



European Approaches
to Inter-Generational
Lifelong Learning



Intergenerational Learning in Europe

Policies, Programmes & Practical Guidance



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Final Report

Intergenerational Learning in Europe – Policies, Programmes & Practical Guidance

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1. Introduction

This publication presents the final results of the project 'European Approaches to Inter-Generational Lifelong Learning in Europe' or EAGLE, which aimed at observing, analysing, experimenting and mainstreaming intergenerational learning activities in Europe from 2006 to 2008. The EAGLE-Project is co-funded by the European Commission, Education Audiovisual Culture Executive Agency (EACEA) under the SOCRATES Programme, GRUNDTVIG Action.

This final Report 'Intergenerational Learning in Europe – Policies, Programmes & Practical Guidance' is set out as follows:

- Following this introduction, Chapter 2 provides a brief and concise introduction to the EAGLE project with its aims, objectives, activities, results and partners of the consortium;
- Section 3 outlines current policies, programmes and initiatives throughout Europe and in six Member States (i.e. Finland, Germany, Greece, Italy, Romania and the United Kingdom) in the field of intergenerational learning;
- Section 4 in turn presents a summary of analysed intergenerational learning practices in Europe and illustrates them through short descriptions of concrete cases;
- Both sections provide the basis for the development of 'The EAGLE Toolkit for Intergenerational Activities', which is described in Chapter 5 of this report;
- The consequent Chapter 6 finally takes a look at the present as well as to the future of intergenerational learning in Europe and beyond;
- The report closes with Chapter 7 holding an extended web- and bibliography for further readings in the field.

All information and related publications are also available at the intergenerational learning portal of EAGLE at www.eagle-project.eu.

This report could not have been written without the contribution of a number of experts, policy makers and practitioners involved in intergenerational initiatives and activities. We are therefore grateful for the contribution of these collaborators. However, as ever, the views and conclusions expressed in the report – together with any errors and omission, are the responsibility of the editor and the EAGLE consortium.



2. The EAGLE Project

The EAGLE 'European Approaches to Inter-Generational Lifelong Learning' project build on the notion of manifold existing segmentations in individual human lives and in society at large and in learning across age groups and generations, especially in the light of an increasingly aging population, of substantial demographic changes caused hereby and of the constant need for re-qualification and re-generation within the concept of Lifelong Learning (LLL).

The focus of EAGLE was on the field of inter generational as well as later life learning processes within the frameworks of formal and – of specific importance – non-formal, informal and autonomous learning. EAGLE aimed to generate insight into:

- The potential as well as the limitations of trans-, inter-generational formal and informal learning;
- The policies, concepts, analyses, frameworks, experiences in place and empirical evidence available;
- The models of good practice developed in order to formulate policy and practice recommendations.

The EAGLE observatory therefore contributed to a multidimensional analysis of 'what works with whom under which circumstances' with the final aim to formulate policy and practice recommendations. The EAGLE activities furthermore included:

- To pilot and validate a set of intergenerational 'learning sets' and a 'toolkit' (not only) for practitioners;
- To support the exchange of ideas and experiences of learning between the generations;
- To create professional dialogue between researchers, developers, practitioners, age group representatives, policy consultants and policy makers;
- To encourage innovative and alternative learning pathways of Lifelong and Lifewide Learning;
- To support the intergenerational contract in private and professional lives of European citizens.

EAGLE adopted the two following working definitions based

on recognised international learning practice:

"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 of all ages 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'."

In order to reach these aims and objectives under the described theoretical framework EAGLE produced the following primary outcomes and results:

- EAGLE Portal – a dedicated interactive website with a reading room, a best practice showcase and virtual discussion forums to enable stakeholders and the interested public to review the project and its outputs as it develops (<http://www.eagle-project.eu>);
- EAGLE Observatory – an overview of intergenerational policies, programmes and initiatives at European level and in six Member States (<http://www.eagle-project.eu/welcome-to-eagle/policies-programmes-initiatives>); a showcase of good practices throughout Europe (<http://www.eagle-project.eu/welcome-to-eagle/practice-showcase>); as well as a brainstorming exercise on the international and European future of intergenerational activities (http://www.eagle-project.eu/welcome-to-eagle/policies-programmes-initiatives/Final_Workshop_Summary.doc);
- EAGLE Toolkit for Intergenerational Activities – a verified and validated planning mechanism for both people planning new projects and those seeking to reflect on and improve existing work including an in-depth project assessment questionnaire (<http://www.eagle-project.eu/welcome-to-eagle/the-eagle-toolkit-for-intergenerational-activities/the-eagle-toolkit-for-intergenerational-activities>);

2. The EAGLE Project

- EAGLE Advisory Committee & Working Groups – face-to-face and partly virtual ‘Communities of Practice’ including the European Commission, policy makers, research communities, experts and practitioners (<http://www.eagle-project.eu/contact-info>);
- Intergenerational Learning in Europe – Policies, Programmes & Practical Guidance – a synthetic final project report and final overview on all EAGLE activities (<http://www.eagle-project.eu/welcome-to-eagle/final-report>).

EAGLE identified that intergenerational learning was important because of a number of changes in our societies that include:

- Demographic change, the ageing society and workforce;

- Changing economic, insurance and welfare patterns;
- Increasing economic disparities;
- Shift from full- to part-time and multiple employment;
- Shift from an industrial to a Knowledge Society;
- Individualised/atomised societies, flexible lifestyles and changing biographies, from individuals to ‘multiduals’;
- Weakening traditional family structures and the growth of single households, the social isolation of the elderly;
- Economic need for mobility and flexibility, ‘modern nomads’.

EAGLE sees intergenerational learning as offering a number of benefits to society, individuals and communities. These include:

- 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;
- Supporting Lifelong and Lifewide Learning;
- Maintaining & building human and social capital simultaneously.

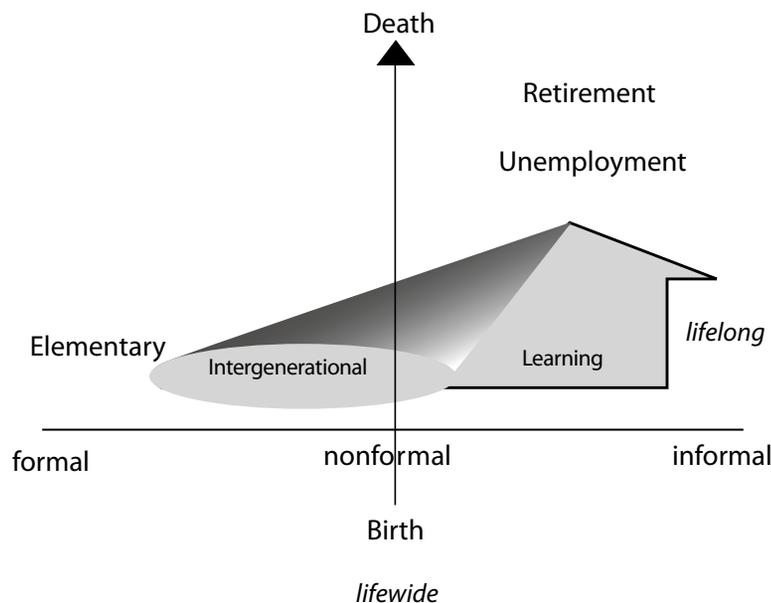


Figure 1: Intergenerational Learning as an integral part of Lifelong & Lifewide Learning (after Boström, A.-K., 2003)

2. The EAGLE Project

EAGLE finally brought together ten partners from eight European Member States combining expertise in the fields of inter-generational, lifewide, lifelong, later life and technology enhanced learning.

	<p>Lambrakis Foundation (LF), Contractor, Athens, Greece, www.lrf.gr</p>
	<p>FIM-NewLearning (FIM), Friedrich-Alexander-Universität Erlangen-Nürnberg, Coordinator, Erlangen, Germany, www.fim.uni-erlangen.de/</p>
	<p>SCIENTER (SCI), Bologna, Italy, www.scienter.org</p>
	<p>TKK Dipoli (TKK), Espoo, Finland, www.dipoli.tkk.fi</p>
	<p>The Beth Johnson Foundation (BJF), Stoke-on-Trent, United Kingdom, www.centreforip.org.uk</p>
	<p>European Distance and e-Learning Network (EDEN), Milton Keynes, United Kingdom, www.eden-online.org</p>
	<p>Romanian Institute for Adult Education (IREA), Timisoara, Romania, www.irea.uvt.ro</p>
	<p>National School of Public Health (NSPH), Athens, Greece, www.nsph.gr</p>
	<p>German Children and Youth Foundation (DKJS), Berlin, Germany, www.dkjs.de</p>
	<p>MENON Network EEIG (MENON), Brussels, Belgium, www.menon.org</p>



3. Intergenerational Policies in Europe

Introduction

The ageing of the population is one of the significant transformations being experienced in European societies and a critical social policy issue facing families, governments and communities. Consideration of current demographic data regarding the ageing of population necessitates a reconsideration of a number of key concepts both political and sociological. Generational conflict and disconnection are concerned not only with economic and social parameters but also matters of culture and attitude.

The EAGLE Project focussed on the field of intergenerational as well as trans-generational processes within the frameworks of non-formal and informal learning. In the EAGLE project intergenerational learning was defined as a practice that aimed to bring people together in purposeful, mutually beneficial activities, which promoted greater understanding and respect between generations and could contribute to building more cohesive communities. The desk research that was undertaken as part of the project was an in-depth insight into the potential and limitations of trans-, inter-generational and later life formal and informal learning; as well as the policies, concepts, analyses, frameworks, experiences in place and empirical evidence available. In addition, the EAGLE project produced national overviews of current intergenerational practices in Finland, Germany, Greece, Italy, Romania and in the United Kingdom.

European Policies, Programmes & Initiatives

Policy initiatives highlight the need to promote a 'cradle to grave' culture of learning in European society, which will support a seamless transition from school through higher education and onto adult and informal learning. Closely allied to this vision of continuous learning are other policy agendas associated with skills acquisition and development and with social inclusion, particularly focusing on promoting the inclusion of older people within economic, social and cultural life.

ICTs can provide the tools for greater independence and a more active life especially for the disabled; the unemployed and, more pertinently for inter-generational learning between older people and the young. Intergenerational learning, as a means of responding to labour market inequality, increases cross-age participation in training and in the labour market. The EU policies are in turn supported by research and development programmes, with the integrated Lifelong Learning Programme (LLP) as the sole programme that directly identifies intergenerational learning as a key component. The International Consortium for Intergenerational Programmes (ICIP) is the only international membership organisation focused on promoting intergenerational programmes, strategies and public policy from a global perspective.

In its various manifestations voluntary activity offers an opportunity for informal and non-formal learning and thus, alongside formal learning, plays an essential part in achieving inter-generational learning. Voluntary activity is inextricably linked with active citizenship, which is the cornerstone of democracy at local and European level. People become actively engaged in society, not only through political participation, but through developing solutions to specific social problems. Voluntary activity also promotes personal development: the development of social awareness and the development of the key competences, and skills that can make volunteers more employable and enhance their active participation in society.

Intergenerational practice has become a political priority in Germany and the UK. In the UK there has been an increasing recognition by national government of the important contribution of intergenerational Work to social cohesion, citizenship, challenging ageism and promoting positive roles for the young and old in society. In Germany, since the beginning of the 1980ies intergenerational exchange has appeared explicitly on the political arena and agenda. Conversely, intergenerational practice is not evident within the policy agendas in Romania, Finland, Italy and Greece. This

3. Intergenerational Policies in Europe



is particularly surprising in Finland, where lifelong learning has become the Finnish way of life.

National Policies, Programmes & Initiatives

Intergenerational programmes are well developed both in the UK and Germany. In the UK a major factor in the development of many Intergenerational programmes has been the recognition of the need to develop volunteering opportunities for older people, both to strengthen current social provision and in recognition of the value of this contribution both to older people and their communities. In Wales and Scotland both governments have made funding available to establish national Centres of Intergenerational Practice to work in partnership with the Centre for Intergenerational Practice in England. Government policy documents and reports make increasing reference to the importance of developing relationships across the generations to develop safer, healthier and more cohesive communities and there are increasing funding opportunities.

As the benefits of intergenerational exchange and learning are widely recognised in Germany, the landscape of activities is rich and highly diversified. However, intergenerational activities and their institutional embedding vary dramatically at federal, regional and local levels. The variety of intergenerational activities in Germany at programme (mostly top-down) and project (mostly bottom-up) level is remarkable. They address almost the entire spectrum of possible themes and involve a multitude of different actors and stakeholders from all ages and generations.

Intergenerational practices are not yet well established in Greece, Romania, Italy and Finland. However, in Greece there is a significant amount of traditional intergenerational exchange at an informal level. The traditional familial relationships are still prevalent in Greece and, for example, grandparents play a significant role in taking care of small grandchildren. As more and more women have entered the labour market in the past

20 years, the role of grandparents has become increasingly important. In addition, in small Greek communities (in semi-urban and rural settings) many traditional skills like traditional handicrafts e.g. embroidery, sweet making, traditional dancing and playing traditional musical instruments are being passed on to the young generation, although there exists no clear picture of the extent of these practices.

In Romania, intergenerational practice is not yet an established field in research, project work or in the decision and policy making processes, and consequently the EAGLE project offered an important opportunity for further work and consideration in the area of intergenerational practice.

Intergenerational learning in Italy is strictly related to their employment strategy, because lifelong learning is not viewed as a system and consideration of the intergenerational process has only recently started. Nevertheless there is a flurry of learning activities targeted to adults and elderly, and among them intergenerational learning is emerging, both in the formal and in the non-formal sectors.

Intergenerational practices are not well developed in Finland, except in the University of the Third Age. However, some intergenerational practices have a long tradition in Finland. Among them are voluntary work camps where people of different ages work for the benefit of the local communities or manage and conserve traditional rural biotopes. The international models of intergenerational practices cannot be transferred directly to the Finnish society, but they need to be adapted and developed to meet the national and local needs. However, some intergenerational practices have already been successfully used in, for example, preventive child welfare work.

The European synthesis report 'Intergenerational Learning in Europe – Policies, Programmes and Initiatives' as well as the six National Reports are available on the EAGLE Portal at <http://www.eagle-project.eu/welcome-to-eagle/policies-programmes-initiatives>.

4. Intergenerational Practices in Europe

Introduction

The previous analysis of current intergenerational policies, programmes and initiatives is further supported by a resource bank of 31 analysed intergenerational case studies drawn from the same six European countries e.g. Finland, Germany, Greece, Italy, Romania and the United Kingdom. These case studies are prototypical examples of the variety and range of intergenerational projects and illustrate the range of practice across Europe.

The data and collection was conducted as an iterative, staged and evolving process, which enabled the project to react to changes or novelties in the field of intergenerational learning within the respective partner countries. The EAGLE data collection and analysis process was build accordingly upon a multi-angular and multi-dimensional approach. The EAGLE case studies as they stand now reflect the following aspects:

- *Geography*: comprehensive coverage of cases across the participating countries;
- *Learning Activities*: based on a list of key intergenerational interests e.g. community development, learning, health, mentoring, history and reminiscence, arts, social issues, grandparents and grandchildren, volunteering;
- *Generations (Age)*: broad spectrum of intergenerational involvement e.g. age range, age groups, socio-cultural diversity, excluded groups, gender, ethnicity;
- *Different problems and needs*: coverage of different problems and needs of participants addressed by the selected case studies;
- *Interactions*: inclusion of different interaction types e.g. one-to-one, one-to-many, many-to-one, group based, many-to-many; physical or virtual;
- *Learning Flows/Knowledge Exchange*: variety of predomi-

nantly 'upstream', predominantly 'downstream' or balanced/bi-directional learning flows and knowledge exchanges;

- *Scales*: mix of national, regional, local and community based cases;
- *Partnership Arrangements/Organisational Form*: blend of top-down programmes/projects, bottom-up, grass root initiatives and possible combinations of both throughout the cases;
- *Funding Models*: coverage of publicly and privately funding as well as cases funded through Public-Private-Partnerships (PPP) and without external funding (e.g. on own expenses of the company, organisation, participants etc);
- *Settings*: spectrum of settings, scenarios or 'life worlds' e.g. community, home, work or institution based; voluntary sector; social sector;
- *Fields of Learning*: such as i) inclusive knowledge society skills; ii) individual and professional competence development; iii) societal/economic consultancy/exchange; iv) continuity & development of societal values; v) productive cultural assimilation;
- *Current Lifelong Learning Policy Objectives*: based e.g. on the priorities of the Lifelong Learning Programme (LLP) of the European Commission and on the on 'critical policy objectives' such as access to learning opportunities, quality of learning, employability, personal development, citizenship and social inclusion.

4. Intergenerational Practices in Europe

Characteristics of Intergenerational Practices

The preceding aspects of intergenerational learning acknowledges and illustrates the complexity of the domain, the still contested nature of theory and practice in this field, the evolving and evolutionary nature of its key dynamics and consequently the need to capture and understand the constructions of intergenerational learning and the importance of 'discourses' and different 'constructions of reality' associated with different stakeholders.

The Actor's House, Romania, which recognises the precarious status and needs of retired actors and identifies means and opportunities to revitalise their creativity and value their experience in order to counter their marginalisation, social isolation and exclusion. Instead the actors become a valuable resource interacting with younger actors, children and youth from different schools and marginalised and homeless children. The actors benefit from becoming socially included and valued, the young people benefit through gaining increased self confidence, the opportunity to reflect and learn from their own and others experiences and the acquisition of knowledge around culture, history and society.

(www.uniter.ro)



Orto in Condotta, Italy, aims to create 'school gardens' as an educational opportunity where pupils can interact with expert older adults to discover the value of traditional gardening activities with all of its related implications in terms of environmental awareness, knowledge of traditions and understanding of local heritage. The gardening grandparents who support these projects commit to work over the three-year lifespan of each programme.

(<http://educazione.slowfood.it/educazione/ita/orto.lasso>)

4. Intergenerational Practices in Europe

Promoting networking among generations, Finland, was developed to promote the well being of children and adolescents by providing adequate adult contacts for children and young people and by supporting the everyday life of families with children. The adults in the project volunteered as mentors and adult friends to the children and young people. The project's main goal was to put intergenerational relationships in place through a mentoring model supporting the development of the young people.

(<http://www.koske.jyu.fi>)



The analysis of the EAGLE practices cases clearly shows that in many ways successful intergenerational learning projects are grounded in models of participation and engagement. Through the close involvement of potential collaborators at the very beginning, the finally applied project is most likely to reflect what people are really seeking to change in their 'life worlds' rather than building only upon the pre-conceptions of a small group or individual. One of the great challenges for the establishment of intergenerational learn-

ing is the way that society and professional training is often segmented. As a consequence youth workers for example will need to engage with older people's groups and vice versa and the planning of the project will need to be intergenerational in its design and participants.

EAGLE is therefore seeking to encourage the perception of intergenerational learning from the viewpoint of social inclusion and the reciprocal benefits of bringing the young and old together.

TANDEM, Germany, is aimed at developing sustainable vocational qualifications for long term unemployed young people and to foster the re-employment of long term unemployed older workers by utilising the skills and competencies of older people to vocationally train young people in real life settings such as car repair, carpeting, plumbing, electronics, metal work and gastronomy. (<http://www.hwk-erfurt.de>)



4. Intergenerational Practices in Europe

The Farmers Education for the Undertaking of Activities in the Secondary and the Tertiary Sector of Economy (ISIODOS), Greece

programme is an innovative initiative which could function as a pilot for other programmes concerning lifelong learning and employability. The main idea of the programme is that traditional working farmers must take into account and apply to their work environment new technologies in the production, new strategies in the promotion of their product and a brand new philosophy regarding economy. Should the Greek farmers be more competitive and adjust their practices to the evolution of the agricultural production and the consumption needs of our society, they must acquire modern knowledge to become successful professionals, to understand the opportunities and the threats, the possibilities and the weaknesses of the Greek agriculture. (www.isiodos.gr)



Sixty Plus Intergenerational Language Project, England, this project was developed after a number of people approached sixty plus about their elderly parents who were speakers of other languages. With 100 different languages spoken locally many people arriving in England were remaining in their ethnic communities without learning English. As they became older, however, and their need to access services increased they became heavily dependent on their communities for help with translation. Providing an opportunity to learn English as a second language informally in their own homes helps develop their confidence in English speaking environments and keeps house bound people mentally stimulated and challenged. (www.sixtyplus.org.uk)

60+ Sixty Plus 60+
Supporting older people to maintain their independence

Once a project has identified what the involved actors from all different generations are seeking to achieve it is necessary to consider the most effective way to undertake this. In some cases the nature of the concern and the local community will present the most likely solution already. The majority of the analysed EAGLE practices are accordingly strongly embedded on local or regional levels and

often managed by a local educational institute or a community facility. Additionally the institutions responsible for the intergenerational activity are equally belonging to the voluntary/social sector or to public authorities. Many projects are finally relying either on public support or utilise private funding sources, Public-Private-Partnerships (PPP) or own funding.

4. Intergenerational Practices in Europe

The federal model programme Multigenerational Houses, Germany is aiming to transfer the cooperation of the generations from private to public settings. Today 200 houses are working, and by 2010 it is envisaged that 450 houses will be active in Germany. The funded houses are using the expertise and potentials of all generations by being open community drop-in centres where all generations can meet. A multigenerational house is a meeting place for people of different ages in a specific city or community. It is planned as an open place, where young and old people offer and take mutual support, furthermore a network, which brings services and demands of people of different age groups together.

The main distinguishing feature of the multigenerational house in Nürnberg for example is that it shows an example of how intergenerational learning can be organised based on volunteers and honorary work in a mainly informal setting. Besides various services for

people of different age groups (e.g. support services for very old seniors, open meeting places for seniors, second-hand shop for young parents), also typical intergenerational learning procedures take place (e.g. young people help old people and are certificated for these services; mentors help young people during the transition between school and job; seniors are mentors for young families; children are helped with homework; open child care).

The multigenerational house in Germany clearly indicates that a wide variety of services can be offered and various informal learning processes between different generations can be initiated with relatively low budgets, if an open drop-in centre exists, where people of all generations can meet freely. (www.mehrgenerationenhaeuser.de)



Intergenerational mentoring project, England recruited older people – men and women over 50 – to work as volunteer mentors alongside young people at a time of significant transition: their move from primary to secondary school. Significantly, mentoring took place within the classroom setting and mentors spent half a day each week with their young partners or ‘mentees’ for the period of one school year.



The aims of the project were to promote educational, social and health benefits for both the younger and the older participants and, through the process of engaging the two generations, to benefit the wider community by addressing the negative impact of social fragmentation across generations, while at the same time providing positive models of ageing for the young people. The support of experienced and supportive independent adults can help children to participate more positively in school life and develop a positive self-image. Building self esteem and self-confidence enables children to reach their own potential, increases school attendance and reduces actual and risk of exclusion. (www.sixtyplus.org.uk)

4. Intergenerational Practices in Europe



In other cases research needs to be undertaken to look at different models and types of intergenerational practice in order to help to develop new ideas for projects.

Fostering social inclusion, participation and active citizenship are the main interests of the intergenerational activities according to the EAGLE analysis of intergenerational practices. Another prominent field is learning in all its variation e.g. from formal Education and Training (E&T), through Lifelong Learning, including specific subjects such as language learning, literacy, numeracy, digital literacy to informal learning in the community e.g. around commonly shared interests or hobbies.

As a result the majority of EAGLE practice cases are addressing the development and continuity of social values (e.g. the ability to cooperate, to relate well to others, acting within the big picture) as well as individual competence development, both for private and professional purposes (e.g. the interactive use of language, symbols and text).

The examples provided above are aiming at illustrating intergenerational learning activities against the suggested EAGLE typology:

- Learning from each other e.g. skills and capacity development, education and training, digital literacy, employment, oral and local history, reminiscence, preserving cultural heritage;
- Helping and supporting each other e.g. childcare support for single parents, mentoring and mediation for pupils and youngsters, support for migrants, interaction between day care centres for children and retirement homes, civic participation/active citizenship/societal engagement;
- Living together e.g. multi-generational living, neighbourhood/community living/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.

The European synthesis report 'Intergenerational Practice in Europe' as well as 31 in-depth Case Study Identity Cards are available on the EAGLE Portal at <http://www.eagle-project.eu/welcome-to-eagle/practice-showcase>.



5. The EAGLE Toolkit for Intergenerational Activities

Based on current intergenerational policies, programmes, initiatives and practices 'The EAGLE Toolkit for Intergenerational Activities' has been developed to help stakeholders to think about why intergenerational activities are relevant to them and to provide a framework to plan how activities can be developed to address their particular interests and to be a gateway to a range of resources to support and inform this planning. The Toolkit can be also used as a reference document for people already engaged in programmes. EAGLE hopes that the Toolkit will stimulate, inform and assist (not only) practitioners in their work.

At the same time EAGLE also recognises the limitations of trying to capture all of the nuances of a subject as complex as intergenerational learning, in both formal and informal settings and across very different cultural settings. The aspiration is that the Toolkit will help users to think through what they are working to achieve and add shape and knowledge to their work.

The following process model for intergenerational activities is proposed as a planning mechanism for both people planning new projects and those seeking to reflect on and improve existing work. EAGLE perceives this model as a dynamic one where people may enter it at different points depending on their current level of project activity. The EAGLE process model for intergenerational activities consists of six subsequent stages:

- Positioning & Project Identification;
- Planning;
- Recruitment of Partners, Staff & Participants;
- Implementation & Management;
- Monitoring & Evaluation;
- Organisational Learning.

The concept of the 'The EAGLE Toolkit for Intergenerational Activities' was verified and the Toolkit finally validated by users, project managers, researchers and policy makers in the following European pilot sites:

- Manchester City Council in the United Kingdom;
- Citizen's Initiative for Education TABULA in Germany;
- Project Office Dialogue of the Generations in Germany;
- Grandparents & Grandchildren (G&G) projects in Italy and Spain;
- Department of Sociology and Psychology at the West University Timisoara in Romania;
- Department of Sociology at the National School of Public Health (NSPH) in Greece.

5. The EAGLE Toolkit for Intergenerational Activities

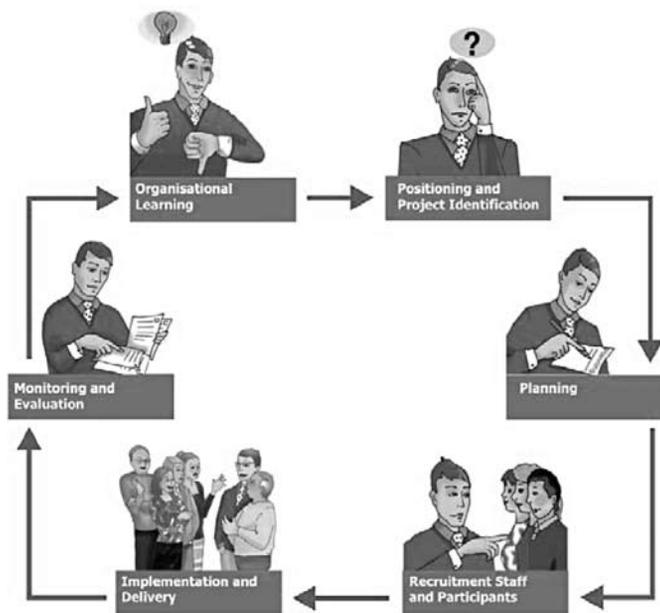


Figure 2: The EAGLE Process Model of Intergenerational Activities

In the following the different stages of the EAGLE process model are described in more detail.

1. Positioning & Project Identification

In this stage you need to think about why you are running, or intending to run your project or programme, how you know it is needed and what do you intend to be different or changed because of the work you are undertaking.

There will be a reason or reasons why you have decided to run your project or programme of work, and in some

cases you may not have started out to do intergenerational work. One project started out to try and do something about the large number of isolated older people on a local estate. It was only when they began to talk to other people in the area that they discovered both the local school and the local youth organisation were keen to develop new volunteering opportunities and were concerned that many older people seemed to be so negative about young people.



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When they considered this in more detail they came up with the following set of aims:

- To reduce the isolation of local older people;
- To develop volunteering opportunities for young people;
- To increase the amount of positive contact between local younger and older people.

Once they knew what they wanted to achieve planning become much easier. This is an example of how talking and listening to people and potential partners in the area contributed to shaping the project. In shaping your plans it is helpful if you and your partners and participants reflect on the following questions:

- You have developed or are developing an intergenerational project. What makes it intergenerational and what does this mean to you?
- Think about your own personal belief system and what it is that makes intergenerational approaches or work important to you?
- Do you, or did you, involve the young and old in planning? Are they given a proper voice in shaping the project?
- Does your project really try to break down the barriers between the two generations?

We understand that for some projects they evolve and become intergenerational organically because that is the most appropriate way to meet the project's aims. If this happens you will have undertaken a journey in your own thinking and your reflections on this are part of your own learning.

What cannot be overstressed is that intergenerational work is based on true reciprocity between the generations. It is essential to see intergenerational work as linking across all of the generations, placing equal value on

all of their contributions and breaking down the age segmented structures that shape so much of our thinking and planning.

Intergenerational projects can take many forms. Some examples, but by no means exclusively, are:

- Older and younger people coming together to share learning experiences and gain a better insight about each other;
- Older volunteers mentoring pupils in school;
- Skill sharing;
- Young volunteers providing services and support to older people – helping them go to the shops, reading to them, visiting, running errands;
- Older volunteers supporting young parents;
- Toddlers visiting people with dementia in residential settings;
- Older people working with pupils on a project to promote cultural exchange using oral history or the arts;
- People from different generations working together to transform a waste area into a neighbourhood park;
- People of all ages working together to improve their community.

By the end of this stage you should have a clear idea of what you are aiming to achieve, why this is needed and what the various participating groups hope to gain or make different.

Planning

2.

This should link back to your overall aims and vision for the project. In your original consideration and planning you



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will have decided on the groups you want to work with. In our example the project wanted to work with isolated older people in the local community. Preliminary work had been undertaken talking to some people to see if they wanted to be involved but the challenge for the project was how to involve people who lacked confidence and were quite disengaged. In this project older people became ambassadors for the programme and went around talking to people in their neighbourhoods and encouraging people to come to the initial meetings. In the same way if you decided you were going to work across different cultures you would have to plan carefully to ensure the project was inclusive and you took the time to really understand the implications of cross-cultural approaches.

At this stage of the project you need to lay down the foundations for your proposed project or you need to revise your plan in the light of experience if it is an existing piece of work.

3. Recruitment of Partners, Staff & Participants

Contrary to what people sometimes think lack of appropriate structure can be a real barrier to the roll out of a project or initiative. How can you recruit the right people and give them the training they need if you and they don't know what their role involves? Is it clear who is responsible for what and who people can turn to if they need additional support? Thinking the project through and planning what procedures and policies you need from the beginning can be really freeing.

In our example it was important that the different part-



ners, school, youth organisation and older people's organisation knew who was taking responsibility for what. From the very beginning they thought about the things people would be concerned about. What rules should they have for young people visiting to make sure everyone felt safe? Would it be best to start with activities where the young volunteers and older people met in a public setting to do activities together until people were confident they had the right systems to manage home visits? Might there be too many risks to this unless some kind of supervision could be in place? In this case after shared activities the next strand developed was for the young people to help with people's gardens under discreet supervision.

Inevitably intergenerational work involves working with a range of different partners because it cuts across traditional sectorial and professional boundaries. This can make clear partnership roles and agreements particularly important as organisations from different sectors may have different cultures and approaches. One example was of a youth organisation working with an older people's organisation. The youth organisation assumed all of the older people's organisation volunteers would be police checked as this was their practice and so didn't ask this question. As it turned out this assumption was inaccurate and it became a source of considerable embarrassment when this was discovered later.

In work on mentoring in schools it may be useful to draw up a partnership agreement being clear about what the expectations are of each other can be. This is particularly useful when you have volunteers giving up time to go into school. The school administrative staff have to have a responsibility to contact the volunteer if the pupil is absent or their timetable has been changed. There is nothing more devaluing than coming in to school to discover your mentee isn't there that day. There is an equal responsibility for older people's groups to think about how they

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behave and approach schools. Time spent in preparation is rarely wasted and often the secret of success. It is essential to organise preparation for all participants involved as mutual understanding and respect is a pre-requisite to a successful activity.

If you are going to work with individuals or groups of people you need to think about how you are going to get them ready to take part as effectively and satisfyingly as possible. If you were going to bring a group of young and old people together you would might want to spend time with them separately first to prepare them for meeting together. As well as obvious things such as listening to each other it might be helpful to talk to people about what they expect of the other group and how they think they might behave towards each other.

It is also important to get people to think about boundaries and how they need to keep themselves safe and not offend anyone else. It is essential that both groups respect the other's views, listening even if they disagree.

Implementation & Management

4. This is the stage where you translate your plans into activity. The time you spent on planning and engagement will be a major contributor to the success of the actual programme. Do not be afraid of being flexible at this stage as you start the piece of work. Continue to listen to people, respond to their ideas and opinions and make sure from the beginning that everyone feels they have a part in whatever activity or activities are taking place. Intergenerational work is about participation and mutual respect. Doing together and not doing to.



5. Monitoring & Evaluation

When you developed your project you will have had an idea about the pathway, or stages, you expected the project to follow. Regular monitoring will enable you to see if the project is on track and if not give you the chance to take any necessary steps to address any problems or arise. Equally there may have been things that happened unexpectedly that may show a better way to do things and these need to be identified and acted upon.

If you are to demonstrate the quality of your programme we need to be able to demonstrate what has changed because of our work. Going back to the outcomes proposed in the original plan for this project think about how you will measure or assess if they have been achieved? How will you go about evaluating or measuring the success of your programmes? Examples of evidence can include:

- Participants feedback sheet;
- Recorded evidence & statistics;
- Produced materials/objects;
- Monitoring Reports;
- Questionnaires;
- Evaluation Reports;
- End of Programme Report;
- Data/Evidence Collected;
- Case Studies.

In some settings and countries it may be possible to develop partnerships with Universities and teaching institutions for students to undertake evaluation studies as part of their academic course.

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Organisational Learning

6. This is the essential reflection stage of the project cycle. Throughout the process to date you will have been testing ideas and approaches and gaining learning and insight in to what makes your project effective, what may need to be altered and what should be done differently in future. If the project is to continue this is your opportunity to apply that learning to the next stage of its development and so provide a process of continual project improvement.

Take time to stop and think with all of the participants about how things have worked, how you might want to do things differently or what new things you have learnt. Using this information you can then reshape the next stage of the project and alter your planning to make it more effective and more responsive to what you are all trying to achieve together.

'The EAGLE Toolkit for Intergenerational Activities' is available on the EAGLE Portal at <http://www.eagle-project.eu/welcome-to-eagle/the-eagle-toolkit-for-intergenerational-activities/the-eagle-toolkit-for-intergenerational-activities>.

6. The Future of Intergenerational Learning

Introduction

During the lifecycle of the EAGLE project, the project consortium discussed with a large range of stakeholders, both in person and online in depth the current situation of intergenerational learning (i.e. success factors and barriers of intergenerational activities) and the future potential (i.e. the desired future of Intergenerational Learning and pathways towards the desired future), all stressing on national and international aspects.

Potentials of Intergenerational Learning

Concerning the potentials stakeholders frequently noted that intergenerational work has important implications for contributing to desirable changes at many levels, from the individual to the global. Responses fit mainly into four categories or domains of influence/relevance:

1. Influence on human (individual) development;
2. Influence on community life;
3. Influence at national level;
4. Influence on international relations.

Some themes cut across different domains of impact. For instance, intergenerational practices were seen as important strategies for enhancing collaboration between organisations at local, national, and international levels.

1. Intergenerational Practice and its influence on human (individual) development:

- Extends and enriches opportunities for (providing and receiving) social support;
- Increases self esteem;
- Establishes pro-social life values;

- Enhances people's emotional capacity to care for others.

2. Intergenerational Practice and its influence on community life:

- Contributes to community cohesion;
- Increases local (government) responsiveness to the needs and interests of local residents: i) promotes pathways for youth and older adult inclusion; ii) helps expanding and organising stakeholders – helps stakeholder groups to set priorities, take reflective actions, and evaluate their efforts;
- Increases community spirit;
- Establishes a 'culture of caring';
- Promotes pathways for youth and older adult inclusion.

3. Intergenerational Practice and its influence at the national level:

- Helps to build a society that is tolerant of diverse value systems;
- Helps to open the lines of communication across generations;
- Promotes mutual respect across age, race, and ethnic lines;
- Provides opportunities for all residents to 'have a voice';
- Impacts on major societal institutions, especially in areas of education and health:
 - ◊ Education:
 - Embraces an 'education for all ages' ideology;
 - Intergenerational methodologies (e.g. mentoring model) enrich the learning process;
 - Provides opportunities for all individuals to function as learners and teachers.

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◇ Health:

- Increased collaboration among sectors (e.g. mental health, social and cultural services, health services) and across age-based services/agencies.

4. *Intergenerational Practice and its influence on international relations:*

Laypersons and professionals learn about:

- Demographic and social change forces in other countries;
- Models of intergenerational practice in other countries;
- How people in other countries live and what they care about;
- What they have in common with people in other countries.

Risks of Intergenerational Learning

Currently it is largely agreed that intergenerational activities have significant potential but are also prone to risks, unwanted side effects, errors and barriers. In addition to problems that arise from the setting of intergenerational work (e.g. different age groups with different backgrounds acting together), intergenerational activities have to face specific challenges in an international context (e.g. global cooperation and networking; cross-national initiatives; intergenerational activities in different global regions; global trends in intergenerational activities). The main outcomes can be summarised as follows:

- A proactive exchange of knowledge and experience of professionals active in the field all over the world requires a 'shared understanding'; 'common definition'; 'common sense of thinking' and 'common theoretical standards'.
- In everyday intergenerational work there is a confusion of

concepts and strategies. While practitioners need a common 'knowledge foundation' of intergenerational activities, a diversity of different methodological approaches has to be accepted. Due to political, social and cultural characteristics of regions methodological flexibility is essential for successful regional intergenerational activities. In their enthusiasm about the success of their own intergenerational work professionals easily see their own methodologies as the 'none plus ultra'. There is a danger in just replicating projects in different settings because what is successful in one context might be a failure in another; hence a linear or deterministic approach to transferability should be avoided. Instead of trying to impose methodologies there should be a thorough analysis of special regional needs before implementing intergenerational activities.

- 'Is there a need for intergenerational activities in all regions and communities?' Due to euphoria and the belief in the value of intergenerational activities 'per se', stakeholders sometimes risk ignoring the fact that there are communities where the natural exchange between generations still works and does not need to be externally (or artificially) implemented. Moreover, practitioners should take the opportunity and learn from 'healthy' communities and their individuals.
- Cultural differences can be barriers to international exchange about intergenerational activities - not only in international exchange, but also in projects where people with different cultural backgrounds meet and interact. People need to have critical consciousness of the own cultural background and a willingness to go beyond their own horizons.
- Different languages involve a risk of misunderstanding and can in the extreme cause major communication problems.



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- General barriers to intergenerational activities are the difficulties in fund raising and the shortage of funding.
- Further formal barriers of cross national networking and cooperation are geographical distances and the difficulties in disseminating information. As a consequence local initiatives might not be aware of existing resources in practice and research in other regions. They might 'reinvent the wheel' by producing tools that already exist while at the same time people would be happy to share their achievements. There is an additional need to develop national and international networks, both face-to-face and online. Finally local networks should be embedded in international networks and structures.

The desired Future of Intergenerational Learning

The most important aspects of the future of intergenerational activities are as follows:

- To have an integrated global network of intergenerational activities;
- To find the balance between older and younger networks (i.e. organisations working with either older or younger people do participate equally in intergenerational programmes);
- To overcome national boundaries and schemes and to be viewed from a European and international perspective; this perspective will be key to achieve real political impact.

In addition:

- Intergenerational programmes and practices should become part of everyday life;
- International politics should take account of intergenerational work;
- Move from financial sustainability and more flexible approaches to funding (i.e. more possibilities to find funds)

to a future where funding is not needed anymore;

- Exchange between participants in different intergenerational programmes and good practice is promoted;
- Programmes that bring together people from different generations and from different cultural backgrounds are increasing the diversity of intergenerational projects;
- People are convinced that intergenerational work is worthwhile; this necessitates the need to produce evidence;
- Better partnerships and deeper collaborations in research and practice within a country and across borders;
- Permanent observatory (or directory) of good quality intergenerational practices is established and maintained;
- Intergenerational work is mainstreamed;
- Intergenerational work helps to concentrate more on similarities instead of differences among individuals; intergenerational work helps people to leave their 'ghettoes' in mind and real life.
- There is a better sense of understanding, less prejudice and polarisations are minimised!

Pathways towards the desired Future of Intergenerational Learning

When asked how to reach the desired future of intergenerational learning, the majority of stakeholders agreed first of all on the 'holistic' nature of intergenerational activities. Some selected statements highlight this necessary shift in mind and perception:

"Intergenerational activities are often regarded to solve the problems concerning community cohesion, but it's more!"

"Intergenerational activities are not only crime prevention!"

"Different professions often work in parallel, often in competition, but not jointly together"

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This viewpoint has important implications on the public perception, professional self-perception, politics and funding in order to reach the desired future (or the 'best-case-scenario'):

- Opening intergenerational activities explicitly to all generations as intergenerational activities of today often focus on later life and the elderly;
- Widening the approach to intergenerational activities i.e. from intergenerational to multi-generational learning, practices and programmes on all levels (e.g. theory, practice, research, funding etc);
- Opening existing institutions to the outside world and encouraging the cooperation between them e.g. extended schools and extended 'Adult Learning Centres' (ALCs) – but excessive demands towards specific institutions should be avoided e.g. schools might be not be able to meet the demand to integrate intergenerational activities into existing curricula and activities;
- Increasing the knowledge base as sometimes only 'partial' information is available, intergenerational activities should therefore open up other 'universes' and other areas;
- Recognising the need for integrated crosscutting programmes and initiatives e.g. on policy level;
- Integrating different programmes under a common approach i.e. programmes for youth, schools, adult education, housing, health, and crime prevention;
- Mainstreaming of intergenerational activities on international and national levels;
- Integrating intergenerational activities into other policy agendas e.g. innovation, employability, social inclusion, creativity, sustainability;
- Fostering dialogue, partnership and transparency be-

tween different professions, departments, funding bodies;

- Increase the communication and collaboration between different governmental departments to avoid 're-inventing the wheel' or 'duplicating the wheel';
- Better coordination of ministries and other funding bodies;
- Training programmes for young people, older adults and volunteers as well as for different professional groups: youth workers, outreach workers, teachers, nurses, medical doctors. Currently different professions work is fragmented from i) awareness via ii) integration of approaches to iii) re-training of different professions.

Additional structural elements of the roadmap towards the desired future are:

- Sustainability on all levels is key! Sustainability should be viewed under three perspectives: environmental, social and economic, but not only under on an economic perspective;
- Sustainable funding is a pre-requisite i.e. more funding should be available, but also the re-structuring and re-direction of existing funding streams and their integration into a 'holistic' funding approach and integration of different funding organisations (i.e. public, private, individual) is required;
- Trust is needed to enable communication, exchange and collaboration, especially looking to the competition on existing funding; the area where intergenerational stakeholders are operating in is a crowded market place;
- Intergenerational activities need better branding and marketing i.e. intergenerational activities has to prove its worth, its value for money, its added value and its 'Return on Investment' (RoI);
- Need for localising information, translating information,



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pooling and clustering information, and for making information accessible online and offline;

- Establishment of an observatory on intergenerational learning on international, European, national, regional and local levels aiming at pooling information coming from intergenerational activities and related professional areas is required;
- Increase of trans-national exchange and transfer e.g. on European and international levels;
- Increase of trans-national mobility of researchers, practitioners, programme managers, decision makers e.g. supported through the programmes of DG Education and Culture of the European Commission.

The stakeholders highlighted the following crucial pathways towards the desired future of intergenerational activities based on a triangle of theory, practice and research and their integration:

- *Theory*: valid theoretical modelling;
- *Practice*: lessons learned from good and less-successful practices;
- *Research*: multi-disciplinary approach i.e. in intergenerational activities and neighbouring fields;
- *Integration*: of the above into an integrated theoretical model and derived practice guidelines in order to build the necessary 'body of evidence' that intergenerational activities are working efficiently and contribute to social and human capital (and to support funding applications).

The report on 'The International and European Future of Intergenerational Activities' is available on the EAGLE Portal at http://www.eagle-project.eu/welcome-to-eagle/policies-programmes-initiatives/Final_Workshop_Summary.doc.

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