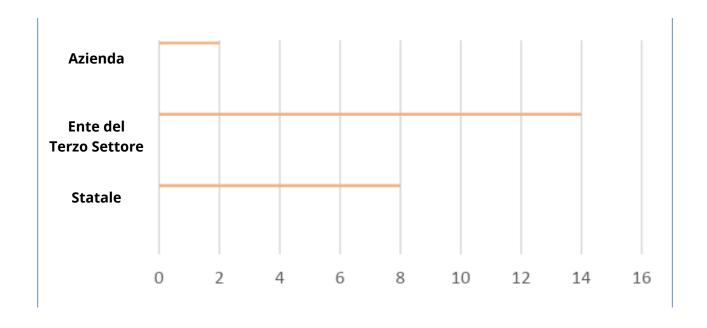
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Mapping of the 24 best IGL practices implemented in Austria, Germany, Italy, Poland and Portugal has allowed us to highlight some common aspects in the field of intergenerational learning activities. The first element concerns the legal type of the organisation where the best practices were organised.

Graph 1 shows that IGL activities were mostly organised by nonprofit organisations, even though there was a significant amount of direct management by state organisations.

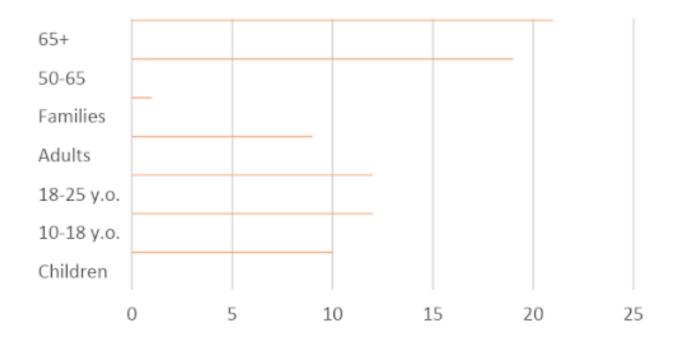
Graph 1): Legal form of the organisations providing IGL activities



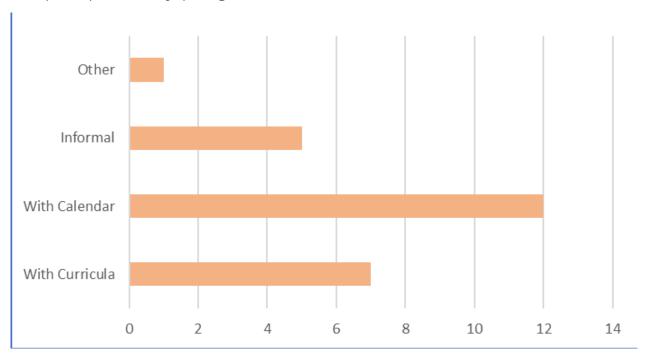
The second element concerns the type of property where organised IGL activities were located. This question reveals sustainability/financial independence of the organisations-organisers. A significant number of the activities described in the "Best Practices" collection were located at the organisation's property. There are some that rented the location for the activities ad hoc, as well as others that used the properties of the partner organisations. Coworking spaces were not used among the practices collected. Other spaces (gardens, parks) were also used. It appears that the tendency to organise activities in their own spaces prevails for organisations, a possible indicator of the financial independence of the organisations providing these activities.

Regarding the age of the participants in the described IGL activities, Graph 2 shows that the participants were mainly over 65 years old, as well as 50-65 years old. The age for younger participants varied.

Graph 2): Age of participants in IGL activities



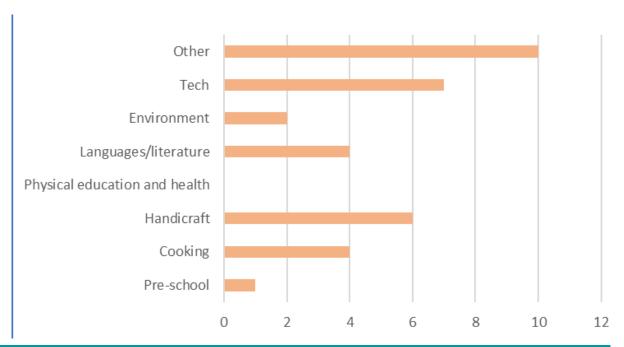
The IGL activities were mostly organised with a calendar, meaning the programme is not structured, single events are planned and learning objectives are not always clearly defined (Graph 3). Informal forms of IGL activities exist as well, where their coordination is based on occasional requests and the needs of the learners. Equally significant, however, appears to be the presence of activities with curricula, a planned program, calendar and defined learning objectives. It demonstrates how IGL can become a stable, lifelong learning activity connected to the development of specific competences.



Graph 3): Activity programme

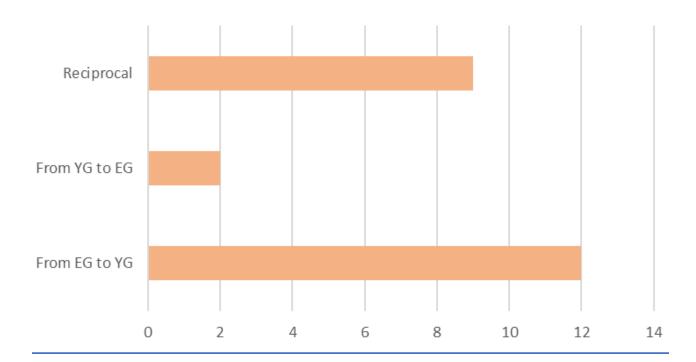
The characteristics of the activities carried out by the organisations analysed appear to be significant (Graph 4): we can see that the most popular IGL activities are connected to technology and handicrafts. There is a lack of IGL activities focused on physical education and health. We can assume that such activities are usually organised for different age groups separately without an IGL approach.



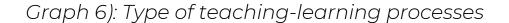


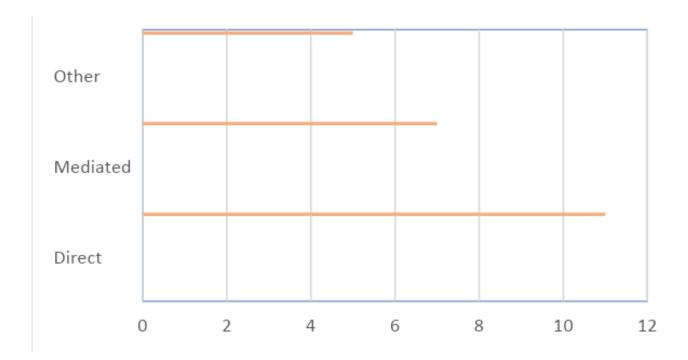
For these best practices collection, cases with seniors teaching younger students have been mostly considered. Graph 5 shows that the activities chosen as best practices of IGL for this project were mostly organised by elderly people for young learners. However, experiences of reciprocal teaching, where both generations benefit from the activities, have been organised as well. The data indicates how specific teaching skills training would be important for adults aged 65 and older.

Graph 5): Action towards (from young generation to the elderly, from the elderly to younger people, reciprocal learning)



Among the IGL activities collected for this report, the style of direct teaching appears to have been widely used, where an educator or a non-professional organiser of the activity provides the activities directly to the students/participants. The mediated style is present but less prevalent; this is when a professional educator assists a non-professional organiser of the activity to share knowledge/competences with the participants of the activity. For example, an elderly woman is organising a cooking class for younger people, a professional educator is present as well (Graph 6).





There is a lack of special training for IGL educators. The teaching process is mostly informal, based on the experience of the other teachers, or the organisation provides occasional training for teachers/organisers of IGL activities.

The evaluation program of ICL activities is mostly informal, formal evaluation has been mentioned for several activities.

This data highlights the necessity for coordinating specific training for people who deliver IGL activities, outlining a specific profile for an IGL trainer.



AUSTRIA

OMA/OPA-Projekt

The idea of the "OMA/OPA-Projekt" is to support socially and educationally disadvantaged children and teenagers. In one-to-one learning settings, volunteer seniors help younger people learn different school subjects once a week. In addition, children with a different mother tongue are able to enhance their German skills. Therefore, an intergenerational dialogue is possible where both generations can benefit from the other's experiences and knowledge. Until now, nearly 100 seniors have taken part in this project and there is the capacity to support about 90 children and teenagers annually.

OTHER PROJECTS:

BROTZEIT (BREADTIME) – Different workshops were conducted where the elderly showed younger people how to do a variety of things like baking bread or threshing grains.

TIK - TECHNIK IN KÜRZE - Younger people show the elderly how to use a smartphone, a tablet or other technical devices.

KINDER IM SENIORENHEIM - The kindergarten and the retirement home are in the same area, therefore, children and seniors are able to see each other and talk, play, read, and do handicrafts together.

COOKING GRANNIES – A blogger films seniors while baking or cooking, in different videos "Cooking Grannies" and a "Cooking Grandpa" share various recipes that were passed on from generation to generation.

ALTES HANDWERK NEU ENTDECKT - KORBFLECHTEN MIT HASELNUSSSPÄNEN - Different workshops to support intergenerational learning e.g., how to weave a basket, traditional handicrafts.

SENIOR EXPERTS AUSTRIA - Seniors with a lot of professional experience are sent into poorer countries to share their knowledge and practical experience in a specific field.

GERMANY

GRANDPARENTS' AND GRANDCHILDREN'S MUSEUM DAY

Annually, the Local Alliance for the Family in Cham (Bavaria, Germany) engages partners from state and local entities, the business sector, NGOs, churches and parents' initiatives, and, in collaboration with the District Culture and Museums Department, organises a Grandparents' and Grandchildren's Museum Day.

The Local Alliance for the Family in the District of Cham received the national "Alliance of the Month" award in April 2019. Grandparents' and Grandchildren's Museum Day is one of the most successful and sustainable activities offered by the alliance. More than ten museums in the district offer special guided tours and creative activities on this day where young and old can get in touch. During a visit to the School Museum, for example, grandparents talk about their own school days. There was also an exhibition on the subject of bees in the Hunting Museum. In collaboration with the local beekeeping association, visitors were able to build an "insect hotel," to roll beeswax candles and explore the exhibition.

OTHER PROJECTS:

LITTLE DISCOVERERS – Adult volunteers, most of which are recently retired, visit kindergartens and carry out some experiments together with the children.

REPAIR CAFÉ - Volunteers offer repair services for appliances in front of, or even in cooperation with the "client." Volunteers are mainly experienced seniors with different professional backgrounds. The Repair Café is supplemented with a smartphone and tablet area managed by young people. Here, they check and explain the functions of these devices to mostly elderly people.

LOCAL READING PATRONAGES - The local reading patronages project is directed toward volunteers, mostly seniors, willing to regularly dedicate one to two hours a week to reading with a primary learner.

BULLDOG- PROJECT (**REPAIRING A HISTORIC TRACTOR**) - Seniors living in a care home for those suffering from dementia together with young people repaired a historic 1953 Hanomag tractor. In the end, social activities included eating, talking and doing a tour with the vehicle.

ITALY

INTERGENERATIONAL BOOK SWAP

The event was organised in 2019 at EduVita, Lecce. Book swapping is the practice of exchanging books between one person and another. It provides an inexpensive way for people to trade books, discover new ones and obtain a new book to read without paying. People of different ages were invited to participate in order to talk about the favorite books of the different generations, have discussions, play literature games and socialise together.

OTHER PROJECTS:

COOKING WORKSHOPS in Cerfignano, South Italy - Locals older than 60 years teach young people to make typical dishes of the Salento region including homemade pasta and sweets.

SOFT SKILLS THROUGH THE MONTESSORI METHOD - Elderly people from a retirement home in Bologna take care of primary school-aged children. They garden together and exchange skills by working in unison.

"BELLA NONNO" - An intergenerational training course for active seniors in which young digital natives act as "tutors." Seniors are taught computer literacy, electricity and gas utility management, nutrition and health, innovative payment tools, and access to banking services.

INTERGENERATIONAL THEATER WORKSHOPS - Grandparents and their grandchildren aged six to ten years exchange stories through theatre play.

POLAND

INTERGENERATIONAL DANCING

Intergenerational Dancing is a countrywide initiative aimed at challenging age-related stereotypes and combating social exclusion. The core activities are music and dance events organised in clubs popular among young people but not as well known or attended by seniors. Among the DJs and organisers are both young and elderly people, so that events are a space for different generations to meet, exchange experiences and learn from each other. Since the first event organised in 2011, Intergenerational Dancing has gained great popularity across the country and expanded its scope of activities which now also include a professional Senior DJs Academy.

OTHER PROJECTS:

SENIORS AND YOUNGSTERS IN CREATIVE ACTION - Young people and seniors participated in theater workshops, learning from each other and exchanging life experiences.

FROM RADIO TO IPOD - Seniors (retired engineers) taught youngsters how to build a radio. In return, youngsters provided seniors with training in using modern technologies—smartphones, tablets, iPods.

TANDEM. MENTORING 55+ - Seniors and children (age 8-13) interacted in a form of regular one-to-one mentoring meetings. The mentor supported the child's development, demonstrating diverse and interesting ways to spend time.

PORTUGAL

LATA 65: GRAFFITI WORKSHOPS FOR SENIORS IN LISBON

Founded by Lara Seixo Rodrigues, a street artist, LATA 65 is an urban art workshop that teaches the basics of street art to seniors in various neighborhoods around the city of Lisbon. It aims to destroy age-related stereotypes, bringing art closer to the communities, and helping older and younger generations have fun together. Presently, more than 100 seniors have passed through the LATA 65 workshop, with an impressive age range from 63 to 93 years. LATA 65 works directly with the Council to get wall permits, and it is clear why the local government is enthusiastic to support the workshop. "I think and I see in every project that street art is close to the people," said Rodriques. "It's in the streets, it talks to the community. Street art is given to the community by artists. It is the most democratic way of showing art to the people and getting them into the art."

OTHER PROJECTS:

ACONCHEGO - Students can live rent free in the homes of older people who have extra space, in exchange for companionship. Aconchego has a 15-year track record of success attributed to active matchmaking, evaluation and support that includes monitoring, calls, and emails.

PROJECT VIVER (DEVELOPING CREATIVE INTERGENERATIONAL RELATIONS) - Creates structures to support the reconciliation of work and family and to train intergenerational social workers with skills to contribute to the reconciliation of working time with family and social life.

TOGETHER OLD AND YOUNG - TOY PROJECT - Brings young children and older adults together to share experiences, have fun, learn from each other and develop meaningful relationships.

THE STORIES AND MEMORIES PROJECT - The elderly of the village become teachers of the rural environment and receive visits from children and elderlies living in senior homes. They teach about their vegetable garden, capoeira, how to make bread and collect wild mushrooms, sharing traditions and ancestral knowledge in a real outdoors school.

A AVÓ VEIO TRABALHAR "GRANDMAS CAME TO WORK" - An intergenerational design and creative hub for Lisbon women 60 and older. The older women organise regular creativity workshops—screen printing, embroidery and knitting—where everyone can meet, discuss and learn from each other.

MEMÓRIAS COM SABOR (MEMORIES FLAVOURED) - Collecting the gastronomic memories of seniors and sharing them with preschool children. At the end, a recipe book is created which compiles all the work from the year.



Lata 65: Graffiti workshops for seniors in Lisbon, Portugal

READ MORE ABOUT ALL THE BEST PRACTICES ON THE INTERACTIVE MAP

INTERACTIVE MAP <u>Click here</u>

or



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3. PROFILE OF THE IGL EDUCATOR: ELDERLY PEOPLE AS TEACHERS

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ACROSS GENERATIONS AT EYE LEVEL: WAYS TO INTEGRATE SENIORS BY EDUCATION

SUMMARY OF THE RESEARCH

Chapters three and four are focused on the results of the interviews (Annex 1) conducted with 20 Adult and Senior educators from Austria, Germany, Italy, Poland and Portugal.

As a result, the specific learning needs of the older generation were explored **(Chapter 4)** and, from the perspective of teachers, the competences and skills that older people need to have when they are in a teaching role were revealed **(Chapter 3).**

Three groups of educators were interviewed for this research:

- (A) Senior Educators teaching senior students
- (B) Educators younger than 65 years old teaching senior students
- (C) Educators older than 65 years old teaching young people

In this report, the following terms will be used for the aforementioned educator categories:

- Adult Educators, category (B)
- Senior Educators, categories (A) and (C)

In this way, interviewees (C) provided additional value to the interviews, giving practical advice on IGL and sharing his or her experience from the point of view of both target groups: elderly people and educators.

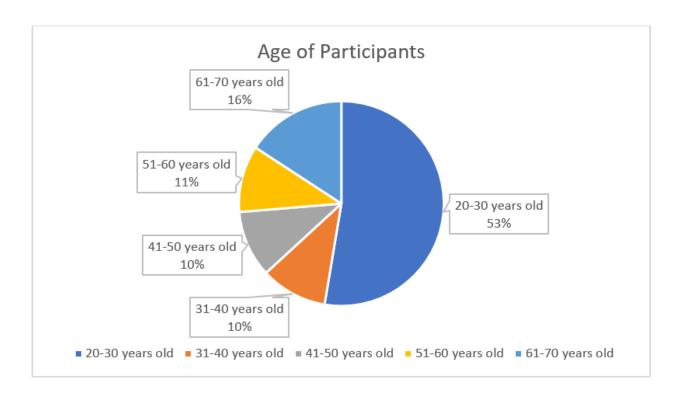
Based on the interviews, we have explored the challenges, motivation of seniors in the learning process, and the methods and tools necessary for their best learning. Moreover, their potential as IGL teachers has been explored. Educators have provided advice on which knowledge and competences the elderly should have in order to teach younger people.

Key phrases and results from the interviews are summarised in conceptual maps:

- 3.1 "Learning Theories, Methods and Tools". p. 37
- 4.1 "Challenges", p. 52
- 4.2 "Motivation", p. 56
- 4.3. "How do you teach the elderly?", p. 59

ANALYSIS OF RESPONDENTS

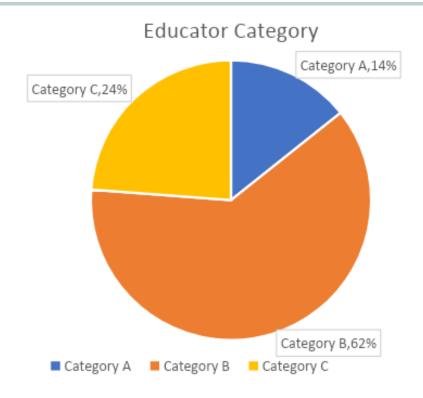
The respondents were aged 20 to 65 years old. The highest percentage of the respondents, 53 percent, were in the 20-30 age bracket.



Three groups of educators were interviewed for this research:

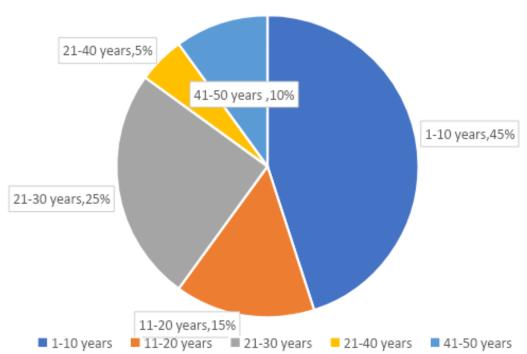
- (A) Senior Educators teaching senior students
- (B) Educators younger than 65 years old teaching senior students
- (C) Educators older than 65 years old teaching young people

The highest percentage of respondents, 62 percent, were in category (B), followed by 24 percent in category (C), and then 14 percent in category (A).



Senior Educators (C) have different experiences in organising intergenerational activities, that varies from 1 to 50 years. Intergenerational activities are mostly connected to digital and language skills development, painting courses, reading clubs, cognitive stimulation, social and cultural competences, after-school activities, tutoring, art workshops and courses on popular culture.





3.1 LEARNING THEORIES AND METHODS FOR SUCCESSFUL INTERGENERATIONAL LEARNING

Adult (B) and Senior Educators (A, C) interviewed emphasised that different social, methodological, organisational and digital competences are important; whereby it was mentioned that it depends on the type of teaching that will be offered (type of courses) and each particular senior.

Seniors should know how to work with learning objectives, use different methods and tools (specifically technical tools), presentation techniques, and how to prepare and organise the teaching process e.g., how to organise a diversified and vivid learning environment. Additionally, seniors should know how to communicate appropriately, how to reflect on oneself, and/or how to appropriately deal and break with stereotypes and prejudice.

It was also mentioned that it is important that seniors be willing to continue their education on a constant basis and stay up to date i.e., also applying new innovative methods. It was stressed that seniors should be aware that education has changed, and teacher-centred teaching is not the main focus anymore. Some respondents suggested organising a specific train-the-trainer course targeted at seniors for the appropriate methodological and didactical preparation of teaching-learning environments.

While working with younger generations, seniors should have some basic understanding of learning processes and a good psychological basis of how to effectively work with young people. They should understand how young people learn. Theoretical knowledge, however, should always be accompanied with "life experience" and a good amount of work practice that enables one to be successful teaching others.

Nonetheless, Senior Educators (C) assert that no specific didactic and methodological competencies are required, only a **positive attitude towards younger** people and the openness to use and embrace new tools and technology. For example, the classes organised by the elderly at Senior University in Portugal are focused on knowledge sharing. Any seniors who have something to teach and would like to do it, can be teachers as long as they so desire.

Respondents agreed that knowledge about learning theories is not as important - only basic knowledge is necessary - specific **methods and tools are more significant**. It is essential to provide knowledge about a good mix of practical tools to use, to see what the senior is comfortable using for the teaching process.

Most of the respondents agreed that younger people require more variety and interaction in the teaching-learning process. One of the most effective methods, as indicated by the interviewees, is storytelling. Talking about life experiences, not only the positive and successful ones, but also the failures, can help young people understand how even mistakes are fundamental in the growth process. The methods predominantly used are team-oriented, collaborative learning, where one learns by working and sharing with others. The use of dialogue is imperative, as well as storytelling and the use of the Socratic method that allows young learners to reach the truth on their own.

"The teacher/trainer should see his/her role as a neutral moderator of teaching and learning processes for different generations. For that reason, it is essential that the teacher/trainer is familiar with (new) virtual opportunities."

Adult Educator, Germany

Below you can find the learning theories, methods and tools that Adult (B) and Senior Educators (A, C) who participated in the interviews considered to be essential to know before starting to teach:

LEARNING THEORIES

- Kolb's Model for the Learning Cycle
- Development of learning units
- Intergenerational learning approach: differences and stereotypes
- Constructivism
- Social Learning Theory (SLT)
- Individual approach to teaching

LEARNING THEORIES, METHODS AND TOOLS

KNOWLEDGE

- How to structure the learning contents
- How to create a worksheet
- How to deal with a group of learners
- How to explain clearly and motivate a learner (ask questions, encourage)
- How to combine different teaching methods (e.g., visual/audio; audio/tactile)
- How to create a balance between theory, practice and fun activities

METHODS AND TOOLS FOR

- · Creating group dynamics (games and icebreakers)
- Creating a comfortable learning atmosphere/safe space
- Conflict resolution
- Participative learning (show how to do something, ask learners to do it)
- Experiential learning
- Learning in movement
- Task-oriented learning
- Multi-dimensional teaching
- Storytelling

3.2 COMPETENCES: THE PROFILE OF THE IGL EDUCATOR

During the interviews, we proposed to the educators a list of different competences and skills that could be important for elderly people to teach younger students. Adult (B) and Senior Educators (A, C) rated the competences from 1 (not important at all) to 5 (very important).

The **questionnaire** (Annex 1, p. 5) and choice of competences were based on a comparison and analysis of some projects already implemented on IGL:

- https://epale.ec.europa.eu/en/blog/intergenerational-learning-results-european-network-intergenerational-learning-enil
- https://eaea.org/
- http://lllplatform.eu/events/event/wellbeing-and-ageing-the-lifelong-learning-approach/
- http://congenialebook.wordpress.com
- https://eduscol.education.fr

Research and analysis of research outcomes on IGL published in scientific journals have been considered:

- Eurasian Journal of Educational Research (EJER)
- Edutopia
- AGEING HORIZONS
- ERIC database
- Thesis, Loewen, Jerry Intergenerational Learning: What if Schools were Places where Adults and Children Learned Together?

This comparative work produced an initial list of key words, which was then compared with the European Community's indications on IGL and the **Entrecomp** and **DigiCompEdu** matrix.

The following theoretical works on adult learning and teaching methodologies have been taken into account as well:

- J. Mezirow, Transformative Learning
- D. Kolb, Experiential Learning
- D. Jonassen, Problem-Based Learning
- P. Ellerani, Learning Environment
- D. Morselli, P. Ellerani, Agency
- M. Nussbaum, Creating Capabilities



Following are the competences which obtained the **highest** percentage of agreement i.e., **81 to 100** percent of interviewed educators rated these competences as **"very important."**

PEDAGOGICAL COMPETENCES

ORGANISE

Activities / learning experiences

COMMUNICATE

Effective communication for the learning and teaching process Use communication to build trust Communicate for conflict resolution and mediation

LEARN

In intergenerational contexts

CULTURAL AND SOCIAL AREA

Breaking Stereotypes

Appreciate age diversity, reduce the stereotypes that have been formed both about the elderly and young people.

Empathy

Know how to create a relationship with the learners based on empathy. Try to understand the state of mind of the participants.

Keep professional skills alive, useful and transferable

Recognise the skills gained over life and know how to transfer them to the learners in an easy-to-understand way.

AGENCY

Generate ideas, projects

Develop the way of thinking, being and doing in order to generate new ideas, projects and relationships. These competences obtained a **high** percentage of agreement among interviewed educators with **61 to 80** percent rating them as "very important."

PEDAGOGICAL COMPETENCES

ORGANISE

Learning settings / supportive environment

COMMUNICATE

Use communication to evaluate the experience and give feedback

COMBINE

Combine experiences
Combine different skills

IMPLEMENT TEACHING METHODOLOGIES

Co-create with learners Working in teams Mentoring

CULTURAL AND SOCIAL AREA

Involvement: Know how to involve learners in acquiring knowledge and practicing skills, encouraging them to use these skills in real life.

Enhance local culture and traditions: Promote the culture of different places and traditions, giving them a new sense of value through education.

Enhance the intangible assets of the community

Know how to organise activities that allow one to promote and enhance some intangible assets (knowledge, aspects of culture in all fields) that people recognise as heritage of their social and cultural history.

Enhance the material assets of the community

Know how to organise activities that allow one to promote and enhance material assets (objects, places, crafts) that people recognise as the heritage of their social and cultural history.

Uniting the generations

Know how to organise learning activities in which people of different ages are involved and feel united, understand each other.

Rediscover professional skills and knowledge/ arts/ crafts

Organise activities that allow one to rediscover professional skills and knowledge, arts and crafts, to transfer them to learners in a creative way.

AGENCY

Being proactive (ideas, activities, projects)

Develop the way of thinking, being and doing in order to be proactive in ideas, proposals for activities, projects.

Be engaging (with learners, other teachers or volunteers)

Develop the way of thinking, being and doing in order to be more engaging with people (learners, stakeholders, other teachers, volunteers).

Create new opportunities (for people and communities)

Develop the way of thinking, being and doing in order to create new opportunities that do not yet exist for people and communities.

Set up welcoming and safe places

Know how to create a welcoming, safe, and supportive space for learning.

The interviews revealed the importance of a classic set of skills essential for an educator's profile: **social, methodological and organisational.** A positive attitude and empathy are also required.

It is, therefore, evident and fundamental that a "train-the-trainer" course for IGL educators is necessary for their methodological preparation and organisation of teaching-learning environments. Seniors who want to start teaching, should be highly aware of **what** they want to teach and know **how** to deal with younger students.

45% of educators rated as "very important" and 35% as "important" the competence of **using technology for teaching and learning**. Some of them also mentioned that even if older people prefer faceto-face learning-teaching experiences, technological and digital competences became **essential** for teaching and communicating online during the **COVID-19 pandemic**.



Learning experiences based on the IGL approach can take place in different settings:

- **formal** (e.g., schools, universities, care homes)
- alternative **non-formal** learning contexts (e.g., private home kitchen cooking class, outdoors, repair workshops)
- **informal** situations

During the interviews, it was mentioned that sometimes young people and elderly people imagine the perfect IGL setting in a different way:

Austria – "There is a difference in the perception of the perfect place between generations. The Adult Educators described the perfect place as cosy (Café lounge ambience), warm, bright and friendly with classic modern teaching interiors (everything that is needed for teaching like beamer and screen, flipchart) and a special focus on good accessibility for seniors. Seniors are less demanding, while for young people a cosy, not school-like, atmosphere would be important. The Senior Educators emphasised the importance of quietness and a designated place that should stay the same, but without any special equipment (only what is needed)."

The educator's empathy and support are important for creating a trustful atmosphere:

Italy - "The ideal intergenerational place is not about a space itself, it's about the people and attitude. It can be any place - physical or virtual - where the relations and connections are created in a safe and comfortable atmosphere without prejudices."

IGL activities offer the possibility to learn through experience in real situations (create artifacts, develop new things). Educators mentioned the importance of informal and non-formal settings for creative and supportive IGL activities.

Germany – "I think the perfect place is an alternative type of setting (outside, home kitchen) where no classic learning situation is implied (like classroom style) but a more relaxed setting that focuses more on the intergenerational exchange than on the real learning situation. There has to be an 'open professionalism' that supports learning and cooperation. There should be enough space for movement activities so they have the chance to work with different partners younger or older. The space to write on the whiteboard must be big enough to write in large characters."

Poland – "The learning setting is extremely important – it has to give participants a sense of safety and encourage them to be creative. For me, the best places are the ones that are 'less formal' such as the library or local cultural/art centres. Setting is very important as it influences the whole learning atmosphere. For intergenerational meetings, it should be not so formal (not a classroom setting) to facilitate better exchange of experiences and help people be more relaxed and open towards one another. The most suitable setting is a place that already has infrastructure, such as cultural centres, schools, local community centres etc. In my opinion, it is important to run activities in a place that is already somehow part of the local community life."

Portugal – "The perfect context includes several generations and a space where everyone feels comfortable. It can include indoor and outdoor activities. The first approach should be face-to- face. Seniors need personal contact to gain confidence. Working on relationships is the first step. Regarding the role of the learning setting, it promotes knowledge construction, mobilising new concepts. There are no perfect places because everyone has their own tastes and dissatisfactions. There are mandatory requirements, age-appropriate conditions and, above all, there is a need for empathy between students and teachers."

3.4 DAILY CHALLENGES IN INTERACTING WITH YOUNGER STUDENTS

Senior Educators (A, C) who participated in the interviews are mostly those who taught in formal settings before retiring and continue to do so now in non-formal settings.

In interacting with Generation Z, Senior Educators (C) often find it difficult to communicate with them, describing younger people as more impatient and reluctant. Senior Educators mentioned difficulties in using technology at first, but with the support of younger people and by practicing these skills, they have overcome the challenge. Other challenges that have been mentioned by Senior Educators who teach young people:

- Impatience and unwillingness
- Lack of discipline in groups of children
- Problems in terms of social behaviour within the group
- Lack of focusing and concentration among young students e.g.,
 they often check their mobile phones

"The biggest challenge for me is that young people find it hard to focus for a longer period of time; it seems that they are often distracted, prefer to look at their phones, etc. The solution to it is to make sure the workshop in itself is entertaining and there are a lot of practical parts included in it."

Senior Educator, Poland

Many years of teaching experience, competences in social psychology, patience and empathy help to overcome these challenges.

"The challenges are overcome by trying to not be too impatient, coaxing and repeating. Nevertheless, work should still make fun."

Senior Educator, Austria

3.5 MOTIVATION HOW TO MOTIVATE YOUNGER STUDENTS TO LEARN

Educators who work with younger students must know the needs, pace and possibilities of each student in order to organise an effective and inspirational teaching and learning process.

The senior educator should have a positive attitude toward young people, know how they learn, how to engage and motivate them. It is important to create a trustful and comfortable atmosphere, and open space for sharing the experiences.

It is useful and necessary to guide young students in discovering their own potential and talent, as well as demonstrate the practical use of the learning activity in their personal and professional development.

The senior's wisdom can help them become mentors for the younger generation. It is necessary to make young people understand that adults are not only their teachers, but also companions in their personal growth, a point of reference for advice. During IGL activities it is important to not create a hierarchy of "teacher over students," but to demonstrate reciprocity and equity in the learning experience for all participants.

"I'm 77 years old and I don't like to use the word 'teacher' while working with young people. I prefer to say that I'm a companion of adventure, where we'll grow together and exchange our experiences. All the generations are important resources."

Senior Educator, Italy

"As a teacher/trainer, we should be able to put ourselves in the position of the younger generation. What is characteristic of the young generation?"

Senior Educator, Germany

3.6 CURRICULUM PROPOSAL FOR IGL ELDERLY EDUCATORS

Considering the challenges and didactic needs that emerged in the interviews, a possible curriculum proposal for future IGL educators can be oriented toward two macro-areas: **digital and pedagogical**. The digital skills area should be particularly taken into consideration if the planned activities are to be delivered online (considering the current influence of the COVID-19 pandemic).

DIGITAL AREA

Goal: know how to use technology effectively for communication and teaching

An initial self-assessment test should be provided to the elderly participants of the course for IGL educators, in order to evaluate their digital competences level.

Assessment range:

- (1) I don't know at all
- (5) I know how to do it very well

COMPETENCE	5	4	3	2	1
Computers and devices: Information Technologies, Hardware, Software and Licenses, Starting and Ending a Session					
Desktop, icons, settings: Desktop and icons, Using Windows or iOS, Tools and settings					
Printers and Output: Using texts, Setting up prints					~

File Management: Files and folders, Organization of files and folders, Archiving and compression			
Networks: Network concepts, Network access			
Browsing the web: Browser Usage, Tools and Settings, Bookmarks, Web Search Results			
Information collected on the web:Information Search, Critical Evaluation, Copyright, data protection			
15 0 . 1			
Communication concepts:Online Communities, Communication Tools, Email concepts			
Use of e-mail: Sending emails, Receiving emails, Tools and settings, Organizing an email, Using calendars			
Presentations:Introduction, Text and Formatting, Objects and Effects, Prints			
Writing: Word Processing:Introduction, Formatting and alignment, Objects, Prints			
Calculation:Introduction, Formatting, Worksheet Management, Formulas Charts, Prints			
Safety and well-being:Data and Device Protection, Malware, Health and Green IT			

PRE-EXISTING COMPETENCES TESTS

- 1. Start the computer. After logging in, customise the appearance of the desktop: create a folder, rename files, select files and folders, copy and move files and folders, explore files and folders, delete and restore files and folders.
- 2.Go online and search for information on the subject you are interested in.
- 3. Create your own email address on Gmail. Send an email with the subject "Test," attaching the file present on the desktop.

Digital competences to improve will be revealed after the selfassessment and pre-existing competences test.

The main topics that should be learned by the elderly in order to teach younger people online are:

WHAT/

Use of technological tools:

Computer Smartphone or tablet

Programs for teaching/ communication/ content creation:

Microsoft Word, PowerPoint and Excel Communication tools (Zoom, Google Meet, etc.)

Privacy and protection of personal data:

Conscious and responsible use of the media Protection and respect for privacy and personal data

HOW/

Video Tutorial to review when needed Step-by-step instructions with images

For a more detailed analysis before the training for trainers, the Digital Competences Framework can be used by educational organisations to check the basic level of digital skills of future IGL educators. The aim of this tool is to improve the citizen's digital competence. It can help with self-evaluation, setting learning goals, and identifying training opportunities.

Another tool, <u>The European Framework for the Digital Competence of Educators</u>, can be used after the training for trainers or by older learners with previous experience in teaching and with the pedagogical competences developed. This tool provides a general frame of reference to support the development of educator-specific digital competences in Europe.

PEDAGOGICAL AREA

GOAL: acquire structured knowledge in the didactic-methodological field; acquire the ability to plan and evaluate training interventions in relation to the training needs of groups; acquire the ability to communicate effectively both at the individual and group levels

WHAT/ PLANNING THE WORKSHOP

Basics of planning the teaching/learning process Create a training/workshop following the guidelines

HOW/ Follow an objective identified in the group to develop a project idea

WHAT/ THEORY AND LEARNING MODELS

Basic knowledge of learning theories and models Identify your own pedagogical practices

HOW/ Case study analysis

WHAT/ METHODOLOGICAL AREA

Know the most effective methods to transmit knowledge and COLLABORATIVE LEARNING, TUTORING, COACHING, PROBLEM-BASED LEARNING

Identify your own teaching methods

HOW/ Simulation of situations in which to choose the most appropriate method

WHAT/ COMMUNICATION AREA

Identify communication strategies to support motivation, engage and attract young participants

HOW/ Role playing, collaborative learning and case studies

WHAT/ IGL EDUCATOR PROFESSIONAL PROFILE

HOW/ Open discussion on the importance of the educators' competences in the field of intergenerational education

For each macro-area, specific teaching units should be provided (theory and practice).

RESEARCH REPORT & MARKETING GUIDELINE FOR ADULT EDUCATION INSTITUTES

4. TRAINING PREFERENCES OF THE ELDERLY: ELDERLY PEOPLE AS LEARNERS

AGE:WISE
ACROSS GENERATIONS AT EYE LEVEL: WAYS TO INTEGRATE SENIORS BY EDUCATION

4.1 FEARS AND CHALLENGES

Interviewees agreed that the fears elderly learners experience during the learning-teaching process mainly include **not being up** to date, not being able to connect with the younger generation and not being as mentally active anymore (difficulties in acquiring new knowledge). An interesting fact mentioned was that men are more afraid of doing something wrong and they are less willing to ask for help.

Compared to young people, the elderly tend to **overanalyse many** things and need very detailed planning; the learning-teaching process presents a high level of uncertainty for many. Elderly people fear **making mistakes and failing at learning**. Senior students are afraid that their work will not be done as perfectly as they expect, and often find it difficult to demonstrate their point of view. They are also afraid of doing something that they were not allowed to do when they were young.

Additionally, seniors fear **not being good enough** to cope with new situations and not being able to be included in a fast-paced modern setting dominated by technology. The main challenges reported were the **use of technology, health issues** (visual and hearing impairment or other physical disabilities), and **reduced receptiveness and retentiveness**. At times, older students need additional time to memorise and repeat content.

"Some of the challenges at my workshops are health-related. For example, my students' eyesight is not so good anymore, they are getting tired very fast, etc. The solution to it is to have a good learning setting – a place with a lot of sunlight, comfortable resting space, etc., as well as preparing suitable learning materials, such as large-printed text."

Adult Educator. Poland

Difficulties with hearing

Sight issues

problems Health

Difficulties with movement

Other physical disabilities (arthrosis, heart problems,

diabetes)

Fear of "not being good enough", "too old to try

new things and to learn", "being too slow"

Need assistance with using new technology

technology Resistance

> data security **Privacy and**

using devices appropriately,

damaging

Fear of not

CHALLENGES

Fear of failing and making Personal

mistakes

incompetent

stupid or looking Fear of

> Reduced receptiveness and retentiveness

> > Need more time in repeating content memorizing and

Learning

Not confident with learning methods new teaching or

> one activity to the next Jumping quickly from

Due to the current COVID-19 crisis, all interviewees reported that they are using technology in their teaching process. Most of the learning/teaching sessions are held online. For senior students and teachers, it was challenging to use technical tools at the beginning, but, when well supported, they became very proud of themselves and enthusiastic about their experience. Before the pandemic. interviewees used basic technology necessary for the teaching process -computer with internet, beamer and screen, printer.

Senior students prefer to use simple and basic technology in their learning-teaching process:

Essential technology

• computer, mobile phone or tablet

Apps and tools that facilitate their everyday life

- online banking
- file management
- image editing
- easy tools they know e.g., PowerPoint
- online shopping
- Google Maps
- Google Voice input (for quicker handling)

Communication tools/apps

- Zoom
- Facebook
- WhatsApp
- Gmail

"For many of my older students, technology is a bit scary in the beginning as they think it is something only for the younger generation. However, after they start learning and using it, they enjoy it a lot, although, as an educator, you need to make sure you provide them with very clear instructions."

Adult Educator, Polana

Elderly people often do not feel comfortable with using technology during the teaching/learning process because they worry about their data security.

"They sometimes need help to use their digital items; they are afraid of doing something wrong and to damage something. Sometimes they are afraid of being hacked or that their personal data are openly exposed."

Elderly people educator, Germany

Educators should talk a lot about data security and about the general handling of digital items.

"Individual coaching or tutoring for seniors primarily supports overcoming those challenges. Moreover, simple stepby-step (documented with screenshots) instructions is another important support."

Elderly people educator, Austria

Seniors need a lot of motivation and support. The role of the educator is to encourage and make them see how much they have achieved in their lives.

"Seniors usually say, 'who knows, knows' and we complete with 'who does not know is always in time to learn.' As educators, we have the notion that they maintain the capacity to learn and we pass this information onto them to motivate them, however, we know that learning something new can take longer, so it is up to us to have patience, calm and empathy when teaching something new."

Elderly people educator, Portugal



Senior learners are primarily motivated to learn in order to stay mentally active, be up to date, to participate and build new connections in their social life, and to become competent in order to achieve their goals. Seniors want to take care of themselves, have a hobby and not regret missed opportunities.

"Seniors love to learn and share knowledge. They try to keep up with the world that now 'runs instead of walks,' as they say. On the other hand, they also like anything that includes the old days."

Elderly people educator, Portugal

It was mentioned that seniors often want to learn in order to be independent (e.g., how to use technology) without bothering their families.

"The main motivation is to keep up with the modern world, to not be left behind, and to be able to interact better with the younger generation, especially younger family members."

Elderly people educator, Poland

While teaching the elderly, the educator should be patient, calm and empathetic, in order to respect their pace. The role of the educator is to encourage elderly people, listening to their needs and strengthening their resilience.

"Their main motivation is to still feel active, involved and useful. For many elderly people when they retire, they can finally take care of themselves, so for many, the motivation is to pick up a hobby that they always wanted but never had time for."

Elderly people educator, Polana

MOTIVATION

WHY DO SENIORS WANT TO LEARN?

- To stay mentally active
- To stay young
- To stay up to date
- To connect to social life
 - To not feel worthless
- To have a goal
- To be involved in society
- Thirst for knowledge, expand knowledge, lifelong learning
 - To keep up with the younger generations (grandchildren, friends)
- To avoid boredom
- To discover new horizons
- To train one's brain by means of learning

HOW TO MOTIVATE THEM?

SUPPORT

- Express support and readiness to help
- Provide guidance and reduce the pressure
- Make sure that the learning message is clear
- Create a trustful relationship
- Explain in simple terms

INVOLVE

- Give them a space for expression and exchange
- Invite them to participate in something they show interest in
- Make them forget about time
- Show how the new knowledge transfers into daily life (what is this useful for?)
- Use humour and common sense

INSPIRE

- Use real-case examples for inspiration
- Emotion-embedded teaching (e.g., talk about own failures on the topic, give examples from daily life)
 - Vary the didactic methodologies
 - Try new things with them

APPRECIATE

- Appreciate their
 - knowledge and experience
- Positive reinforcement
- Tell them that what matters is their participation
- Encourage them with compliments



All interviewees reported that elderly people prefer face-to-face and small group or partner work where the exchange can happen easily.

"Working in small groups/pairs is a preferred working method for many elderly students so that they can support each other."

Adult Educator, Poland

Elderly people enjoy **trying out new things themselves**. Senior Educators teaching senior students (A) and Educators younger than 65 years old teaching senior students (B) advise giving participants enough space for contribution, thus encouraging them to be active.

Workshops/learning meetings should not be too long in order to maintain a high level of concentration (short learning blocks with more breaks). Educators (A, B) mentioned that more theoretical classes such as English, computer science, and memory training should last one hour, with time for personal sharing and time for learning. More practical activities, such as painting and embroidery, can last an hour and a half to two hours; the longer time will allow participants to share in the experience and learn from each other.

"For practical lessons, two hours are needed. Although you can take a short break, 60 minutes is advisable only for theoretical classes. Evaluation: I usually give greater incentives to those who have more difficulties, so that the class does not lose momentum. At the end, I assess everyone equally and stimulate curiosity for the following year."

Adult Educator, Portugal

All educators agreed that the learning material should definitely be available in **printed form**, it should not be too long (around 20 pages), very focused, oriented toward **practicality**, and easy to understand with **simple and clear language** (beware of difficult loanwords and specialised terminology which may not be easy for seniors to understand).

Learning material should include **tips** that can be implemented quickly without much effort and contain **videos to watch**.

Some respondents also mentioned the importance of including practical training along with theory.

For **online implementation** of the learning material (though not preferred), importance should be placed on an **easy, self-explanatory** platform/tool.

"All the materials should be clear for the elderly learners to read and understand (so the language of the instructions should be clear). It is also good to provide the learners with a lot of opportunities to try and test different things/activities out. In my opinion, it is also beneficial to provide learners with mixed media materials, such as additional YouTube tutorials/videos, etc. to make the process more interactive."

Adult Educator, Poland

While creating a learning plan for seniors, it is essential to design balanced learning content that contains "moments for relaxation." The learning content should be accompanied by stories and small games in order to keep participants engaged and focused.

"I usually challenge my students to participate by playing games and giving incentives for participation. At first, they are doubtful, but after a couple of lessons, a better result is achieved, and the class interacts quickly."

Adult Educator, Portugal

METHOD

- Face-to-face is preferable In small groups
- Give enough space for contribution
- Let them be active
- Balanced contents with "moments for relaxation"

PRACTICE

- Practical training next to theory
- Practical exercises

EVALUATION

- No tests or exams
- More qualitative and individual feedback

COMMUNICATION

elderly?

- Address the learners individually
- Communicate orally instead of email

- Short learning blocks
- More breaks

LEARNING MATERIA

- Printed is preferable (handbooks, worksheets, etc.)
- Simple and clear language
- Not too long (around 20 pages)
- Step-by-step instructions
- If online: placed on an easy, self-explanatory platform/tool
 - Include tips
- Use videos

Adult and Senior Educators (A, B) usually **speak louder**, repeat a concept several times, use many examples, and adapt activities according to the age of the students and their pace.

The most effective methods used when working with senior-age groups are those linked to **practical experience** and **active participation**.

An educator working with senior learners must work hard to motivate and create a safe and trusting environment in which students can make connections with one another. Educators must support senior learners with continuous feedback on their work.

It is essential to nourish the relationship between educators and seniors. The rapport between them should be built on empathy and trust.

"Based on my experience, my students enjoy learning more with examples and practical exercises and, thus, become more focused and enjoy the activity. Seniors like regular and constant contact, they need to feel that we are there for them. Teaching at senior universities works very well face-to-face. All students who choose to enroll, aim at getting out of the house and embracing more friends. Online is usually not as productive, but I have done it and the results have been satisfactory."

Adult Educator, Portugal

As previously mentioned, senior learners prefer a **face-to-face approach**, using technology only when it is necessary. Both senior students and Senior Educators view the use of technology as challenging but necessary to make learning more dynamic. When inperson meetings are not possible, technology remains the only means of communication and socialisation.

While using technological tools or online learning in the classroom, educators have provided the following tips to consider:

- Initial evaluation of IT skills is important
- Clear instructions on the e-platform
- Create guidelines for using the platform/tool (printable)
- Zoom in/out function for better readability
- Avoid technical terms in English
- For longer texts, they often prefer to print contents in order to reread sections later
- Low-speed videos with low-volume or no background music
- Help function for support
- Clear structure of the platform
- Intuitive functions
- Respect the web design guidelines for seniors (colours, background, fonts, etc.)

IDEAL CONTEXT FOR LEARNING

Senior Educators teaching senior students (A) and Educators younger than 65 years old teaching senior students (B) prefer to hold their teaching/learning activities in non-formal places, creating a warm and welcoming climate. Outdoor spaces, libraries and cultural centres can be used, essentially, any places that provide a sense of security but at the same time stimulate creativity.



Intergenerational English Reading Club at EduVita Lecce, Italy. 2019

RESEARCH REPORT & MARKETING GUIDELINE FOR ADULT EDUCATION INSTITUTES

5. MARKETING RECOMMENDATIONS FOR IGL SPACES

AGE:WISE
ACROSS GENERATIONS AT EYE LEVEL: WAYS TO INTEGRATE SENIORS BY EDUCATION

Chapter 5 is based on the results of the interviews conducted with 20 Adult and Senior Educators from Austria, Germany, Italy, Poland and Portugal (Annex 1, p.3) and on the self-reflection procedure of the project's partners in intergenerational learning settings.

HOW CAN WE INSPIRE SENIOR CITIZENS TO TAKE ON THE ROLE OF TEACHERS?

Older people are usually happy to share their knowledge. Many of them, however, are reluctant as they are not aware of which kind of knowledge and experience they have.

Seniors have rich life experiences that could be shared with the younger generation, but they often do **not see themselves as qualified enough to teach**. At times, they consider their knowledge is not interesting or useful for younger learners. Educators should help seniors understand that each of them has a **valuable experience to share**. To **not overwhelm them**, it is essential that educators take away their fears and begin by **organising small projects** the seniors feel comfortable with.

In Austria, for example, to inspire seniors to slip into the teacher role, it is suggested they start right after retirement. At this point, they can be engaged and inspired by the options for how to meaningfully spend their new free time. It is important to personally approach them, **involving people they appreciate and trust** e.g., the mayor or social representatives of the city they live in, friends or colleagues.

To address this and encourage seniors to take on the role of teachers, they should be provided with **structured guidance**. Educators should help them understand their strengths, realise their potential and build up their self-confidence, enabling them to be more actively involved. One of the ways to provide this support is to cooperate with a **network of local institutions** that are already offering projects or activities for seniors e.g., municipalities, cultural centers, libraries, church groups, senior day care centres and seniors' clubs.

With age, cognitive functions related to fluid intelligence (working memory) decrease, while **cognitive functions** attributed to **crystallised intelligence (use of skills, wisdom)** reach their peak. It is important to **enhance the latter function** by assigning seniors roles that emphasise crystallised intelligence e.g., offering them supervisory and mentoring roles (P. Argentero e C.G. Cortese, "Work Psychology", 2016). Through these mentoring programs, seniors will be able to demonstrate their skills while providing opportunities for young people to grow.

A Portuguese Adult Educator working at Senior University shares that:

"As a rule, all seniors like to learn, but they also like **to share their wisdom**. Sometimes they lack the incentive to apply for the role of teacher. In this sense, it is up to the University management to be aware of the interests of each student and to invite those who they think could be an added value for the institution, challenging them to take the role of teacher if they have the skills to be able to share the content they are applying for.

They usually **start with a small class**, until they gain confidence. Meanwhile, the teacher gains (or loses) interest in continuing and developing the subject further.

Reaching young people is more complicated if they are teenagers. Maybe approach the subject of professions and make them understand that not everyone can be a doctor, that there are other ways of feeling fulfilled and happy. Passing on testimonies of forgotten professions, returning to handicrafts and so on. With preschoolers or even nine-year-olds, it is more accessible because elderly people can socialise with them through games, play, storytelling and reading aloud with different ages. It works very well."

HOW CAN WE REACH SENIORS?

Direct contact with a **network of local organisations** is important (senior homes, senior clubs, volunteering organisations). In the district of Cham and in many other regions of Germany, for example, there is centre for volunteer work where anyone interested in benefiting from volunteering can register e.g., seniors willing to read to children, seniors who need someone to do their shopping, volunteers who help with repairing bikes or furniture, etc. This centre is an excellent example of a place to reach out to active seniors.

They could be attracted to and inspired by the information on **how to** meaningfully spend their free time in retirement, to make them feel useful, involved and active participants of their community.

HOW CAN WE REACH YOUNG PEOPLE AND INSPIRE THEM TO PARTICIPATE IN IGL ACTIVITIES?

Reaching the younger generations and motivating them to participate in IGL settings is perceived as much easier. They can be mostly interacted with via existing infrastructures like schools, where they can initiate diverse school projects.

It may be possible to reach them in their classrooms, organising IGL activities via an agreement with the school, possibly aligned with their curriculum. For younger people from kindergarten through high school an IGL initiative can be part of their study programme. Other activities can be initiated by **adult education centres or youth centres.**

The crucial aspect here, according to our interviewees, is that the activities should always be presented to young people as **fun, interactive and engaging**, highlighting the informal setting in contrast to regular, formal school activities.

Nonetheless, young people use the **Internet** daily, so it is relatively easy to distribute information promoting intergenerational activities using online channels.

Courses useful for **professional development** can attract high school students who are thinking about their future jobs.

Rewards and recognition motivate. On this topic, there is a very interesting existing concept, based on a Swiss model, that has been adopted by the federal state of Salzburg, Austria. The concept, promoting exchange and assistance between two different generations includes:

- a social time account for each person who participates; €1 for every hour spent is credited, up to a maximum of €50 per year
- a social time report issued by each municipality stating the activities organised and the time spent
- a social timecard that young people with a strong volunteering commitment receive and is also recognised by companies

Young people need examples to follow, to discover their talents and to be guided in achieving their dreams. Inspiring, challenging and diverse life stories from the elderly can contribute to their learning experience and development.

HOW CAN WE CREATE LEARNING SPACES FOR IGL?

For most IGL activities it is indispensable to have a **comfortable meeting space** for learning and socialising together. It should be easily accessible, within a safe and trustful environment.

In the opinion of Adult Educators and partner organisations, only occasionally can learning spaces for IGL be inside classrooms. IGL activities should usually be different from a typical school lesson.

Given the above, a **non-formal IGL space** is more attractive for both parties: seniors as educators and young people as learners.

Good spots for IGL activities can be: in nature/outside; kitchen; youth club facilities with **creative areas** for painting, pottery, dancing, singing, etc.

Free spaces in municipalities, NGOs, senior homes, local libraries or cultural centres can be used for this purpose as well.

According to the interviewees, activities organised outside of the classrooms, in more informal spaces, can inspire creativity in learners and contribute to establishing a relaxed atmosphere. They can feel more open and be comfortably engaged in the learning process.

As noted by van Vliet and Karsten in "Families, Intergenerationality, and Peer Group Relations" (2018):

"Shared site facilities, such as day-care centres and centres for older people, benefit all age groups and are an example of cost-effective planning. The design and planning approach to learning spaces needs to take account of societal issues related to the dynamics of family, community, and ageing, as well as care, play, work, and migration. Learning environments of the 21st century are envisioned as extending well beyond the traditional formal learning sites, such as school buildings, to include all of the settings used by generations of all ages."

WHICH NETWORKS CAN WE BUILD?

It is crucial to create an **efficient network** and collaborate closely with different players from the social and educational sectors.

The networks could include:

- Centres for volunteer work, volunteering associations
- Youth centres and clubs, student associations
- Adult Education centres
- Associations of seniors, elderly centres, senior unions
- Schools, kindergartens, universities
- Municipalities, local administration
- Private institutions for social solidarity
- Community centres, senior daycare centres, residential homes
- NGOs and local associations
- Libraries, museums
- Playgrounds, entertainment centres
- Community groups (scouts, church)

Creating a network can also be IGL practice for seniors and younger people through the organising of **community events**. To involve the community, they can make lists of local institutions providing services to the young and/or old. How can they interact beyond their traditional roles? How can they create **synergies** and share local resources? A group of seniors and young people can present to the local network the idea with a specific objective that meets the **needs of the community** and explain the benefits of intergenerational practices.

WHAT TOPICS COULD BE INTERESTING OR RELEVANT FOR IGL SETTINGS?

Interesting topics to cover in IGL settings are diverse and depend on the **specific kind of IGL activity** carried out:

- Young people teaching seniors: focus on digital skills (use of computer, phone, internet and social media), languages and memory training;
- Seniors teaching young people: handicrafts like knitting, crocheting, stitching rake or broom making and other traditional handicrafts. Additionally, baking and cooking, repairs, history sharing, gardening and tutoring school subjects.

When organising IGL, it is important to consider the learning needs of both the young and old. The duration of the sessions should not be too long, and the learning content should be a **balance of theory, practice and informal interactions**. Some methods to connect different generations could be autobiographical, self-directed learning, transformative learning, mentoring and communities of practice.

Any subject that is familiar to seniors and/or reflects their past, has a better chance of success. Seniors, however, also like to learn new things, they are curious and enjoy learning. Each activity must always consider the preferences and interests of the target groups. The topics should always be adjusted to the specific target groups and reflect the issues that are important in their local community.

WHAT MARKETING STRATEGIES CAN WE APPLY TOWARD THESE GOALS?

Local authorities, educational institutions and non-profit organisations should work together to promote IGL activities, supporting self-organisation, volunteering and the active citizenship of older and younger generations.

It is important to promote IGL in a way that makes the process engaging and beneficial to both senior and young learners.

It is crucial to create an **efficient network and collaborate** closely with other players from the social/educational sector, as mentioned above.

It is essential to **promote IGL settings** to reach the public and broader acceptance. This can be achieved through established **networks**, promoting IGL in the above mentioned institutions through direct contact or during specific events. Communication and use of relevant and suitable channels are important e.g., school newspapers, letters to parents, community newspapers, emails to the Municipality.

Traditional marketing strategies like **printed material** — **leaflets, posters and flyers** — and social media should be taken into consideration as well.

RESEARCH REPORT & MARKETING GUIDELINE FOR ADULT EDUCATION INSTITUTES

6. ACADEMIC DISCUSSION ON INTERGENERATIONAL LEARNING

AGE:WISE
ACROSS GENERATIONS AT EYE LEVEL: WAYS TO INTEGRATE SENIORS BY EDUCATION

In the era of lifelong learning, it is natural to consider the education and learning opportunities for all generations as an important part of the quality of life. To overcome the challenges raised in the "Agenda 2030 for Sustainable Development," it seems significant to set the conditions for achieving continuous exchange of knowledge, skills, wisdom and values between generations, and to achieve real intergenerational learning.

Furthermore, UNESCO recognised intergenerational learning programs as **social vehicles** that create proactive and continuous exchanges of resources and learning between older and younger generations.

Greg Mannion (University of Stirling, Scotland) defines intergenerational education as the practice that:

- "(a) involves people from two or more generations participating in a common practice that happens in some place;
- (b) involves different interests across the generations and can be employed to address the betterment of individuals, community and ecological wellbeing through tackling some 'problem' or challenge;
- (c) requires a willingness to reciprocally communicate across generational divides (through activities involving consensus, conflict or cooperation) with the hope of generating and sharing new intergenerational meanings, practices and places that are, to some degree, held in common, and;
- (d) requires a willingness to be responsive to places, and each other in an ongoing manner."

From a pedagogical point of view, the main purpose of intergenerational education is to improve intergenerational relations in ways that assist in the flourishing of communities and places, local and beyond." (Mannion, 2012)

7.

IGL: GENERATIVITY OF EDUCATIONAL RELATIONS

From a pedagogical point of view, it is possible to propose the following observation regarding the value of intergenerational education: the IGL approach fosters interaction and relationships between different age groups, leading to the recognition of the importance of all generations.

The valuing of relationships is generated through sharing and acknowledging the experiences of the past and present by providing a **historical and cultural memory**. In this sense, empathy and acceptance are also created between generations since everyone has something to communicate and exchange with the others.

From the point of view of learning, intergenerational learning was (and still is) considered informal as it mainly takes place within families or similar groups. In "Intergenerational Learning and the Contributions of Older People" (2008) Alan Hatton Yeo and Sally Newman suppose that in traditional families, intergenerational learning is informal, occurring through natural multi-generational interaction. Presently, however, in complex modern societies the family alone is no longer able to transmit knowledge as it did in the past. This process of knowledge exchange takes place outside the family. In fact, mutual and reciprocal learning emerges in modern society as a result of sharing knowledge and experiences, which, according to Lev Vygotsky's sociocultural learning theory, leads to cultural growth (Vygotsky, 1981).

Despite intergenerational learning being regarded as the oldest form of informal learning (Pinto, 2010; Hoff, 2007; Newman, Hatton-Yeo, 2008), nowadays in modern societies it has also become topical for formal and non-formal education (McKechnie, 2012).

Formal Learning: learning that occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification (Cedefop, 2004).

- Non-formal Learning: learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view. Its outcomes can be validated and lead to certification. It is sometimes also referred to as "semi-structured learning" (Cedefop, 2004). It takes place outside of the main educational and training structures. Non-formal learning can be provided in the workplace or in the framework of activities of civil society organisations or groups—associations, youth associations, trade unions or political parties. It can also be provided by organisations or services set up to complement formal systems such as arts education courses.
- Informal Learning: learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective. Informal learning outcomes do not usually lead to certification, but may be validated and certified in the framework of recognition of prior learning schemes. Informal learning is also referred to as experiential or incidental/random learning (Cedefop, 2004).

Within the different places that provide it, learning is perceived in different ways by the activities' participants, giving rise to an interesting and potential interdependence that supports continuous learning (Table 1, p. 73):

- **formal learning contexts**: learning is intentional from the learner's point of view. The learning process is organised in a formal setting e.g., schools and universities.
- non-formal learning contexts: learning is intentional from the learner's point of view. It takes place in non-formal places such as cultural and sports centres or volunteer associations, to gain knowledge and/or skills that can complement formal learning.
- informal learning contexts: in most cases, learning is not intentional from the learner's point of view.

Tab. 1: Presence / Absence of the characteristics that distinguish the different forms of learning (EUROSTAT (2016). Classification of learning activities, UE)

	Criterion	Formal	Non-formal	Informal
(a)	Intention to learn	X	X	Х
(b)	Organisation	X	X	
(c)	Institutional framework and location	X	X	
(d)	Hierarchy level-grade structure ('ladder')	X		
(e)	Admission requirements	X		
(f)	Registration requirements	X	(X)	
(g)	Teaching/learning methods (predetermined/not flexible)	Х	x	(X)
(h)	Duration of at least one semester (minimum of 30 ECTS ²⁴)	Х		
(i)	Recognition of the programme by the relevant national education or equivalent authorities	х		

Intergenerational learning usually happened in **informal learning contexts** (with family or friends). Currently, the IGL approach is mostly used in non-formal learning contexts. At the moment, there is a lack of examples of intergenerational education in formal learning contexts.

2. IGL: GENERATION OF RELATIONAL SOCIAL CAPITAL

The second pedagogical aspect related to IGL are the principles of **solidarity and reciprocity** which develop the recognition of ourselves and other people. Intergenerational learning is, therefore, an effective strategy for a deep development of the emotional and affective dimensions which allow us to sustain quality relationships between generations.

Children, young people and the elderly can reflect on the meanings of all age groups during IGL activities; the "other" age becomes an opportunity for a **meaningful and socially-relevant learning experience**.

The strong correlation between **intergenerational education and the formation of social capital** was highlighted by Gillian Granville in her work "Review of Intergenerational Practice in the UK" (2002).

The pedagogical relationship between IGL and social capital can be explained through Luigi Guiso's perspective:

the **set of values and beliefs** shared by the community help its members **overcome problems** and challenges.

Given that IGL involves mutually-beneficial activities for different generations, comprising also different cultures, learning promotes greater **understanding and respect** between generations and, thus, contributes to building more **cohesive communities** (Wermundsen, 2007). Since intergenerational learning models become more culturally diverse, they are closely connected with the **social capital paradigm** (Newman, Hatton-Yeo, 2008; Wermundsen, 2007).

According to the World Bank, **social capital** means institutes, relationships and norms that form qualitative and quantitative social interaction within society. Social capital, however, is not only a set of social institutions. The strength of these connections depends upon people's mutual trust and behaviour.

As Pierpaolo Donati (2003) observes in "Capital," that social capital is the development of relationships that help to enhance goods or services through exchanges that are not monetary, political, patronizing, nor donated, but are a gift expressed through reciprocal social exchanges. This reciprocity is given without monetary calculation, knowing that, when one needs something, someone else - who is part of the network they belong to - will do the same.

As a result, a social interaction mechanism is created that favours **cooperation and knowledge dissemination**. Thus, social capital enhances intellectual development, which, consequently, furthers competitiveness.

Contact and communication between generations allows seniors to help others, listen, reflect and offer advice, permitting them to cultivate and strengthen their sense of identity, limiting the feelings of loneliness, depression and/or anxiety often caused by advanced age. This leads to an improvement in wellbeing and self-esteem, as well as a boost in cognitive and social skills.

Older people can generate community-based learning experiences not just for themselves e.g., other adults and/or young people. IGL becomes a **powerful force generating stability and social capital** as people of all ages help each other achieve their educational, personal and professional goals.

3.

IGL: TRANSFORMATIVE LEARNING

Transformative learning theory was developed by Jack Mezirow in the late 1980s. He used this theory to describe how people develop and use **critical self-reflecting** to consider their beliefs and experiences, and, over time, change their way of seeing the world. Mezirow describes transformative learning as "learning that transforms problematic frames of reference to make them more **inclusive**, **reflective**, **open**, **and emotionally able to change**."

From this perspective, IGL learning is transformative.

During the learning process, the meanings and value of the experiences can transform, get a new "charge" of meaning, and open up to new learning and perspectives. A sort of "liberation" of adults who, as Mezirow explains:

"...as learners, we are prisoners of our personal history. However able to give meaning to our experiences, we all must start from what we have been given and operate within the horizons set by the way of seeing and understanding that we have acquired through previous learning." (Mezirow)

Reflection and discussion after the learning experience are very important. The Senior Educator, after transferring the knowledge in an intergenerational context, reconsiders his/her life experience, appreciates it more and sees him/herself in the other role.

4.

IGL: RECIPROCITY AND PROXIMITY BETWEEN GENERATIONS

Early approaches to intergenerational learning focused on one-way exchanges and outcomes. For example, efforts to get adults to educate the young or getting the young to support, serve or assist older members of society. Currently, most studies recognise the importance of more **reciprocal inputs and outputs** of IGL programmes, involving all ages and two-way exchanges (Kaplan, 2002).

From this point of view, the dimension of **mutual participation** is evident in intergenerational education. It becomes an important pedagogical element and process which makes the improvement of relations between generations a main goal. Intergenerational practice becomes more dynamic (non-linear), recursive, constructivist, socially situated and informed by postmodern theories of **empowerment**.

Karen VanderVen argues in both "The Road to Intergenerational Theory is Under Construction: A Continuing Story" (1999) and "Intergenerational Theory in Society" (2004) that this approach would also imply that intergenerational educators should allow for greater **participation of all ages** in the program's design, implementation and evaluation with reciprocal inputs and effects.

5.

IGL: AGENCY

As highlighted in the introduction, IGL is emerging as a new reference for the **sustainability of relationships and wellbeing** of all age groups, interpreting it within their interdependence and complex network.

This perspective is also based on the theory of the **capability approach** which considers and works toward an existential conception of wellbeing, focusing on the development of relationships and wellbeing (Sen, 1999). The capability approach assumes that the figure of human development as development "for," "through" and "of" people, or a combination of human priorities, real participation and development of human resources and their skills (ul-Haq, 1999, p. 21).

Thus, the capability approach considers the possibility of **acting**, **participating**, **expressing and empowering** as essential rights for the human being, the possible expression of his citizenship, and the expansion of democratic processes.

According to Amartya Sen's "Development as Freedom" (1999) an agent is someone who takes action to bring about change. Consequently, the term "agency" represents the acquisition by the person who achieves goals and the values they consider important (Sen, 2010).

An underlying assumption is that the concept is inherently and socially positive, as agents **are following goals that have value for other people** (Alkire, 2005). Agency is influenced by both individual (material, human, sociological and psychological), collective assets (having a voice, organization, representation and identity) and capacities.

The capability approach aims to identify potentials and restrictions to human wellbeing.

Therefore, the capability approach is critical of the idea of viewing human capital as a simple function of economic growth and social stability. Instead, it focuses on conceptualising and evaluating conditions and social arrangements that **enable people to perform well**.

From this angle, we can assume that the intergenerational learning approach and capability approach are interconnected since by sharing experiences and values, IGL educators become the agents in an inclusive society, leading to common change.

6.

IGL: TEACHING PRACTICES

So what could be the models to inspire and support learning in an IGL setting?

Coaching

A strategy that includes some features of traditional learning development and the need to learn "experiences in practice," the method that is used in coaching groups. Coaching models recognise that learning is based on practice. It is now accepted that effective coaching can be carried out among peers and include continuous modeling of guidance in activities, supportive feedback and specific observations.

Peer Review

A regular practice of visiting and observing others while they are doing their job or activity. Peers provide feedback and assistance to support individual learning, community improvement, and participant learning. The so-called "critical friends groups" are an example of the effectiveness and success of such a model in training practices. The use of shared observation protocols allows for advance planning of the learning process and focus on the observation.

Cooperative Learning

When practices are studied together or research is carried out to solve problems, participants usually help – and are helped – to develop new ideas and ways of managing problems. What is studied and learned in groups is subsequently used to improve their skills, raise quality expectations, and create engaging and relevant activities. In particular, cooperative groups, within IGL activities, can form a more positive view of skills, involved in meaningful collaborations and allow the use of new teaching practices. The effect is derived from positive interdependence, from the assumption of individual and social responsibilities, reciprocal in IGL activities.

Problem-Based Learning

The problem-based learning method guides learners to direct their learning through inquiry. The Senior Educator plans to work collaboratively as if in a team project whose job it is to seek solutions to the problems posed (both disciplinary and real-world). Participants must, therefore, structure their knowledge, re-elaborate it and apply it in practice to arrive at a solution. The problem-based method is a key strategy to train people as independent and autonomous thinkers. Furthermore, having to plan their research activities independently, participants activate different learning strategies according to their needs.

IGL: General Results

From a pedagogical point of view, some intergenerational learning opportunities and outcomes emerge as:

- improvement of wellbeing, self-esteem and health
- greater awareness of the problems that the generations are facing
- developing stronger connections with the community
- breaking age-based stereotypes
- learning based on community projects or problem solving
- improvement of interpersonal social skills and communication skills
- greater knowledge and understanding of the community
- older people stay longer in their own homes, instead of leaving for senior care homes
- reciprocity in the form of learning and exchange of skills
- recognition of the value of each generation
- more space for mentoring and development of friendship and solidarity

CONCLUSION

Intergenerational learning is a way to **learn together and from different generations**. When older and younger generations work together, they gain skills, values and knowledge.

Intergenerational learning can take place in a variety of social settings—formal, non-formal and informal—and through different programmes which help strengthen social capital and bonds by creating social cohesion within communities.

Currently, older adults often do not perform a contributing role in IGL experiences. In most IGL programmes, young people serve or teach older adults. The **absence of reciprocity** from older adults diminishes the outcomes of the intergenerational learning approach and is associated with an increase in depression (Hernandez & Gonzalez, 2008). When older adults acquire an **active and contributing role** through interactions with young people, they **increase their sense of meaning** (Hegeman, Roodin, Gilliland, & Ó'Flathabháin, 2010).

To achieve this goal and to change the usual roles in IGL, we explored the specific learning needs of older generations, and, from the perspective of educators, the competences and skills elderly people must possess when they are in a teaching role, through:

- formal research and academic discussion concerning the intergenerational learning (IGL) approach (Chapter 1 and 6)
- analysis of best practices in the project's partner countries (Chapter
 2)
- interviews conducted with 20 Adult and Senior Educators in five countries (Chapter 3 and 4)
- the self-reflection procedure of the partners in IGL settings (Chapter 5)

As a result of the interviews (Chapter 3 and 4) and the good practices analysed (Chapter 2), it emerged that the **field of IGL is still underdeveloped, experiences are not numerous**, and the role of the elderly is still underestimated. Intergenerational activities are mostly connected to digital and language skills development, painting courses, reading clubs, cognitive stimulation, social and cultural competences, after-school activities, tutoring, art workshops and courses on popular culture. These activities enable participants to improve **technical**, **transversal and personal skills**.

A possible **profile for the IGL Senior Educator** has been proposed (Chapter 3), with the competences that seniors should acquire in order to become IGL educators. The **challenges and needs** of the elderly during the learning process have also been explored (Chapter 4).

This report has been supported by **theory and research** (Chapter 1 and 6) suggesting that advice-giving and **sharing of wisdom** can be beneficial for older people. By sharing advice, older adults acquire an active and contributing role during interactions with young people, which in turn helps increase generativity and a sense of meaning (Hegeman, Roodin, Gilliland, & O'Flathabháin, 2010).

Teaching younger people offers an opportunity for seniors to reevaluate their past as something useful and valuable. Seniors derive the advice in the context of reviewing their past experiences which may also have beneficial effects (Sabir, Henderson, Kang, & Pillemer, 2016).

The data in this report will serve as a base for the **educational resources** that will be developed in further phases of the project "AGE:WISE": DIDACTIC GUIDELINE for adult education institutions and LEARNING MATERIAL for a seniors "training skills" course.

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This project has been funded with support from the European Commission. The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



