

August, 2013

2nd Newsletter

Fostering Cooperation and Intergenerational Learning



GRUNDTVIG LEARNING PARTNERSHIP



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- Brief Description of IG Learning activities
- Themes from each participating country

KIVOTOS ELPIDA (CY)

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Short description on activities that carried for Intergenerational Learning

Carnival in the area of Drosato-Kilkis, GR



Elderly and young people were participated in the in the cultural events of the Carnival, that were held in the area of Drosato –Kilkis.

The aim was: to learn children and young people from elderly the customs and traditions of Carnival period. It was a chance for exchange of views and entertainment between young people and elderly.



IG Event at the Town Hall of the 4th District in Paris, FR



On Wednesday, June 5, 2013, an intergenerational interactive games tournament was held at the Town Hall of the 4th District in Paris, FRANCE. The competition was strong, but the links created between generations were stronger! All benefited through the sharing of knowledge and laughter (and tasty treats as well!).



Parfois, on a l'impression que les adultes n'ont jamais été jeunes.

Sometimes we get the impression that adults have never been young.



The value of IG Learning in youth

Intergenerational learning can be a useful means of transferring knowledge from one generation to the other. Children or young adults can acquire knowledge from the elders and vice versa. However, the aim of Intergenerational learning is not limited to the mere transfer of knowledge or skills. In fact, the real



value of Intergenerational learning is found in the collaboration of generations and the intergenerational relationships that can be developed. Bringing generations together and having them work jointly on purposeful activities helps in building the kind of relationships that facilitate understanding between them. It has been shown that getting to know each other through the Intergenerational Learning process can lead to mutual respect, dispelling stereotypes and prejudices that isolate, marginalize, and socially exclude individuals, simply on the basis of their age. When it comes to youth, learning to collaborate in a meaningful way with the older generations provides the ground for a strong and cohesive community and a healthy society in general.

Children and young people can benefit from engaging in Intergenerational Learning activities in many ways. First of all, their mere involvement in such activities challenges the negative notion that the youth are lazy, reactive, unproductive, uncooperative, self-absorbed, and so on.



By engaging in IGL activities, the youth is not only given an opportunity to show others that they are worthy, they also prove to themselves that they- like adults- can be active citizens. Therefore, a great deal of emotional needs can be met. The participating young individuals can feel useful and productive in their community and thus their sense of belongingness and inclusion in the society in which they live is reinforced. Furthermore, their sense of empowerment is fostered, especially when they assume the role of the teacher in IGL activities.

Thus, the youngsters come to view themselves from a new perspective: as active citizens who can actually have something useful to offer to the older generations. Consequently their young age should no longer be considered a barrier. The younger generation may lack the experience of the old one, but it certainly possesses knowledge and skills (e.g., computer or other technology related skills) that can pass on to the older generation.

In any case, the interaction with the older generations in IGL activities, be it teaching or learning, promotes the youth's social skills, abilities and talents. As relevant research has shown, IGL enhances the youth's communication, decision-making, and leadership skills, and provides them with useful tools for their further development and growth. As an immediate positive effect on the young individual is the promotion of a good self-esteem. When a child, an adolescent, or a young adult comes to view himself or herself as a worthy and capable individual within the social context in which he or she exists, he or she will act and behave accordingly. Therefore, as a long term impact is the development of a healthy, positive life attitude, which not only will assist the individual to advance, but will potentially serve as a protective wall against drug use, juvenile delinquency, depression, and other negative behavior. Through IGL, the youth may come to understand the older generations, learn to communicate with them in constructive ways, tolerate them, appreciate them, respect them, and even identify with them. The physical and emotional connectedness that develops facilitates a further development of intergenerational social networks that benefits the community and the society as a whole.

The value of IG Learning and cooperation for elders (active aging)



Population aging is an inevitable trend in our society. In addition of this, we notice a change in attitudes and lifestyles. The benefits of intergenerational cooperation

are considerable, friendships are forged, people help each other, have fun... and also transmit knowledge. This transmission of knowledge by an intergenerational learning is really important whether for general knowledge, historical knowledge or enterprise knowledge from senior to young. Young people have also a lot to learn to the elder generation about new lifestyles, new technologies... Cohabitation and understanding between the ages has become a setting for social cohesion. There is no age limit to learn. **In contact with the elderly, youth learn the meaning of responsibility, generosity, solidarity and become more tolerant and the other way around. A good example/activity** for IG learning and communication between elders and youth was the following Youth program that was implemented on March 23, 2013. At the Daviel Community Center in the 13th district of Paris an innovative IGL event was held within the context of the

“**Education Week against Racism and Discrimination**” with the participation of the President of



the Human Rights League, Michael Taube. The event entitled, “**Jeunes...et alors, c’est quoi le problème?**” (“**Youth? What about it? What’s the Problem?**”), involved a series of interactive, IGL discussions and interviews, both inside and outside the center. The overall initiative was led by a collective of groups in the area and involved many local citizens and

partners. Participants were asked to record their thoughts and feelings about today’s youth, **the relationship between young and old, the differences and communication gap between generation.** The results of this project were particularly useful for communication between young and elderly.

The value of IG Learning and cooperation in shaping children’s character.

The Intergenerational (IG) Learning and Communication contribute decisively to shaping children’s character even if applied without any organized methods. **For the positive influence of IG Learning and communication in**



shaping children’s characters help parents AND teachers who OBVIOUSLY must be knowledgeable and

filter the stimuli that children receive from the environment IN WHICH THEY GROW AND ACTIVE.

The specificity of the IG Learning and communication is that *it requires innovative pedagogical approaches, combination and excess of established learning practices.* The discussion and contact with older people can help the child **to form** his character and be developed mentally and emotionally- however must be used legitimate means for the success of the purpose and not be made any mistakes. **The aim of IG Learning and communication in terms of configuration characters of children** is children to grow up being “**strong in soul, body and spirit**”. Through the IG Learning and communication the child may:

- Forging character based on **moral and ethical behavior** that will know from the older people, by learning values and ethical principles that characterize the culture and civilization
- **Gain self-confidence, respect, critical thinking, analysis, organizational skills, etc**
- Gain respect for parents, school and society
- **Gain knowledge** (general, historical, technological, social e.t.c.) **and skills** (responsibility, self-awareness, emulation, dignity, cooperation, solidarity, effort e.t.c.)
- **Strengthening the emotional and psychological maturity**

- Avoid incorrect actions

The IG Learning has a significant role in shaping the child's character because with that way the child develops into a mentally healthy citizen,



who realizes from the start that his survival depends **not only on personal factors (e.g. good health and mood) but also by their smooth integration into society and the complex relationships that characterize it. It is understood that knowledge is power and acquired both the education and the practical experience and experiential learning between generations.**

Practices and approaches towards IGL

Intergeneration cooperation creates a connection between generations offering respect based on wisdom, experience and perseverance. This connection relies on the wisdom and life experience of the elders and the optimism and the dynamism of the young ones. This way of learning offers benefits for both sides.



The following practices can be applied in order to increase the intergeneration cooperation and to stimulate learning.

1. Building up a cultural-artistic center

where people of different ages can participate. The purpose of this center is to organize activities where children can socialize with older people, to eliminate age discrimination, to promote the elder's honor and to support the right to develop. Some possible activities at this center are:

- occupational therapy workshops :knitwear manufacture, embroidery, decorative pottery, wood, cooking workshops;
- birthday parties or parties for different events (religious events, New Years Eve, 9th May - Europe Day, 8th March – Women's day, 1st June – Children's day);
- dance classes, theater, drawing, graphics, painting and foreign languages;

- out-door activities : getting to know the surroundings;
- publications to support and promote cultural, artistic and recreational activities;
- sponsorships, monetary funds or materials using international financing programs;

2. Implementation of a voluntary service

in our region for young and old people. The voluntary activities were designed not only as a way of being active and useful for the others but to also improve long-term learning. An improvement can also be done by collaborating with competent teachers from school inspectorates, student organizations and nursing homes.

3. Setting up internet cafes for the elderly

and development of studying materials for this group represent 'bridges' between generations. Therefore, courses have been established in schools and other centers in the region in order to spread IT knowledge among old people. These courses are based on modern techniques such as peer-learning and intergeneration learning.

4. Establishment of local reading club.

Developing reading habits among adults is one of the best ways to stimulate their intellectual and social activity. Therefore, meetings were held for those who are interested in reading and long-term learning. The problems debated were: How to attract people and make them interested in lecture? How to pick up good books? etc. In order to have success it would be recommended that the ones engaged in such activities would have pedagogical and didactic skills.

5. Stimulating lifelong learning.

Lifelong learning involves: the ability to pursue and continue learning and to organize own learning. Basic skills such as foreign languages and IT skills are needed in order to evaluate, acquire, process and assimilate new knowledge and skills. Acquiring basic skills is not an easy task for adults who are already experiencing learning difficulties and that are not easily motivated. Studies indicate that especially older workers face difficulties in terms of job retention or re-entering in the working fields.

Both local authorities and businesses agents must work together in order to support learning and development needs of older workers. It aims to remove barriers of negative attitude towards learning, attitudes arising from difficulties associated with social disadvantage, lack of confidence, age perception or lack of motivation in general.

6. Lifelong learning of foreign languages

in regional and international environments. The main targets are to promote the importance, the benefits and also the satisfaction of learning a foreign language by using outside classroom methods designed to meet the needs and interests of learners. This is possible by offering free, online and distance courses. Many citizens have little chances to learn a language or are even deprived of such a chance. This might disadvantage them in various ways, reducing their employability and depriving them of education benefits and the joy of what language learning means.



7. Social integration of elders can be considered an appropriate society policy. Elderly people with good physical and mental health status are able to remain active after the age of 60 years and also may be socially useful. Also these people can be guided to work, to collaborate and to extend the sphere of social relations, thus regaining a sense of social utility with their peers.

1. How to ensure young people and seniors remain active throughout life

People need occupation, activity, not only in social-economic considerations but also for maintaining various body functions. For seniors the important thing is to find activities that are both meaningful and enjoyable. Finding activities that you enjoy means healthy aging. The activities recommended for seniors to be active throughout life can be:

- pick up a long neglected hobby;
- play with your grandchildren or a favorite pet;

- learn something new: an instrument, a foreign language, a new game;
- get involved in your community: volunteer or attend a local event;
- enjoy the arts: visit a museum, go to a concert or a play;
- spend time in nature: take a walk, go fishing, enjoy a scenic view;
- take a class or join a club;
- go on a weekend trip to a place you've never visited

2. Ways of enhancing cooperation among generations while covering their educational needs

- Creating opportunities of social involvement for all ages, leading to fostering intergenerational solidarity;
- Development of interactive activities through which generations will exchange experience: play, dialogue, teamwork, artistic expression, information and opinions exchange in free debates, light physical activity. These activities are meant to develop communication skills between youth and seniors and facilitate rapprochement between the two generations;
- Promoting volunteerism among pensioners in good health;
- Valuing public image of older people by promoting active aging and increasing respect of younger generations towards seniors;
- Encouraging experiences exchange and best practices on active aging among individuals in the EU countries through international projects on this topic;



3. How reduce barriers to learning while reducing the risk of social marginalization

The importance of social services for elderly materialized through the existence of day centers has an important role in combating social exclusion of older people. Day care centers play a crucial role in preventing, reducing and canceling the phenomenon of social exclusion among older people. Attendance at a day center for older people determines positive change in their lives, relationships with family members improve,

they have a positive perception of themselves, all contributing to the reduction of social marginalization.

4. Ways to improve understanding between generations, breaking existing stereotypes and foster IG cooperation

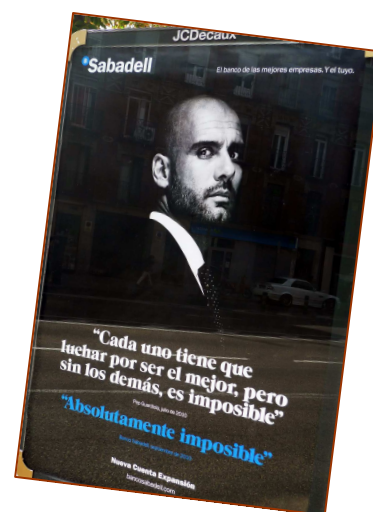
Intergenerational relationship between grandparents and grandchildren can be enhanced through joint activities, such as motivating each other to learn foreign languages. In many European countries children are in their grandparents care while their parents are at work. Grandparents are expected to help not only with everyday activities at home but also with their grandchildren's homework. This can be seen as an opportunity to motivate grandparents whose grandchildren are studying a foreign language to enroll in courses language learning based on games similar to those used in teaching young children which can also improve memory skills. These games add fun and help create a relaxed atmosphere.



also much to teach. Intergenerational learning offers valuable learning opportunities not only based on experience, but also that students adopt new roles. However, we can run into misunderstandings and mistrust between generations. The reason for this is that both young and old have prejudices against another generation. The application of good intergenerational policies should correct these situations so that young and old to learn more about each other through cooperation. These make learning a bridge between generations and provide the necessary opportunities for older people to stay as active participants and learners both in their workplace and in the community. In Spain it is very common these type intergenerational learning in the business world, to learn. In Spain we can see how great figures of the companies or sport are contracted by banks and human resources to transmit knowledge and experience, to learn more for the life, and to develop their enterprises.

IG Learning and cooperation

In the current context of the European construction continuing education (priority of convergence process and the Lisbon agreements), there is increasing interest in the study of intergenerational learning practices throughout life. This is in recognition of the urgent need to understand the scope of such practices as promote them within a dynamic integration of social inclusion and recognition of the value of the learning experience and life, as well as in the social exchange. It is now recognized that the intergenerational exchange is good and necessary for the development of societies that promote integration and welfare of its members. There are experiences where it has been found that the incentive of intergenerational relationships disintegrated helps to rebuild communities and promote social inclusion policies. Young people not only have much to learn from the older ones, but





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