



3RD TEAL Workshop – Erlangen, Germany - 16th April 2015

**E-Inclusion for Older Learners & Enterprise Learning.
Positive Interventions for Engaging Older Learners –
German Perspective**

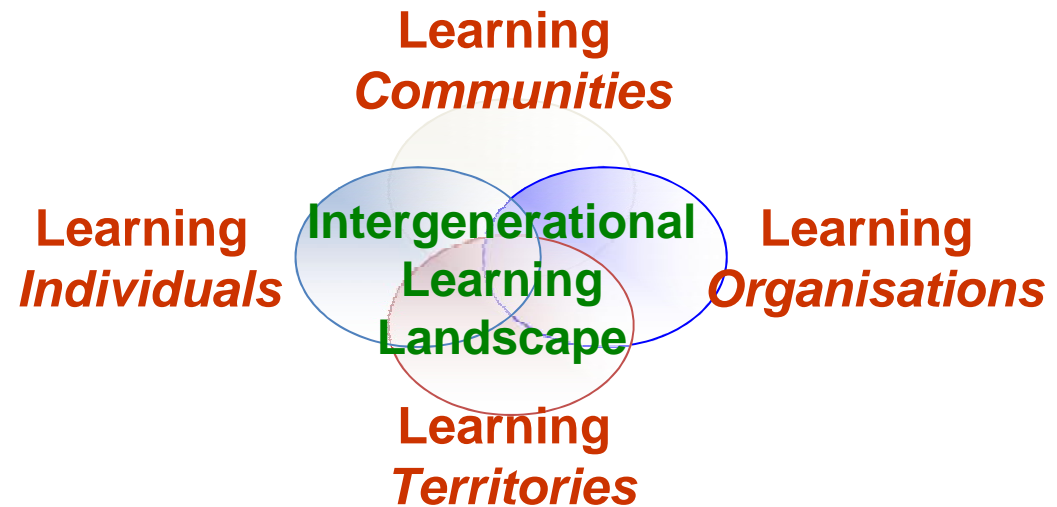
Workshop Part 1

**E-INCLUSION for Intergenerational-Inclusion /
Intergenerational-Inclusion for E-INCLUSION**

Thomas Fischer, NTL

Lifelong & Lifewide Learning Societies

- The Knowledge (or Learning) Society is characterised by an organic link between the different contexts of learning:
 - Individual learning;
 - Community learning;
 - Organisational learning;
 - Territorial learning (i.e. learning cities and regions).
- The Industrial Society was focused on training (assimilation):
 - the era of mass media was focused on delivery of pre-packaged contents;
 - central-design, push & control;
- The Knowledge Society is focused on learning (accommodation):
 - the era of knowledge media is focused on knowledge co-construction;
 - co-design, pull & share.



- Up to 1970s Learning **to** work
- 70 – 80 Learning **at** work
- 80 – 90 Learning **through** work
Learning **through** life
- 21st century Learning **is** work
Learning **is** life

Why Intergenerational Learning?

- Demographic change, longevity, ageing society and workforce;
- Changing economic, insurance and welfare patterns;
- Increasing economic disparities, '2/3 societies';
- Shift from full- to part-time employment; economic need for mobility and flexibility, 'modern nomads';
- Shift from a industrial to a Knowledge Society;
- Individualised/atomised societies, flexible lifestyles and changing biographies, from individuals to 'multividuals';
- Dissolving traditional family structures, single households, social isolation of the elderly etc;
- Urbanisation;
- Globalisation, migration & ethnic diversity.



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What is Intergenerational Learning I ?

“Intergenerational practice aims to bring people together in purposeful, mutually beneficial activities, which promote greater understanding and respect between generations and may contribute to building more cohesive communities.

Intergenerational learning is a process, through which individuals acquire skills and knowledge, but also attitudes and values, from daily experience, from all available resources and from all influences in their own ‘life worlds’.”

(EAGLE Consortium & Centre for Intergenerational Practice, Beth Johnson Foundation, 2007)

What is Intergenerational Learning II ?

Inter-generational learning recognises relationships between young and old as mutually important to both age groups and to society in general.

Inter-generational learning can be defined as the reciprocal learning relationships and interactions between young and old.

Inter-generational learning is:

- Related to interdependence and reciprocity;
- Important for pursuing common activities and growing together – in other words, a relationship is more than a mere interaction;
- Explicitly addressed to the different experiences of the different age groups or generations;

What is Intergenerational Learning II (cont.) ?

- Oriented towards the exchange of experience so that use is made of the skills specific to each generation;
- Designed to foster critical thinking about how stereotypes tend to weaken the ability to perceive that there are individual differences between people and that generalisations are never completely accurate;
- Aimed at counteracting a negative stereotype of ageing and takes into account the level of competence of the elderly and its relevance in the education of younger people. Inter-generational learning has the task of developing understanding of the attitudes of other age groups and correcting these as required.

Source: Kolland, F. (2008): What is inter-generational learning in a higher education setting? In: Waxenegger, A. on behalf of the Adding Quality to Life through Inter-Generational Learning via Universities (ADD LIFE) Consortium (Ed.): The ADD LIFE European Tool Kit for Developing Inter-generational Learning in Higher Education. Graz.

And what is Intergenerational Learning not?

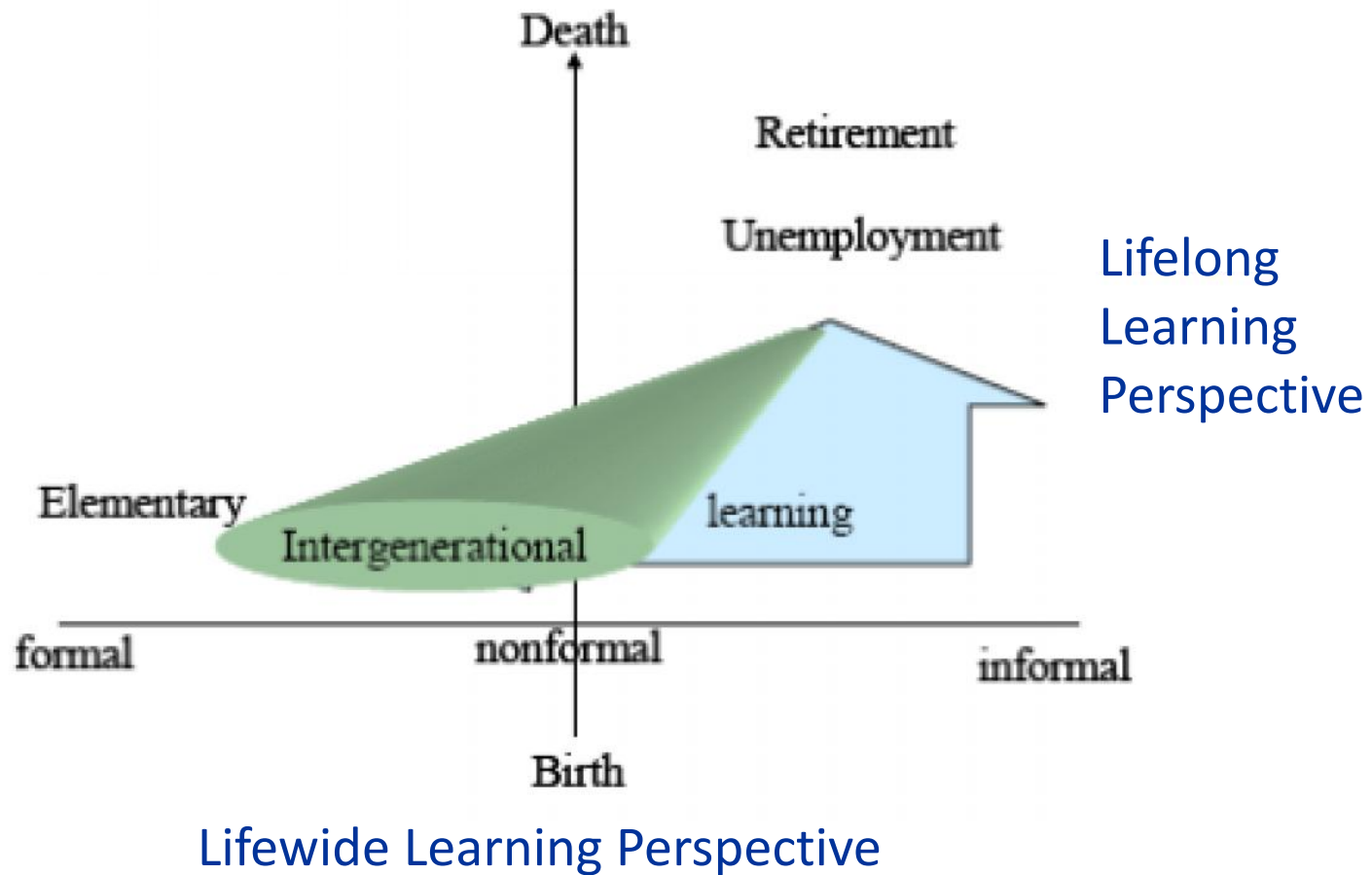
Inter-generational learning does not:

- Merely consist of generations being together – being together is not enough; [*but based on purposeful activities*]
- Mean every learning process which involves both young and old is necessarily a case of inter-generational learning [*but 80% of all learning is informal and unintentional*];
- Involve just the transfer of knowledge. [*but also attitudes and values*]

Source: Kolland, F. (2008): What is inter-generational learning in a higher education setting? In: Waxenegger, A. on behalf of the Adding Quality to Life through Inter-Generational Learning via Universities (ADD LIFE) Consortium (Ed.): The ADD LIFE European Tool Kit for Developing Inter-generational Learning in Higher Education. Graz.

Comments: Thomas Fischer (2011) on behalf of the European Map of Intergenerational Learning (EMIL) consortium. Stoke-on-Trent.

Map of Intergenerational Learning





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Core Principles of Intergenerational Learning

- Mutual and Reciprocal Benefits;
- Participatory;
- Asset Based;
- Well Planned;
- Culturally Grounded;
- Strengthens community bonds and promotes active citizenship;
- Challenges Ageism;
- Cross-disciplinary.

Intergenerational Learning Activities

- Learning from each other (e.g. skills and capacity development, employment, reminiscence);
- Helping and supporting each other (e.g. childcare support, mentoring and mediation, support for migrants);
- Living together (e.g. multi-generational, community, development, environmental activities);
- Experiencing together, opening up collaborative spaces (e.g. pedagogical initiatives in museums, community centres and work);
- Playing, acting and performing together (e.g. arts, theatre, music, festivals, workshops).

Benefits of Intergenerational Learning

- Uniting segregated generations and building better understanding between generations;
- Encouraging active citizenship and social participation;
- Encouraging cross-generational working;
- Sharing societal and professional resources, tacit and explicit knowledge among generations;
- Challenging social problems cross-generationally;
- Addressing different social & e-Inclusion objectives and competence areas simultaneously;
- Supporting Lifelong and Lifewide Learning;
- Maintaining & building human and social capital simultaneously.

Challenges of Intergenerational Learning

- The trap of 'Homogeneous Groups' (Intra & Inter);
- The trap of different 'Life Worlds', 'Identities' and 'Values';
- The trap of 'Mono-directional Life Courses';
- The trap of different 'Pedagogies';
- The trap of 'Technologies';
- The trap of 'One-size-fits-all' solution;
- The trap of 'Information Processing' (i.e. depth & width, assimilation & accommodation, equilibrium);
- The trap of 'inter-personal', 'inter-/intra-group' and 'inter-generational' problems;

Challenges of Intergenerational Learning II

- The trap of ‘Sectoral Silos’;
- The trap of ‘Sustainability’ of projects and initiatives;
- The trap of ‘Standardised Methodologies’ and ‘Linear Transferability’;
- The trade-off between intergenerational exchange and child welfare/protection acts;
- The trade-off public sector and third/voluntary sector;
- The contradiction between ‘preservation’ and ‘transformation’ → ‘innovation’.



Transitions into Enterprise for Adult Learners



Intergenerational (e-) Inclusive Practices in Europe – Policy Objectives

Learning Activity	N	%
Social inclusion/participation	24	77.4
Education, training & learning	18	58.1
Community development, living & safety	16	51.6
Mentoring	13	41.9
History and reminiscence	13	41.9
Employability	12	38.7
Arts	11	35.5
Mediation	9	29.0
Media education	8	25.8
Health	7	22.6
Environment & environmental protection	7	22.6
Travel, excursions & leisure time	5	16.1
Grandparents and grandchildren	4	12.9
Others	1	3.2

Top 12 Mistakes in Intergenerational Projects

1. Not preparing the groups individually and collectively
2. Not having a mutually beneficial element for both groups
3. Ignoring the experiences and beliefs of participants
4. Not exploring the generational stereotypes in involved groups
5. Trying to recruit people for boring activities
6. Not sufficiently planning the project
7. Not having committed and active partners
8. Untrained and/or inexperienced staff
9. Not considering the appropriateness of the approach to achieve the aims
10. Not considering the time commitment of involved partners
11. Using a short term and one-off approach
12. Not understanding the concerns of participants and what stage they are at in their lifecycle

Source: Manchester Intergenerational Practice Toolkit