

# ADDING QUALITY TO LIFE

THROUGH INTER-GENERATIONAL LEARNING VIA UNIVERSITIES

## The ADD LIFE European Tool Kit for Developing Inter-generational Learning in Higher Education

This Tool Kit is designed to introduce you to the best practice in inter-generational learning developed in the ADD LIFE project. If you are interested in opening your University to mixed-age learners and investigating how the generations can learn from each other, you will find useful information in this Tool Kit.

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This project has been funded with support from the European Commission within the framework of the Socrates Grundtvig programme. Grundtvig 1-project No. 229596-CP-1-2006-1-AT-GRUNDTVIG-G1 (2006–2008)

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Publisher: University of Graz, Graz, Austria, 2008

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Design, Typeset & Layout: Roman Klug, University of Graz

Citation: Waxenegger, A. on behalf of the ADD LIFE consortium (Ed.) (2008): The ADD LIFE European Tool Kit for Developing Inter-generational Learning in Higher Education. Graz.

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An electronic version of this document can be obtained at the project website: <http://add-life.uni-graz.at>

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**Download-PDF ISBN: 978-3-9502601-0-6**

This Tool Kit was designed as part of the ADD LIFE project.

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## Looking back...

The idea for this project grew over a long period. The main concern we all shared (and still share) was the social exclusion of older people from (higher) education and how we could, as a team representing mainly universities, develop with stakeholders – including the learners themselves – new and innovative learning opportunities. From the beginning we aimed at exploring “inter-generational” learning settings in which older and younger learners would work together, based on the assumption that this could be fruitful for academic learning. Throughout the project, we struggled with the move from “Learning in Later Life” to “inter-generational learning” and the idea of “inter-generational learning” – a challenge in itself. It took some time to clarify the concepts and to find a common basis of understanding in the project team. In our experimental project work, we developed **six Taught Modules** on major themes on the European agenda. It was seen as important that the content of the modules was also functional: to learn how to become a promoter of the specific theme or a facilitator/mentor able to work with others on the theme. We also developed, together with the learners, **six Facilitated Open Modules**. The idea was that the content and the learning settings of these modules would be negotiated with the potential target groups in a collaborative process comprising different generations (younger and older participants working out a new module together). Learners were encouraged to formulate their individual learning outcomes as well as negotiate learning outcomes as a group.

We think that we have achieved a first major step towards understanding what inter-generational learning in a higher education setting is, how it could be developed and what further steps our institutions and social partners should take to push out the boundaries currently constraining such initiatives. Our experiences, reflections and recommendations are collected in this publication as a **foundation document** for future developmental work. It contains a collection of short articles dealing with:

1. the question of inter-generational teaching and learning in universities,
2. the question of what the universities’ potential role in training promoters for different fields of voluntary and paid work could be, and
3. different aspects of facilitated collaborative design of inter-generational university courses including the descriptions of the ADD LIFE Taught Modules developed within the project.

By writing short articles highlighting specific aspects of the developmental work, we intended that they will be used for staff development activities.

## Looking forward...

We have included concrete recommendations for future developmental work in all our articles. Here, I would like to summarise some main points. The ADD LIFE consortium strongly recommends that:

1. **more theoretical and experimental work on “inter-generational learning in a higher education setting”** should be undertaken; we have taken a first step but we are walking on thin ice. We demonstrated that learners as well as institutions can benefit from inter-generational learning, and that it is worthwhile. We clearly still need more well grounded theoretical approaches, pedagogical concepts and adequate didactical tools.
2. higher education institutions should **work more closely with social partners** including the learners themselves; this is time-consuming and expensive, but we think that this is a good investment and that the whole educational sector would benefit in the long-run. Social inclusivity can only be achieved in collaboration.
3. **learners should be seen as partners**; to invite learners to become co-developers and to engage in inter-generational and open learning needs more than sophisticated marketing techniques and educational advice and guidance.
4. methods for the design of inter-generational and open learning in mixed-age groups and for the assessment of what has been achieved by learners should be integrated into **staff development** at higher education institutions; institutions should seriously consider any **organisational change** which might be necessary to open new pathways.
5. higher education institutions should explore how they could **support learners in developing new life concepts in later life** including how they could become promoters and mentors/facilitators with others; they should support learners to gain knowledge, skills, competences and attitudes to put new life concepts into reality.

*Dr. Andrea Waxenegger  
ADD LIFE Project Coordinator*

## The authors...

I would like to briefly introduce the authors of this Tool Kit to you:

**Dr. Pat Davies** is currently Director of Projects in EUCEN – European University Continuing Education Network. She is recognised as an expert in University Lifelong Learning (ULLL) and in the recognition of experiential learning at European level. She is also the author of a large number of articles on ULLL.

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And, finally, about myself: my background is educational sciences/adult education and organisational development. I am the Director of the Center for Continuing Education at the University of Graz, Austria, and I currently serve as a member of the Steering Committee of AUCEN – Austrian University Continuing Education and Staff Development Network. In addition, I am a Co-Founder, Member and Coordinator of the Austrian Expert Group Learning in Later Life.

On behalf of all the authors I would like to express my sincere hope that you will find the Tool Kit inspiring and useful for your developmental work.

*Dr. Andrea Waxenegger  
Editor of the Tool Kit on behalf  
of the ADD LIFE consortium*

*Franz Kolland*

### What is this Tool Kit Sheet about?

Educational gerontology and the practice of adult education are confronted with the question of whether older people should be treated as a “special needs” group or not; that is, whether the education that is offered for this group should be age-segregated or age-integrated. Age-integration means that there are different age groups in the same classroom. A more intriguing question: Is there really a need for inter-generational learning? Because of their belief in the value of inter-generational activities, proponents sometimes risk ignoring the fact that there are communities where the natural exchange between generations is still intact.

### Rationale

The first inter-generational programmes were created in the late 1960s as a result of a growing awareness that the socio-cultural distance between the younger and older members of families was increasing, derived from a changing socio-economic situation. This separation was reducing interaction between older and younger people, isolating the elderly and favouring the appearance of myths and stereotypes in these generations.

Generations are caught in their own lifeworlds. Major differences in the experiences of young and old create barriers between them. Debates about the relations between young and old emphasise above all the distributive problems of social security, which tend to present the generations as competitors for public funds rather than as partners.

With weakening contact between old and young, the job of providing for life's needs is seen less and less as a common task. Today's culture increasingly presents itself as a plurality of interests and activities. Contact between the members of similar age groups grows even greater, whilst there is decreasing social contact and relationships between people of different ages, so that a “structural age segregation” emerges. The increasing number of childless couples, single people and new forms of cohabitation has reduced the opportunities for inter-generational contact and assistance, and this process will continue in the future. This is why the different experiences of various age groups must be made an object of learning which can help to bridge the generational gap.

### Main reasons for inter-generational learning

- **Challenging stereotypes of age**; the shared learning experience of young and old can offer a way of socially integrating older people. Communication and exchange between age groups offer opportunities for the development of new bonds. This can lead to the possibility of new ways of working together in institutions, self-help organisations and new social movements.
- **Social capital**; unequal access to positive social capital increases the risk of social exclusion. Inter-generational learning creates conditions that help develop inter-generational linkages: it extends, enriches, and reconstructs social networks and builds trust and relationships; it influences the development of shared norms and the values of tolerance, understanding, and respect; and it affects individual behaviours and attitudes that influence community participation.
- **Cognitive stimulation**; there is evidence of enhanced memory and other cognitive skills for the participants in inter-generational programmes. Many studies have emphasised the positive effect of inter-generational programmes on the lives of young people; others have underlined the mutual benefits for old and young alike. In many of these programmes, the older persons are not so much the recipients of services but mentors, tutors, carers, friends or coaches.
- **Community development**; inter-generational exchanges can rebuild social networks, develop community capacity and create an inclusive society for all age groups. At the root of inter-generational programmes and practices is a firm belief that we are better off – as individuals, families, communities and as a society – when there are abundant opportunities for young people and older adults to come together to interact, educate, support and otherwise provide care for one another.
- **Learning and practice**; inter-generational exchange focuses on the (untapped) potential of older people. The primary focus is not on learning but on working together towards a common goal. This common goal joins together different generations and social groups and leads to inter-generational learning. It is expected that learning will occur as a result of vertical and horizontal generational relationships. Inter-generational exchange has a chronological dimension, i.e. the transmission of cultural and social norms, and a bridging dimension, i.e. the development of understanding of those in a different social position.

## Why inter-generational learning in higher education?

The political background for inter-generational learning in higher education is the “World Declaration on Higher Education for the Twenty-First Century” (UNESCO 1998) where it is emphasised that “higher education should remain open to those successfully completing secondary school, or its equivalent, or presenting entry qualifications, as far as possible, *at any age* and without any discrimination” (Article 3[b]).

Inter-generational learning in higher education is influenced by various developments concerning education in the Third Age. Since the 1970s we have found concepts between stimulating older people to be integrated in “normal” study programmes and special offers like the University of the Third Age (U3A). All these programmes are mainly oriented towards older generations.

Reasons which support inter-generational learning in higher education of more diverse age-groups are supported by the thesis of similarity between generations. Gerontological research demonstrates a certain similarity in learning attitudes of younger and older students. Despite differences of education, gender and status, there are many similarities. Both groups know what they want, both exercise an influence over the style and content of the course and both groups are able to organise their study well.

Also important are the experience and professional skills of older students. By comparing their life and professional experiences with the contents of their study, older students are better able to contrast and compare theory and practice.

Another aspect of inter-generational learning in higher education is the specific mode of learning. Academic learning is an exploratory and self-directed mode of learning and as such extends far beyond knowledge-based learning. In this exploratory learning, not only can generation-specific life experience be reflected on but also new dialectical paths can be taken and a space for developing models of active citizenship created. What is to be preferred is a dialogue between theory and experience. In academic learning, the chance should exist for subjective experiences and theoretical knowledge to be combined.



*Franz Kolland*

### Introduction

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

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,
- 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.

Inter-generational learning does not

- merely consist of generations being together – being together is not enough,
- mean every learning process which involves both young and old is necessarily a case of inter-generational learning,
- involve just the transfer of knowledge.

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

### Basic principles

Inter-generational programmes bring together both young and old to share experiences that benefit both populations. They encourage cross-generational bonding, promote cultural exchange, and provide positive social support systems. In general, inter-generational learning is based on a socio-anthropological concept which involves learning between grandparents, parents, children and grandchildren. The term inter-generational means the involvement of members of two or more generations in learning activities that can potentially make them aware of different generational perspectives. Inter-generational learning allows the age groups involved to come to understand the perspectives of the other age groups involved. In this way, individuals can gather new experiences. It means cooperation to achieve common goals and the possibility of change. In contrast, multigenerational is usually used in a related but far broader sense: it means to share activities or characteristics among generations, without necessarily interacting or mutually influencing each other. The International Consortium of Inter-generational Programmes defines inter-generational programmes as “social vehicles that create purposeful and ongoing exchange of resources and learning among older and younger generations” (International Consortium of Inter-generational Programmes).

Inter-generational learning goes beyond a singular emphasis on structured programmes of intervention. It includes social and institutional policies, cultural and community practices, and environmental design endeavours that aim to promote inter-generational engagement. It contributes to building more cohesive communities. It is socially inclusive, building on the positive resources that young and old have to offer each other and those around them.

Much inter-generational learning occurs informally, such as when we talk to our grandparents or other older relatives or friends of the family. For older people, learning usually takes place in informal settings rather than as formal education and it is driven by their own interests and needs rather than by formal requirements. However, we can also learn from more organised or planned activities.

Schools and churches often organise volunteer groups of school-aged kids who visit nursing homes or older people in the communities. Examples of inter-generational practice include older people mentoring young people to increase self-confidence and performance, or young people helping older people to develop new skills or young and old people collaborating on environmental projects, as well as young and old people using the medium of the arts and drama to gain greater mutual understanding and respect and to be able to influence the wider community.

Inter-generational learning ranges from programmes based on the idea of doing something for others, whether the others are children, youngsters or older persons, to programmes consisting of learning where collaboration and mutual benefit are paramount.

Inter-generational learning should follow three principles:

- learning with each other (communicative learning),
- layered learning (comprehensive learning) and
- learning from each other (dialogical learning).

For these principles to be followed it is essential that inter-generational learning projects or arrangements do not exceed a certain size. Inter-generational learning is not possible in large groups. As communication is essential for inter-generational learning, it is essential that the learning groups do not exceed 30 people. It is also important that the groups contain a balance of different generations. If the older people are in a minority, the best that can be hoped for in terms of the interaction is acceptance; no communication will take place. On the other hand, too many old people will lead to an overemphasis on experience and this will hinder change.

### Points to watch in inter-generational learning

- Running inter-generational programmes is a labour-intensive activity that usually requires paid professional staff, the support of an institution willing to provide space and the necessary amenities to get the job done well. The main focus of inter-generational learning is not a traditional role model of grandparenting and grandcaring (care for older family members). The inter-generational programmes will make a difference in learning settings and improve the awareness of a multigenerational society.
- A diversity of methodological approaches in inter-generational learning has to be accepted, as due to political, social and cultural characteristics of regions. A main discussion point is about teacher-oriented versus self-directed learning approaches. Instead of trying to impose methodologies there should be a thorough analysis of the needs of the learners before implementing inter-generational learning.
- Cultural differences can be barriers to inter-generational activities. Learners need to be critically aware of their own cultural background, while being willing to reach beyond their own horizons. Different cultural codes involve a risk of misunderstanding and can in the worst cases cause major communication problems.
- Inter-generational learning is confronted with the re-activation of traditional forms of exchange and learning if the members of the teaching staff fail to accept and stimulate learning attitudes which are reflective and oriented towards gaining new insights. Inter-generational learning should be more than mutual acceptance, it should be communicative reciprocity.



*Anneli Hietaluoma***What is this Tool Kit Sheet about?**

To begin with, the concept of “social partnerships” in developing inter-generational learning settings in higher education will be looked at briefly. Furthermore, the model of committed cooperation used in Jyväskylä to build and sustain social partnerships in the work of the University of the Third Age in Jyväskylä is described.

**Rationale**

Here the term “social partnership” is used for a setting in which different institutions, or types of institutions, representing different stakeholder groups, are involved in the development (or more precisely, collaborative design) of inter-generational learning in a higher education context. As social partnerships here are seen:

- ***social partnerships between higher education institutions, their professionals and institutional stakeholders at European, national, regional and institutional level***; apart from the obvious need to include a “European dimension” in learning settings, professionals need to look at how they could create a real “European added value” in working together. It is not a choice. A European higher education system with optimal choices for all learners will only become a reality if professionals and stakeholders engage in a structured professional exchange of ideas, experiences and expertise at European level and in the ongoing, structured consultation processes about content and pedagogical approaches.
- ***social partnerships between higher education institutions and learners***; to respond to the needs of new target groups for higher education institutions, partnerships with (potential) learners have to be formed. It is not a question of perfect “marketing”. Involving representatives of learners groups in the developmental work of inter-generational learning settings and giving them an evaluative voice during and after the learning process is clearly a method of forming a new partnership. It should also be briefly mentioned here that inter-generational learning settings can create social partnerships between learners of a mixed-age group. Inter-generational learning settings can provide a vehicle for forming new inter-generational social networks outside the “normal” family structure. This is clearly a question for further research.

To build and sustain social partnerships with various groups inside and outside the higher education institutions has to be learnt – it is about building sustainable relationships and these relationships have to be managed professionally for mutual benefit. In short: in this respect organisational learning of higher education institutions is needed.

**Experience in the ADD LIFE developmental work shows...**

In the ADD LIFE consortium, a variety of different models of social partnerships was represented and collaboration was intensified or enriched through new elements: there were five universities and one summer university cooperating with one European organisation as full project partners. The project partnership encompasses also seven associate partners, representing for example one university (University of Kiel), one company owned by a municipality (Technology Center Deutschlandsberg Ltd. / Municipality of Deutschlandsberg), one national platform (Association of Third Age Universities, Czech Republic), one association for old age pensioners (Provincial Association of Pensioners and Retired Persons from A Coruña) and one European non-profit association (European Association for the Education of Adults – EAEA). But apart from the formal partnership, in the developmental work for the taught and facilitated open modules, other organisations and professionals were also more or less involved, such as the Austrian Federal Ministry of Social Affairs and Consumer Protection (Graz), a job centre (Graz), an umbrella association for civil organisations (Pécs) or the National Consumer Association (Pécs).

### Case Study Summer University of Jyväskylä

One of the main factors in the success of University of the Third Age (UTA) Jyväskylä is the active cooperation between the City of Jyväskylä, the University of Jyväskylä and the Summer University of Jyväskylä. The role of each partner is clear.

**The City of Jyväskylä:** from the point of view of the city, UTA work has been recognised as an important form of preventive care for older people. Jyväskylä therefore gives financial support to UTA Jyväskylä (since 1989). Because of this support, UTA Jyväskylä has been able to keep the study fees very reasonable so that the programmes really can be “open to all”.

**The University of Jyväskylä** offers all the lecture rooms in the main campus free of charge for the use of the UTA, which means savings of up to several thousand euros annually. Rent is paid only for those rooms where computer training for seniors is organised (separate project financing). The intellectual support received from the University is also highly important. The essential faculties of expertise have active representation in the management group of the UTA. Cooperation with the Finnish Centre for Interdisciplinary Gerontology is intense. The University management values the activities of the UTA and sees it as a part of adult education in the “lifespan university” of Jyväskylä. As one part of the University, the Open University is involved in the management and in the realisation of the education of the UTA.

**The Open University (OU)** is represented in the management group and in the planning group (a research member) of the UTA. Lecturers from the OU work annually as teachers in different seminars.

In addition to this, the students of UTA are informed about studies in the OU at the beginning of each semester and contact information for the organisers is printed in the UTA brochure.

**The Summer University of Jyväskylä** is responsible for development, finances and administration, and both the national and the international connections in the UTA. As an educational institution working in the field of adult education, the Summer University receives a state subsidy based on instruction hours. A proportion of this is directed to the UTA.

Our task in ADD LIFE was to design a module on “Culture” for inter-generational groups of learners, which, ideally, would interest students of the UTA Jyväskylä and the OU. This kind of cooperation was also very interesting from the point of view of the national development project of the Universities of the Third Age (2006-2008), where one of the tasks is to clarify the profile of the UTA work as “a special form of open university instruction”, as the UTA was ratified in 1991 by the Ministry of Education.

This partnership was also a good choice because we knew that the age of the participants would vary from very young students to learners in later life from the UTA. To ensure the diversity of the learner group and to ensure the element of voluntary work we asked if the Art Museum of Jyväskylä could be a partner. The theme of our module was of great interest because the museum had a group of volunteer museum pilots (tutors) and people who wanted to train to be volunteer pilots to accompany people of their own age, disabled people, children or immigrants to the museums and exhibitions.

### Conclusions

- Social partnerships between different stakeholder groups including the learners themselves are a major factor in improving the quality of provision for all learners including learners coming via individual pathways.
- To build and keep sustainable social partnerships, higher education institutions have to undergo a process of organisational learning. Due to the variety of types of social partners, social partnerships are complex systems which are in danger of failure, i.e. not achieving the desired goals of the partnership.

### Recommendations

- To achieve the common goal of improving the quality of inter-generational provision for non-traditional students and older learners, social partnerships have to be carefully planned in a long-term perspective: It is important to know the partner institutions and their objectives and to define clear roles and responsibilities in every case. It is of great relevance to discuss in detail the target group and the students’ needs – the target group must be in every partner’s interest. Ideally, these become longstanding partnerships.
- The quality of the partnership itself needs careful attention and it has to be managed in a professional way. Staff must be supported in acquiring the skills to create and manage these new relationships.

*Isabel González-Abraldes, José Carlos Millán Calenti, Ana Maseda*

### What is this Tool Kit Sheet about?

Drawing on the experience in the ADD LIFE project, this fact sheet explores the question of how social partnerships are used to promote inclusivity in a higher education setting.

### Rationale

Here the term “social partnership” is used for a setting in which different institutions or types of institutions representing different stakeholder groups are involved in the development of inter-generational learning in a higher education context. The purpose of this form of social partnership is to promote the social inclusion of “disadvantaged groups” of students in higher education institutions, and also to develop learning settings in which new social networking is encouraged among participants. The term “disadvantaged” here does not necessarily imply a lack of previous formal education but could also mean that, due to advanced age, access to learning opportunities or learning provision does not exist at all, and/or is not affordable. To promote social inclusion, relevant stakeholders should become involved in the development of new inter-generational learning settings not only at an early stage of planning but throughout the process of implementation and evaluation. Collaboration with partner institutions, as outlined above, will make recruitment more effective. Promotion of inclusivity is also an important issue in the learning setting itself. The collaborative learning of young and old learners helps to prevent negative attitudes towards ageing and to contribute to improving negative perceptions that generations may have of each other. Inter-generational programmes are thus an important mechanism by which “ageism” can be addressed. From the perspective of social integration, they are rooted in the idea of a society for all ages with its basis in solidarity and reciprocity. Tutors and facilitators need to develop settings which promote inclusivity, recognising not only individual diversity (each student should find a learning experience that ‘fits’), but also diversity of social groups and their approaches to learning. All these efforts should result not only in inclusive learning settings but also – through learning in a mixed-age group – in the formation of new inter-generational relationships beyond traditional family structures, thus forming new social partnerships amongst learners.

### Experience in the ADD LIFE developmental work shows...

In ADD LIFE, social partnerships were formed by involving a representative of stakeholder institutions and groups (some with the status of “Associate Partners”) including potential learners in the developmental process in the local project teams from the very beginning. Graz, for example, worked together with a Technology Centre in the ownership of a municipality; Brno with the National Association of Third Age Universities; and Pécs with the Educators’ Center Association – House of Civic Communities. The mix of different social partnerships of course influenced the different learning settings and target groups of modules developed and piloted in the project: in Brno, for example, a (young) tutor was supported by volunteers who were (younger) seniors themselves and had a good knowledge of computers; in Jyväskylä volunteers working (or interested in working) as museum guides learned together with U3A students and Open University students; Pécs also involved – in addition to students and older active citizens – experts, representatives and facilitators working for civil society or dealing with civil issues.

### Case Study University of A Coruña

To promote inclusivity in the development of the inter-generational ADD LIFE modules, the Gerontology Research Group (GRG) of the University of A Coruña (UDC) used the longstanding social partnership with the Provincial Association of Pensioners and Retired Persons from A Coruña (UDP).

UDP's main objectives include, among others, the social promotion of older people and the study of different measures to improve their quality of life. UDP cooperates with administrative, labour and social security authorities and with other organisations and public and private institutions to carry out its activities. It also runs the Gerontology Complex "La Milagrosa", which has 70 daily users, 64 beds for permanent residents and is a recognised R+D centre.

This social partnership started in 1999 and was renewed and expanded in 2003. The original UDC-UPD agreement provided the opportunity for the exchange of knowledge and for scientific research, e.g. UDC is able to carry out teaching and research activities in La Milagrosa.

From 2001, the UDP included the management of gerontological resources in its activities, thus giving the UDC the opportunity to channel such management with experts in the field of gerontology from the GRG; the manager of La Milagrosa centre is also the director of the GRG. Both UDC and UDP consider it of common interest to promote collaboration for cultural, scientific and technological development, aiming for a practical application of knowledge for the benefit of society. Both partners benefit: the UDC because it has a centre where it can apply the products and technologies developed; the UDP from being able to improve the quality of its services.

For ADD LIFE, the social partnership was used for promoting inclusivity by developing and piloting the modules together with UDP as an important stakeholder association; by recruiting disadvantaged older learners from the membership of UDP; and by involving disadvantaged learners in the development of new provision (Facilitated Open Module).

### Conclusions

- Higher education institutions in most European countries have given much thought to how to make their institutions more inclusive, but usually with reference to social class, gender and international students, rather than to age and different learning styles. Mainstreaming "learning in mixed-age groups" is not part of the institutional policies.
- In higher education institutions it has, up to now, depended on each tutor and facilitator to initiate social partnerships and to make them work for promoting inclusivity. Without systematic institutional support, this might clearly exceed the capability of individual tutors.
- Learners are not used to being invited to take part in the developmental process of new provision and in the beginning do not see why they should do it (they think that institutions should know themselves what to offer), how this collaboration could work and what they could bring into this developmental work. In the learning setting itself, experience shows that learners are more used to a "competitive" model of learning ("who knows more", "who is the best") than they are familiar with the advantages of collaborative learning.

### Recommendations

- Higher education institutions should explore more deeply the involvement of stakeholder groups in promoting inclusivity in higher education in general and for developing inter-generational learning in particular. These partnerships are institutional relationships and need careful management.
- Inclusivity is not only a challenge at institutional level but also in the development of the learning setting itself. Tutors and facilitators must be prepared for and supported in their work together with representatives of stakeholder groups designing learning arrangements that match the learning needs and learning styles of all participants. Moreover, tutors and facilitators should be aware that some learning settings are more encouraging than others for initiating and building sustainable social networks beyond the classroom. They should actively promote collaborative and not competitive learning.
- For the development of inclusive inter-generational learning in higher education, the involvement of prospective learners is a necessity, which is also time-consuming and usually involves volunteer work. Institutions should therefore think about additional incentives for those who invest their time and energy in such processes.

*Petr Vavřín, Mary Claire Halvorson*

### What is this Tool Kit Sheet about?

This sheet highlights some specific elements of marketing inter-generational learning provision to mixed-age groups.

### Rationale

Traditional professional marketing methods and channels in education and training including their specific do's and don'ts should be checked carefully to determine how they could support communication to mixed-age groups. When marketing learning opportunities, a strategy that includes a marketing mix of product, price, promotion, and place is needed. "Mix" stresses the importance of a balance; if take-up by one age group is low for example, it could be that the answer is any of the following: to change the way it is delivered, and do it in a way that is more convenient to the user; to improve the quality of the promotion; to change another aspect of need such as price. However, inter-generational learning in a higher education setting is a real innovation and these marketing techniques soon reach their boundaries.

- **Segmented marketing:** How to address a "mixed-age group"? In general, it has to be explained to all audiences what an inter-generational learning setting in a higher education institution is (level, objectives, learning methods, accreditation, prerequisites, benefits). Due to reservations of older and younger learners, tailored offerings of information and guidance are needed. Marketing plans for inter-generational learning offerings should recognise both external and internal audiences. It means not forgetting the higher education institution's own older employees and younger cohorts of traditional learners. Seminars that regularly attract people from a certain age segment can be used to apprise participants of inter-generational learning opportunities.
- **Learners as partners:** Case studies throughout the Tool Kit demonstrate the importance of building relationships within social partnerships, between tutors and learners and amongst learners themselves, even in the stage of course planning. This means having empathy with the needs and wants of the target market and communicating in a manner that is effective for all age groups. As the building of new social networks between older and younger learners is one of the basic objectives of inter-generational learning, participants seen as "partners" can perhaps more easily develop a self-concept as "partner for others" (instead of a "consumer").

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- **Internet and new media:** There is some fear that Internet use in itself will exclude elderly people. Creating a marketing plan for inter-generational learning programmes to facilitate Internet access, particularly for people in their "third age", is an important consideration. Producing targeted publications, devised to convince different age groups of the benefits of engagement, work well. All kinds of media, e.g. blogs, newspapers, radio and television can be used. Low cost booklets can be prepared especially for the needs of older people; vignettes of people's experiences or mini case studies can stress the benefits of improving quality of life through taking part.

### Experience in the ADD LIFE developmental work shows...

Apart from using marketing material such as module leaflets in the national language (distributed inside the university and to appropriate interest groups) and the well-established marketing channels of the institution (mailings to distribution lists, website, adverts in appropriate magazines and periodicals), the ADD LIFE staff tried to create interest and engagement in inter-generational learning by contacting target group members directly, i.e. younger students of the regular programmes and older people's groups, to explain in detail the possible workload and what would be expected from participants in the inter-generational learning setting. It was crucial to ensure an inter-generational mix of participants, so it was necessary to market the modules in very different environments and to allocate places to different age groups. "Open advertising" alone would not have guaranteed the inter-generational learning setting as planned.

### Case Study University of the Third Age, Brno University of Technology

Inter-generational tuition has recently been something of a modern trend in the education of seniors. Within the framework of the ADD LIFE course in Multimedia Communication at the University of the Third Age at the Brno University of Technology, we tried to apply the basic principles of this approach in the area of information and communication technologies.

We discovered that joint tuition for young students and seniors is beneficial to both sides. In the process of designing tailored, segmented marketing, however, it is important to know your target groups well and not only to “sell” the course but communicate in advance – and also in between – the special elements of an inter-generational learning setting, to avoid misunderstanding and difficulties. So we communicated to the young students that they would be able to draw on the experience of life of the senior students and that they would sometimes find it easier to understand the problems faced by older members of the population. And to the senior students, on the other hand, that they would – as previous experiences had shown – lose their inhibitions when working with modern technology in the presence of young students, and particularly appreciate their more instinctive reactions.

If we were to promote the idea of inter-generational education among various age groups, it was first necessary to conduct a thorough analysis of the needs of the various age groups and the demands placed on them. So let’s take a more detailed look at these two groups – young students and seniors – and the people teaching them. It is important to communicate to young students that they should be able to listen carefully and patiently and understand even seemingly banal problems faced by seniors.

In this way they can gain the trust of senior students relatively quickly. They must know how to motivate. Sometimes it is easy to find motivation, but more difficult to maintain it. Teachers were prepared to advise the young students of motivation methods. The young students should be able to help in expanding the boundaries of possibility open to seniors and help seek new opportunities for their development. When it comes to the seniors, we can state that the majority of our students are still working on their personal development and want to learn new things. It must be communicated to teachers that they have to be able to engender a relationship of mutual trust, support and respect; must be capable of active listening; must be able to ask the right questions; must be able to clearly determine, describe and achieve the goals of tuition; must be able to motivate their students and keep them motivated; must be able to monitor the progress made by their senior students and adapt to new needs when necessary; must be able to work with feedback from their young students and seniors; must not resist new thoughts and ideas; and must be able to encourage their students to overcome obstacles.

On the basis of our experience in inter-generational tuition, we can say that the contacts established during the computer course between young students and seniors, which at first were relatively formal, outgrew the framework of institutional education, and the two groups frequently meet up in their spare time, at various social events, etc.

### Conclusions and recommendations

- An integrated marketing strategy that is interdependent with the 21st century higher education institution’s blended learning approach is recommended.
- Traditional marketing techniques are not sufficient to attract prospective participants of inter-generational programmes. Marketing promoting inter-generational learning must stress the benefits for all generations involved. Learners should be addressed also as “partners” in the learning setting. The opportunity to understand our common humanity and to share life stories across the generations is a fitting response to Europe’s changing demographics. It is about bridging the gaps between the generations and familiarising people from various European cultures with each other.
- Prospective learners are an integral part of the inter-generational learning and development marketing plan. Seminars that regularly attract people from a certain age segment can be used to inform participants of inter-generational offers. Marketing plans for inter-generational learning opportunities should recognise both internal and external audiences. A focus on public engagement and increasing participation can be enhanced, as appropriate, by recruitment among the higher education institution’s own older employees and younger cohorts of traditional learners.



*Valéria Pavluska, Raymond Thomson*

### What is this Tool Kit Sheet about?

“Learning in mixed-age groups is super because of the surplus of information, knowledge, experience and ideas.” These words, spoken by an inter-generational learner in Austria, demonstrate that inter-generational learning is an enjoyable and effective way to learn. What is important in the quotation is that, even with different topics and different learning situations, inter-generational learning is seen as a positive experience. This sheet is an introduction to the specific skills and preparatory work required to ensure that successful inter-generational learning takes place. There are different models of inter-generational learning. These include young-old, old-older, an age-continuum of learners, and extremes of age among the learners. All of these present challenges to providers, and Sheets 07-11 of this Tool Kit will give advice on various aspects of the teaching and learning experience. The case study on this sheet is from Hungary and uses a Seniors to Young model (other models discussed in the other Sheets).

### Key elements

There are several key elements in ensuring that the potential of inter-generational learning is fully realised: negotiating an inter-generational curriculum; ensuring collaborative inter-generational learning; designing assessment methods for inter-generational learners, and designing evaluation methods for inter-generational learning events (discussed more fully in Sheets 07-11).

It is the characteristic of inter-generational learning that the surplus of information, knowledge, experience and ideas forms part of the learning experience. Because the age range ensures that there is a surplus, the negotiation of the curriculum has to ensure the possibility of this surplus being used to everyone's advantage. Only good design will ensure that this potential is realised. This means that the curriculum has to be carefully negotiated, to take account of different perspectives, different needs and expectations based on the fact that there will be multiple perspectives on any topic. The curriculum has to be designed to give opportunities for collaborative learning, where seniors and younger members of the class have to work together and exchange ideas in a non-combative way. Older learners respond best to certain types of assessment which utilise their knowledge, skills and experience, rather than their ability to recall facts. This means that assessment methods should be varied and innovative. It is the case that younger learners also respond well to this type of assessment, because it encourages co-operation rather than competition. Because we are still developing

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theories on inter-generational learning, it is very important that assessment and evaluation methods are used which allow curriculum designers and tutors to reflect closely on the learning event and that they are willing to modify it. In this way expertise will develop and can be disseminated.

### Some general principles for designing effective inter-generational learning processes

- Take account of the range of needs, experience and expectations of the different age groups involved and the specific features of learning settings
- Be innovative and creative
- Explain clearly to participants what is meant by “inter-generational learning”
- Ensure that the potential of the inter-generationality is exploited to the full by drawing on the knowledge, skills and experience of everyone in the group
- Explain that academic discourse is very often controversial. There might be several diverging approaches and theories and not one “single truth”.
- Involve a team of practising professionals, academic experts, pedagogical experts and learners
- Ensure that all views and perspectives are heard and valued
- Use “generation-sensitive” language
- Use pair work and group work to foster inter-generational co-operation
- Fit assessment methods into learning settings and learners' peculiarities. Think of non-traditional methods which often better suit to inter-generational learning
- Use evaluative feedback as part of the learning process



### Case Study University of Pécs

The main task of the design work was to elaborate a learning programme which aims to transfer active citizenship competences from senior towards younger citizens, and which could be equally attractive for both young and elderly learning groups. Because of this non-traditional aim in university education, diversified design work had to be completed, outside partners had to be involved besides academic staff and enrolled students, atypical learners had to be attracted, and unusual programme development had to be carried out. The design of the inter-generational learning programme of the ADD LIFE Civil Society module was not only more complex but more innovative than usual and most likely the first inter-generational learning programme which was completely embedded in the academic curriculum of the Faculty or even the whole university. Many issues in civil society such as social inclusion, tolerance and solidarity between generations, ageing society problems, environmental, cultural heritage, and consumer protection can not be carried out without inter-generational cooperation. Recognition of this challenge would lead to inter-generational initiatives and collaborations, but for achieving this, each party should have equivalent opportunities and should have the competences of active citizenship.

Learning transfer between generations can vary according to its direction, and taking into account the low level of civil activity of young people and their lack of civil competences, the “seniors teach young” direction seemed to be more useful. Design work of the inter-generational programme was a wide cooperation of different parties: academic staff advised by lifelong learning experts (designed a detailed programme based on their academic expertise), senior civil society professionals (contributed as experts in the design, highlighted active citizenship competences and defined hot topics of civil society) and participants of different ages (reflected on the first draft of the programme and gave suggestions for modifications).

The whole project lasted for two years. Concerning this timeframe:

- The module concept was formulated in the early stages beginning with the discussions of the project proposal and then clarified at the start of the actual project.
- Detailed module design started six months before the pilot programme was launched.
- Piloting of the module took one semester of the academic year.
- Sessions were scheduled flexibly in terms of duration and time.
- Learners' assessment was carried out continuously during the pilot programme, after inter-generational learning sessions.
- Evaluation of the module took place at the very end of the piloting as a final session.

For making the learning process more attractive and more effective, there were three field visits to the venue of seniors' civil organisations, where young learners could experience civil issues directly and could also feel the atmosphere.

### Conclusions and recommendations

Inter-generational learning in higher education institutions is still in its infancy, but is a very rewarding experience for participants and practitioners. Concerning its design work, some key points could be emphasised:

- involve a range of expertise and experience from inside and outside the university in the design
- allow plenty of time for the design and curriculum work since the group has probably not worked together before
- ensure a varied delivery location – in and out of the university

- ensure flexibility in programme schedule
- ensure flexibility in choosing assessment methods – it should depend on the specific characters of the learning programme and the composition of learners. Non-traditional methods are worth considering, as they are sometimes more suitable in inter-generational settings
- evaluation should be used as a feedback tool

It is important that practitioners make a close study of sheets 07-11 where some of the above ideas are considered in more detail.

## How to negotiate an inter-generational curriculum

*Marcus Ludescher, Andrea Waxenegger*

### What is this Tool Kit Sheet about?

Drawing on the experience in the ADD LIFE project, this fact sheet explores the question of how an inter-generational curriculum in a higher education setting can be negotiated at the access to higher education.

### Rationale

Here the term “negotiated inter-generational curriculum” is used for a setting in which participants in a mixed-age group define in a collaborative process with the support of a facilitator what they want to learn and how they want to learn it. The underlying assumptions are that, firstly, the quality of an inter-generational curriculum will be improved: negotiating can be used as a learning tool for learning between generations. In addition, negotiation might not only prevent conflicts of learning interests within a mixed-age group and bridge gaps of knowledge and experience, but also bring added value to the learning setting, for example through the social skills participants acquire. Younger and older learners from different backgrounds benefit mutually from the experience each brings into the learning setting and from the multiple perspectives on any topic. Secondly, that a negotiated inter-generational curriculum is suited more to the needs of older learners in higher education institutions and their specific interests from a thematic and a didactical point of view. Due to demographic developments, higher education institutions must prepare themselves for older learners seeking university lifelong learning for multiple purposes: an update for a longer and often changing career in employment in the future, as well as a new orientation for an after-work engagement.

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### Experience in the ADD LIFE developmental work shows...

Within ADD LIFE, we tested how to “negotiate” in the development of Facilitated Open Modules (FOM). By FOM we mean that mixed-age groups were invited to become “co-developers” for inter-generational learning settings in which participants “negotiate” as a group what they want to learn (define learning outcomes) and how they want to learn it, and experience how a facilitator can design this process and assist them as learners (reflect on achievement). Experience in the project showed that to invite representatives of the learner groups to work on a concept of completely “open modules” is difficult, so the FOM chose very broad subjects, for example: “A non-traditional presentation of the city of Brno and its surroundings”; “How ageing affects the quality of life of the elderly”; and “Learning”. Some partners involved only (younger and older) individuals, others involved stakeholder groups. One challenge in all the developmental work for the FOM was that participants seemed to be more interested in the questions they had relating to a certain subject than in reflecting on the learning setting. A Coruña reported that older learners felt very uncomfortable and preferred a more structured way of learning (dominant role of facilitator), whereas the younger learners criticised the facilitator for having talked too much. The facilitators also had to work with a basic contradiction: on the one hand, the older learners usually still had an “old” picture of a teacher telling them what to do. On the other hand, especially the older learners stressed the point that, due to their life experience, they preferred self-directed learning.

### Case Study University of Graz

The developmental work for the FOM “Open Module Learning through Research: Natural Sciences, Culture and Society” consisted of five sessions (15 hours classroom and ten hours self-study). The group was composed of four retired persons (56 to 66) and five secondary school pupils (16 to 17). After a warm-up, a short introduction to the concept of the FOM and theoretical input by the facilitator (“What is a scientific question?”), the group members exchanged their views and ideas about science and its role in politics and society (“Who should I believe in the event of two controversial scientific opinions?”). In the second session, the facilitator outlined the structure of the university and its role as a knowledge resource. This was followed by intense group work: participants had to find topics of interest and to formulate up to three questions for discussion corresponding to each topic. One of the next tasks was to identify via Internet research who could answer these questions. Eventually, at the end of the second session, the participants agreed on two topics they wanted to deal with in detail: Electric smog: How dangerous is mobile radiation for humans? and Theology: Can the wonders of the world religions be explained by means of science? The next two sessions consisted of interviews and group discussions with two experts on the chosen topics which had to be prepared by the participants themselves with the support of the facilitator (select questions, gather information from other sources and/or experts, organise the meetings). The fifth session was dedicated to reflecting on the lessons learned, giving feedback and sketching the ideal learning setting by formulating the planned learning outcomes of a future seminar. Participants wanted for example to be able to speak personally to the experts, to discuss problems and topics of everyday life with university teachers or to differentiate research methods on the basis of given examples. In all the valuable feedback to this developmental work, we would like to stress the point that participants were not used to being invited to “negotiate” a curriculum and were not used to seeing the importance of having this negotiating element of “What and how to learn” and “Where and how do we want to go from here?” as an important recurrent part of the whole collaborative learning process. Nevertheless, participants enjoyed the setting and asked for a follow-up.

### Conclusions

- In many European countries, the status of such activities within higher education institutions is not clear. “Negotiating” the curriculum could be activating the potential of older and younger learners. Moreover, “negotiating” could be a future model for re-shaping the entry into higher education institutions and provide a better preparation for university studies for students of all ages. The implementation of learning outcomes could help with the formal accreditation.
- The role of tutors in such settings is completely different from their role in a traditional higher education setting, especially with undergraduate studies. Relevant training is missing.
- Learners are not yet prepared to benefit completely from such settings: younger participants are used to being told what they should learn in formal learning settings. Older participants expect to be told what to learn, but are not participating in learning exactly for that reason.

### Recommendations

- Higher education institutions should explore the potential of “negotiating” the curriculum in an inter-generational learning setting at access level. They should clarify the status of such activities and clearly provide accreditation by implementing learning outcomes and respective provision for staff development.
- In the learning setting, the facilitator should be a positive role model and make use of a “generation-sensitive” language. The facilitator should try to communicate that the academic discourse is very often controversial; there might be several diverging approaches and theories and not one “single truth”. Learners must be prepared to be open-minded and willing to expose themselves to a learning process which is not structured in detail beforehand.
- Tutors and facilitators should provide a supportive environment to enable learners to confront and deal with contradictions in their own needs and expectations.

*Marcus Ludescher, Andrea Waxenegger*

### What is this Tool Kit Sheet about?

Drawing on the experience in the ADD LIFE project, this fact sheet explores the question of how collaborative inter-generational learning can be ensured in a higher education setting.

### Rationale

The advantages of collaborative learning – usually connected with work in small groups – have been well researched. Collaborative learning in mixed-age groups in higher education is a new field and experience shows that, in general, the fact that higher education institutions have more and more mixed-age classes is not systematically exploited as a tool for collaborative learning.

The thesis here is that the participation of different generations in higher education should be encouraged to a greater extent and consequently be used more for collaborative academic learning in university lifelong learning, as well as at under- and postgraduate level. The reasons are that, firstly, the quality of mutual learning is increased by the experience, the knowledge and the research interests of older students. Secondly, collaborative inter-generational learning in higher education institutions mirrors the real situation in everyday life where different generations have to live and work together. Non-traditional students such as professionals from outside can offer students their knowledge, practical experience and access to their networks, whereas they themselves benefit from the latest theoretical and methodical approaches in research.

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### Experience in the ADD LIFE developmental work shows...

The most important elements for ensuring collaborative learning in mixed-age groups include:

1. "The module subject matter has to be seen as relevant to all age groups within the class. This may seem fairly obvious, but, in the planning stage, it would be best to ask whether different age groups will bring different (and possibly competing) perspectives to the topic, and plan accordingly.
2. It is important to consider esteem. Everyone in the class has to feel valued. There is perhaps a tendency to ensure that seniors feel valued, but it would appear that ensuring younger people are esteemed and valued is equally significant in reducing passivity.
3. There should be a wide age range. The tutor experience indicates that inter-generational classes work best when there is range of around 50 years within the group.
4. Because of the socio-cultural mix in inter-generational learning, it is important to clarify the rules of debate. It is important, especially for older learners, to indicate that a disagreement about a point of view does not make them any less valued in the class.
5. There has to be constant encouragement. Asking for competing points of view, detecting those who are not contributing, and giving tasks across the entire group will all help to generate impetus and successful learning." (quoted from: Thomson, Raymond, "Evaluation of the ADD LIFE Taught Modules", Report 2008)

### Case Study University of Graz

The Workshop “Tools and methods for sustainable change processes in regions and businesses” was designed for a mixed group of students (Geography, Environmental System Sciences, etc.) and participants from the community (experts from the professional field, retired persons interested in the subject). The group consisted of 24 participants, of which 13 were students in the subjects mentioned above and 11 from the community. The age range was 22 to 74. Collaborative inter-generational learning was ensured by:

- alternating lectures on topics such as history of sustainable development or change management with discussions and group work partly under the guidance of stakeholders;
- interactive instructional formats enabling the direct exchange of ideas and experiences between representatives of different age groups;
- using methods such as World Café where participants were encouraged to change dialogue partners; and
- working in pairs consisting of a student and an older “external” participant.

Last but not least, it was the informal atmosphere in the workshop that contributed much to an inclusive learning environment. The learning setting of the semester course

“SeniorMent – How can I share my knowledge and experience?” was completely different. It addressed mainly older individuals in a stage of transition, especially older managers or professionals (already retired or just about to retire) seeking future fields of activity such as mentoring. The majority of the 14 participants was around 60 years old but nevertheless it can’t be said that the group was homogeneous in terms of age: there were younger seniors and older seniors (the oldest one was 85) learning together. Some time before the mentoring project started, students of business management were invited to the course in order to initiate a dialogue between the generations and clarify mutual expectations between mentors and potential mentees. The whole course was so to speak a preparation for a certain setting of inter-generational learning (= mentoring project) where participants had to test/explore the role of being a mentor in a “real” situation. During the sessions participants already had to work out in groups and/or pairs relevant methods and instruments of mentoring (How do I structure an interview? How do I resolve problems and conflicts?). Moreover, participants were encouraged to explore different roles such as facilitating certain sessions or giving a presentation themselves (one participant for example spoke about her experience as a counsellor for victims of harassment at work). Tutors stressed the importance of opening/leading a dialogue as opposed to just leading a discussion (which is often only about who is right or wrong).

### Conclusions

- Higher education institutions are not yet prepared for the foreseeable increase in a mixed-age student population and have no mainstreaming strategy.
- Tutors/facilitators in higher education institutions who want to promote collaborative inter-generational learning stress the point that they need some kind of help and support on how to deal with mixed-age groups in general and older learners in particular in order to create an inclusive learning environment for all generations.
- Feedback from learners shows that older as well as younger learners benefit from learning in mixed-age groups. However, formal group learning settings in which inter-generational learning is used as a carefully planned and reflected tool for collaborative learning is a rather new experience for them.

### Recommendations

- Due to demographic change, mixed-age groups will gain importance in the future. Higher education institutions should offer acknowledgment and incentives both

for students (credits) and for university tutors (recognition for professional performance records).

- When preparing inter-generational courses, tutors/facilitators must carefully plan how the mix of generations can be made beneficial for collaborative learning and for setting the frame for a “win-win situation” for all. Therefore, ideally, participants should be involved in the planning at the earliest stage possible. During the course, participants should be encouraged to take over roles according to their expertise; for example they could facilitate a session or give a short lecture on the subject in which they are experts. Teaching methods should be active and not passive; interactive; should draw on the experience of all the learners and value their different perspectives on the subject.
- Tutors/facilitators must take care that expectations regarding the transfer of new knowledge and skills are not too high. The level of the course and the objectives must be communicated clearly to all participants. Older learners, particularly those with an academic background, should be aware of the relative level of the course and should not expect a continuing professional development course.

*Marcus Ludescher, Hannes Strempl*

### What is this Tool Kit Sheet about?

Working with mixed-age groups in which participants negotiate what they want to learn and how they want to learn is a new experience for many tutors in higher education institutions in Europe. In this Tool Kit sheet lessons learned by the tutors are compiled and reflected upon. Finally, concrete recommendations for staff development are formulated.

### Collaborative design processes with learners in ADD LIFE

In the ADD LIFE project, six mixed-age groups developed (in a facilitated process) concepts for so-called "Facilitated Open Modules" which were not piloted within the project. Learners became co-developers and were invited to define their own individual learning outcomes (but in a negotiated group process), including what they wanted to learn and how they wanted to learn it. To recruit participants for this developmental process, it was necessary to set a broad thematic frame. The themes were:

- Changes during ageing and quality of life (University of A Coruña)
- What is Learning? (Summer University of Jyväskylä)
- Learning through Research: Natural Sciences, Culture and Society (University of Graz)
- A non-traditional representation of Brno and its surroundings (Brno University of Technology)
- What young people can learn from elderly more experienced people (University of Pécs)
- Learning through research: What kind of society do we want to live in? (University of Graz)

Although, in the beginning, it was difficult for the project coordinators and tutors to communicate what the offer was and how the process would evolve, experience has shown that in course of the developmental work tutors as well as learners appreciated being part of the process.

### Lessons learned

What were – from the tutors' point of view – the weaknesses, strengths, risks and opportunities of the collaborative developmental work?

### Weaknesses

- **"Open" needs a framework:** Tutors as well as learners are not used to a completely open process of negotiated learning outcomes, content and methods. The process needs at least some kind of broad

framework in which the learning setting takes place. One example: For recruiting purposes, at least a very broad title for the developmental process of the Facilitated Open Modules had to be defined.

- **"The more diverse the group, the more time needed to warm up":** Participants are looking for and expecting "content" and have to be convinced that the more diverse the group is, the more time is needed in the beginning to find a common ground. This is a necessary "investment" which pays back during the whole learning process.
- **"Value for money" is not "guaranteed":** From the perspective of consumer protection, learners are usually strongly advised to check the institution's information about courses regarding "content" and "learning methods" before registering. But in open learning settings, the process of negotiating content and learning methods is as equally important as "content" itself. The benefit for the individual participant is difficult to communicate since it is not foreseeable and closely related to how he or she gets involved in the negotiating process.
- **Those who are familiar with negotiating tools are in the "pole position":** It is an important task for the facilitator to maintain the delicate balance between those participants who are familiar with "negotiating tools" and those who are not, especially in the first session/s when basic rules and expectations are negotiated and clarified. Otherwise learners can be excluded, or feel excluded, from the learning process.

### Strengths

- **Life experiences and knowledge about contemporary history are available:** If a certain topic is discussed in the group, representatives of different generations bring with them a range of expertise rooted in their individual and collective biographies. Individual and collective solutions can be compared and new solutions developed (e.g. renewable energy, the oil crisis of the 1970s).
- **Negotiating interests in a group brings new perspectives for each individual:** Facilitated open learning settings encourage learners to become involved in new topics, questions and approaches which they would not previously have thought about (e.g. a technician became, through the group discussions, interested in theology).
- **Negotiating evolves strong commitment and responsibility on the learners' side:** Learners became strongly committed to the developmental process because they felt responsibility for the process, the decisions made and the outcome.



## Risks

- **“One generation is dominant”**: It seems obvious but it is nevertheless important to stress that the generations should be – more or less – equally represented. Experience shows that if there are more older participants than younger participants, the older ones are seen by the younger as “co-instructors” which has the consequence that they are even quieter than with one – older – instructor. If there are too many young participants, older learners might feel “lost” and “over-ruled”.
- **Inter-generational groups are fragile and need continuity over a certain period**: In some ADD LIFE open modules, the next meetings were negotiated in the group (and not fixed by the institution or facilitator). Experience has shown that intervals between the meetings should not be too long.
- **Different age groups plan their days differently**: People in employment prefer evening sessions, younger people prefer sessions in the afternoon, retired people plan their days in more individualised ways. The risk is that in whatever way institutions or the group of learners schedule their learning, one group of learners is disadvantaged.

## Opportunities

- **Certificates**: Higher education institutions have a possibility and also a duty to think about adequate methods and procedures of certifying what has been achieved by learners. This would be highly appreciated by learners and would be an incentive to engage in (new forms of) learning opportunities at university level.
- **New meeting places for various generations**: In modern societies, the opportunities for encounters between different generations are decreasing. Providing space for positive inter-generational learning experiences can build new inter-generational relationships beyond the classroom.
- **Lifelong learning can only be implemented via inter-generational learning**: Higher education institutions wanting to contribute to a lifelong learning society can only do this by offering inter-generational learning settings – it is not economically possible to offer all programmes tailored to all different generations.
- **Involvement of learners from different generations guarantees a closer access to social reality**: An inter-generational learning setting brings all generations closer to social reality; for example older learners chose different ways of researching information than younger learners do (e.g. books versus computer games as a source for studying history).

## What tutors wish to be offered – Recommendations for staff development

Why staff development? The student population in higher education has changed in terms of age, learning biographies, individual pathways into higher education, ethnic backgrounds, etc. Tutors are confronted with more and more diversified groups of learners. From the tutor’s point of view, what should staff development encompass?

- Learn how to address and involve representatives of stakeholders including learners in the developmental process
- Learn the art of professionally developing a setting which facilitates negotiation, learn how to steer the process and how to accept and communicate that there is an “open end”
- Learn how to use tools from “Diversity Management” and learn more about inter-generational learning:
  - Overview of recent socio-economic developments (from industrial to knowledge society), demographic change, economy and labour market
  - Didactics
  - Communication skills (using “generation-sensitive” language)
- Writing and using learning outcomes to be able to support learners in defining their own learning outcomes
- How to deal with contradictions which specifically occur in inter-generational settings and how to use them as an impulse for the development of the group/for learning
- Peer learning (“intervision”) and supervision



*Valéria Pavluska*

### What is this Tool Kit Sheet about?

Since inter-generational learning differs considerably from traditional forms of learning, traditional assessment methods are not appropriate in many cases; therefore suitable assessment methods need to be found. This Tool Kit sheet intends to highlight some important assessment design issues for inter-generational learners and summarises the experiences of the application of assessment methods.

### Rationale

Inter-generational learning programmes in higher education show a great variety in terms of character and content of topics, complexity of topics, status of programmes in the academic system, status and attitudes of learners, division of learners by age, aim of the programme or the ratio of competence parts to be developed, learning process technology, measurability of learners' performance, learners' needs to be assessed, learners' attitudes to be assessed etc. Distinctiveness of learners of different ages is also very important. Elderly people for example learn in a more synthesizing way, possess less flexible value and reference systems, have different memory functions, etc. So when we design assessment methods for inter-generational learners, these learning settings should be taken into account. Just a few examples: if a programme is implemented in the student curriculum, assessment has to fulfil the ECTS requirements, at least for regular students. On the other hand, if it is a non-formal course, participants might need only some form of a certificate. In the case of elderly learners, a continuous verbal assessment might be preferred to one big summing up examination at the end. Inter-generational learning is rather a learner-oriented, practice-based common action, where interactions or group work of participants result in the development of individual competences. In these cases, teachers'/mentors' roles are less important and participants' self and/or group assessment come more to the front. Group assessment might bring problems. Since there is usually a bigger difference between age groups in terms of values, competences, etc. than within each one, it is usual that learners of different ages see the same things differently. In pedagogical

practice, assessment methods usually are: diagnostic (assessment of prior learning), formative (interim assessment, which can shape the learning process), summing up (final assessment), and portfolio (collection of learners' performance). All methods can be useful for inter-generational learners too. Diagnostic assessment could help to discover the original state of competences and could help in finalising the programme design. By formative assessment, tutors could reflect on the learning process and initiate modifications according to the progress of learners. Portfolio gives the opportunity to assess learners from many aspects quite continuously. Assessment requires well-defined, steady, if possible objective and measurable indicators and collectable, valuable performance figures. It is important to make a difference between output and outcome performance indicators. Output indicators refer more to the potential learning results (e.g. participation, presentation), while outcome indicators refer more to the effects, although outcome actually can sometimes be assessed in the future (e.g. skills development). According to compared factors, assessment can be: a comparison of learners' performances to given requirements, a comparison of each learner's performance at different times and/or a comparison of learners' performances to each other or to the average.

### Experience in the ADD LIFE developmental work shows...

Each partner conducted assessment in connection with the taught module. Their general observations are that inter-generationality somehow influences the way the modules were assessed, but not too much and not too specifically. Partners applied the following non-traditional assessment methods and techniques: class participation, interview with learners, self-assessment, group assessment, group discussion and debate, mentors' notes, oral presentations, evaluations and observations, group work, presentations, solving problems, developing plans, analysing case studies. Project partners found that class participation and oral presentation were more appropriate for elderly learners in inter-generational settings.

### Case Study University of Pécs

Civil participation is part of life long learning and should be encouraged among people of all ages. Active citizenship is a learnt behaviour, so the competences required for this should be developed and improved.

The ADD LIFE “Civil Society” module focused on the issue of *what young people could learn from the elderly for active citizenship*. The programme was part of the student curriculum, so assessment had to fulfil the academic requirements for awarding credits to regular learners. Assessment of elderly learners covered their attitudes towards young learners and the effectiveness of their contributions.

As the aim of the module was the development and improvement of younger learners’ civic competences, the focus was on their assessment:

1. Diagnosis of students’ prior competences was carried out through *group discussion, interviews, students’ self-assessment* and *mentor’s observation*.
2. Formative assessment was organised using different methods
  - Students’ reflection on actual civil society issues was assessed by *individual presentations, group discussions* and *debates*.
  - Inter-generational learning events were field sessions at civil organisations’ seats, where senior learners presented their civil activities and inspired young learners to recognise specific civic competences and debate their observation. All sessions were documented by photos.

- Assessment sessions took place after each field visit for summarising experiences, and let learners reflect on issues learned. Young participants were given individual feedback sheets to make notes on civil competences during field sessions and were then asked to “tell the story”, to provide a narrative understanding. After the storytelling phase, learners discussed, debated and evaluated their findings. In these sessions tutors made observations and in written notes tried to record changes in learners’ achievements in attitude, knowledge and skills.

3. The final evaluation session was the summing up assessment meeting. With a biographical method learners assessed themselves and revealed the point where they felt a breakthrough in their individual development of civil competences, particularly attitudes. They also assessed each other from the same point of view, and also the group dynamic.
4. After the final session young participants had to write a summary report on the taught module including their ideas on the facilitated open module.

### Conclusions

Assessment of inter-generational learners can reflect on the effectiveness of the learning programmes and can give feedback for learners and tutors about the learning process, so it can be a form of learning tool. In inter-generational settings suitable assessment methods should be designed; according to project observations, non-traditional forms would appear to be more appropriate for inter-generational learners. Learning assessment is a broad concept, and goes beyond the assessment of learners.

### Recommendations

- When designing assessment methods for inter-generational learners in higher education, the great diversity of the learning formats and the learners of different ages should be taken into account. Each assessment situation should be a unique one.
- There is no need to assess each aspect of each project. Focus should be on those which best suit the learning settings.
- Tutors have to take part very actively in designing and piloting the learning programme; they should continuously assess learners and the module flow and initiate mediation or change if necessary, but they should also be flexible and let the participants modify the learning.

*Raymond Thomson*

### Introduction

Inter-generational learning is a relatively new concept. The rationale for inter-generational learning is based on research and analyses of trends which are very similar in all European countries. These trends clearly indicate that there is a danger of inter-generational alienation. In the face of an ageing European population, there is a danger that older people's skills, competences and experiences may be lost to the younger generation. As well as this, older people need to be connected to what they often see as a strange and puzzling world designed for the young. They need information and reassurance on how new technologies are embedded in everyday life. Young people, who are at ease with these new technologies, have much to teach older people. Because we are still developing theories on inter-generational learning, it is very important that evaluation methods are used which allow curriculum designers and tutors to reflect closely on the learning and that we are willing to modify it. In this way expertise will develop and can be disseminated. This sheet gives useful advice on the types of evaluation which are particularly helpful in an inter-generational context.

### Basic principles

In order to derive maximum benefit from the evaluation of inter-generational learning, it is important that evaluation methods allow all participants to be given a voice. There are two major participant groups, both with two sub-groups: Providers (tutors and co-ordinators / designers) and Course Participants (younger learners and older learners). Each group should have a specific evaluation form from which data can be assembled.

### Questions which must be directed to learners

These should include the usual questions on enjoyment, interest, and value. However, there should also be specific questions on:

- Age
- Assessment procedures
- The enjoyment and benefit of inter-generationality
- What was added to the learning experience by working with others of a different generation

*This will help you analyse the data in terms of age and enjoyment, age and attitude to assessment method, age-related views of the benefits of inter-generational learning.*

Because inter-generational learning is based on the worth of everyone's experience and viewpoint, there should also be open questions, on areas such as:

- Reasons for deciding to study the module
- Reason for enjoying/not enjoying inter-generational learning
- How the student intends to pass on what has been learned

*These will allow students to write freely and give you an opportunity to investigate motivations, professional backgrounds, and ambitions.*

### End of module discussion

- A short group feedback session at the end of the module in which learners have the opportunity to say something about their experiences in the class is extremely helpful.
- The feedback could be guided by the tutor to include the following two areas:
  - How they saw the module as it progressed
  - How they think the module could be improved

*This gives the students a real possession of the evaluation process.*

## Questions which must be directed to tutors and co-ordinators/designers

### Module design

- Did the subject of the module raise inter-generational problems?
- How did you ensure that the module design created inter-generational learning?
- Did inter-generationality influence the way the module was assessed?
- How effective was the partnership working with social partners?

*This should bring out the level of activity and passivity within the group, and whether this was connected to the topic or the design. It will also indicate if the designers have noticed if the different generations have had different responses to the assessment methods. This is the opportunity to think about what you did (very important), and also to consider the effectiveness of your approach (extremely important).*

### Module marketing

- How did you stimulate demand for your module?
- How did you ensure an inter-generational mix of participants?

*This is extremely important for building up a bank of good marketing practice.*

*Inter-generational learning works best when there are extremes of age within the learning group.*

### Module delivery

- What teaching methods best led to inter-generational learning?
- How did you ensure inter-generational learning?
- What age range did you have in the module? Would the learning experience benefit from a narrower or wider age range?
- How did you manage the inter-generational learning?
- Were there any difficulties in ensuring a good social dynamic in the class?
- What really worked in the class?
- What didn't really work and needs to be looked at again?

*These questions get to the heart of the experience within the classroom. It will demonstrate how much thought the teaching and design team has given to the class, the pitfalls they have anticipated, and the methods they have used or developed to ensure a positive learning experience in which the generations can learn from each other.*

### Summary

- List the 3 most important things you have found in designing and delivering your module that you think will be useful for others
- What warnings would you give others who wish to offer inter-generational learning?

*This will help you plan effectively for future inter-generational learning events.*

### Conclusions

- Inter-generational learning is still in its infancy, and so needs robust evaluation methods.

### Recommendations

- Evaluation methods should be designed so as to be formative and developmental.
- It is important that good practice is quickly developed within institutions.

*Pat Davies, Petr Vavřín, Anneli Hietaluoma, Andrea Waxenegger, Marcus Ludescher*

### What is this Tool Kit Sheet about?

To successfully develop inter-generational learning for non-traditional and older learners in higher education, a variety of institutional barriers and constraints have to be overcome. One of the issues is the accreditation of modules of inter-generational learning and the possibility of awarding credits to learners who successfully complete courses. This Tool Kit sheet focuses on this topic and how ADD LIFE project partners have addressed it.

### Rationale

Institutional rules and practices in general derive from the institutional profile and reputation, sometimes based on a long historical tradition, and the corresponding sense of the role of researchers and tutors. National regulations for higher education institutions may also have an important impact on the promotion or restriction of developmental work for designing innovative non-traditional pathways into higher levels of learning, especially in countries where institutional autonomy is not sufficient to enable local solutions. Financing such developmental work and, finally, programmes, is also crucial. Apart from some notable exceptions, such programmes are usually expected to be self-financing or subsidised by extra public funding only for a short start-up time. The validation of what non-traditional (including older) learners lacking formal requirements for university studies bring with them and the award of credit for what they achieve in a course is an unsolved problem in many European higher education systems, although there are some exceptions.

### Experience in the ADD LIFE developmental work shows...

Many older learners want to receive a formal statement about their achievements, but the awarding of ECTS credits in University Lifelong Learning (ULLL) is a relatively new and unexplored chapter in higher education in Europe. In ADD LIFE we found that in some partner countries there was no legal basis for the awarding of ECTS credits for ULLL courses; it was only possible for the students from regular degree programmes who took part (Austria, Hungary, and Spain) or the modules were part of an Open University provision (Finland) – that is only if either the learner or the modules were part of a fully accredited programme of study under the mainstream university regulations. However, as a first step towards bridging the distinction between the mainstream and ULLL we differentiated between: 1. the process of learning (workload); 2. learning outcomes which could be assessed; and 3. the awarding of credits.

### Case Study University of Graz

Our experience in working with older learners shows that they are interested in the University as a learning space and urge the University to develop programmes according to their interests and needs; they also want to have their achievements documented. However, learner's informal feedback is that they are afraid of not being able to match the university level and, moreover, they are afraid of any form of assessment connected with the awarding of grades and ECTS. Therefore, from the didactical point of view, the University has to communicate to older learners that over the years the role of instructors has changed to a more facilitating role in the learning process and that modern and more learner-supportive methods have been introduced into university teaching and learning, including new forms of assessment of learner's achievements. According to current internal university regulations, ECTS credits can only be awarded to participants outside regular degree programmes if they successfully take part in a so-called "university course" which has been accredited by the Director of Studies and encompasses up to 30 ECTS. To solve these problems, we, on the one hand, explained to potential participants what the learning setting was, what requirements had to be fulfilled and what benefits could be expected from participating in an ADD LIFE module. On the other, we issued a detailed supplement to the certificate of attendance showing that the learners had completed a workload equivalent to 2-3 ECTS, even though we were not able to award the credits. This was welcomed by some younger and older participants who wanted to have their achievements documented.

### Case Study Summer University of Jyväskylä

For the piloting of the ADD LIFE module, the cooperation amongst the partners of the University of the Third Age (UTA) in Jyväskylä (the Summer University, the University of Jyväskylä and its Open University, and the City of Jyväskylä) was intensified. The purpose of the University of the Third Age is to pass current information based on research to seniors and offer them possibilities of academic study without aiming at grades or collecting ECTS credits. The Open Universities (19) in Finland are a part of lifelong learning specialising in the methodology of adult education in universities. Their main target is to increase educational equality, e.g. by providing free entry regardless of age and educational background (nowadays 40% of students are under 25 years old), and through the possibility of applying for admission to university through the Open University channel (without an entrance examination).

For the ADD LIFE module, the biggest problem was to decide how the young students of the Open University could be involved with the UTA learners and still get the credits they needed. To resolve this, the course was divided into modules with compulsory and optional parts so that the seniors (UTA) and the participating volunteer museum guides did not necessarily take the exam or complete the essays. On the other hand, the students of Open University could take the exam and get the credits (5 ECTS) they needed in order to continue their studies as a part of normal Open University instruction.

For the seniors and the volunteer museum guides an optional course on ICT was arranged, which was – according to the evaluation – very useful for people who were not as familiar with the Internet and its huge possibilities for self-guided learning about art and culture. This kind of tailoring of the course (for inter-generational learners) succeeded fairly well: we had 26 participants representing all the partners; the group was very heterogeneous in age (varying from 21 to 76 years), background (education, former profession) and motives for participation. The feedback we got was very good: the most satisfied participants were the seniors and the museum guides, and people who wanted to acquire the information they needed when accompanying their age mates, disabled groups or children to the museums and art exhibitions.

For the first time a course with ECTS was in the programme of UTA; thus the seniors had a concrete possibility of seeing the way Open University students study. For the Open University this experiment was a concrete way to get more seniors to their studies. This was a good experiment for the future co-operation of these partners; it will be reported to all the Finnish Universities of the Third Age (10) as a good example of UTA work realised together with three different organisations.

### Conclusions

- Higher education institutions in Europe often promote themselves as providers of elite graduate and professional development provision, aiming at high-ranking research careers or for top careers in business and industry. Provision for non-traditional and older learners – if it exists at all – is often at the edge and not part of either the image of the institutions or of the professional role of the researchers and tutors.
- There is in general no sound financial basis for the development and implementation of provision for non-traditional and older learners in higher education.
- Accreditation of prior learning and of the achievements of non-traditional and older learners in higher education is still a major problem in Europe. Flexible, individual learning pathways and the inclusion of new target groups including older learners cannot be developed without solving this problem.

### Recommendations

- Higher education institutions should include in their mission the goal to develop provision for non-traditional and older learners, focusing on innovative inter-generational learning and should undertake the staff development needed to implement it professionally.
- Higher education institutions in collaboration with social partners should lobby national governments to accept the long-term economic and societal benefits of provision for non-traditional and older learners and urge them to provide sufficient financial means.
- Higher education institutions should develop a system for the accreditation of prior learning and for the awarding of ECTS credits for all University Lifelong Learning provision for those learners who want it.



*Andrea Waxenegger, Marcus Ludescher*

### What is this Tool Kit Sheet about?

This fact sheet shows how the ADD LIFE project explored the potential role of universities in training promoters for different fields of voluntary and paid work and what lessons can be learned from the developmental work done.

### Rationale

The simple concept “full-time employment” followed by “full-time retirement” is still true for the majority of people. Depending on personal circumstances, including health and income, people retiring nowadays at 60 or 65 (in some countries on average much earlier) still have 10, 15 or even 20 years ahead of them. What are they going to do? On the other hand, there is growing evidence that even before retirement, older generations nowadays are developing diversified life concepts for their later life, including the pursuit of a “second career” in employment, part-time paid work or volunteer work; or they look to learning as a strong impetus for developing self-identity also in later life. But it is even difficult to say when “later life” starts. It might be starting with “early” retirement, at the beginning of the 40s after a long period of family life, after being made redundant or when voluntarily seeking a period of re-orientation and looking for a new challenge for the later years. And it might be a mixture of paid work, self-employment and traditional or more unconventional volunteer work and family duties. Moreover, looking at scenarios of the development of the labour market in the future, it is said that older people should be kept in employment due to the decrease in the labour force, and because the labour market cannot afford to lose skills, competences and experiences of older people. It seems that higher education institutions are not reacting (or only slowly) to this new challenge. New and innovative learning provision and new, flexible systems of the accreditation of prior learning are not seen as an attractive future mainstream – they still focus on the preparation of younger students for careers in research or the professions. But higher education institutions have something to offer in the regular degree programmes, as well as in continuing professional development, and in preparing participants for active citizenship in order to fulfil new roles in later life.

### Experience in the ADD LIFE developmental work shows...

All ADD LIFE taught modules were designed as learning opportunities that not only promoted inter-generational learning but also included training elements for becoming a facilitator/mentor with others. In Graz participants had to prepare presentations about the workshop and the lessons learned, which were broadcast live to a regional centre or they had to explore the role of being a mentor in a “real” situation and reflect on it. The whole course was so to speak a preparation for effecting an adequate transfer of knowledge from older, more experienced, to younger, less experienced, persons. In Brno seniors equipped with a good knowledge of computers acted as volunteer instructors (“computer buddy”); each of them had previously taken the corresponding class. In Jyväskylä the course was open to people who had already had some schooling and experience as volunteer museum “pilots” (not as official museum guides, but as persons encouraging others to go to the museums and as a companion to disabled people or children at art exhibitions etc.). The possibility of becoming a volunteer guide was discussed in the whole group. In Pécs learners were asked to summarise their most important findings and make a project proposal they wanted to work on; younger participants had to write a comprehensive report after the final session on the taught module including ideas on facilitating (this was partly because of the academic requirements for giving students credits). In A Coruña participants were to become health mentors with others by transmitting and explaining knowledge on cardiovascular risk factors to other groups and by preparing and evaluating materials on healthy life habits and cardiovascular risks.



### What learners said....

Summing up the experience in the ADD LIFE project with these training elements for becoming a facilitator/mentor with others, it can be said that encouraging participants in group work and team work turned out to be very helpful in giving participants the confidence to go on to work with others outside the class. The evaluation of the taught modules shows clearly that there is an ambition of (older and younger) participants to pass on what they learned. It also raised the idea of community action among old and young. This may mean a politicisation of the older learner. Younger learners seemed to be more job-oriented. In the evaluation by participants, some of the answers were:

- *I will teach my grandchildren.*
- *I will help my peers in the community.*
- *Many people of my age cannot work with computers. I will transfer my knowledge by teaching beginners.*
- *I will pass information on to interested peers.*
- *To communicate with the younger generation*
- *I will use it to improve my quality of life.*
- *I can now communicate with the young generation.*
- *Will use what I have learned in my professional routine.*
- *Lead a sustainable life and be an example to others.*
- *Share my experiences with others.*
- *Initiate discussions with other citizens in my local community.*
- *I want to deal with this topic in my future job.*
- *I will build my new experiences into my work.*
- *My organisation plans to continue by starting a new project in which different generations with different social backgrounds could experience the benefit of inter-generational learning.*
- *Establish a pool of interested participants and experts to facilitate the subject.*

### Conclusions

- Neither in research nor in programme design do higher education institutions respond sufficiently to the growing demand for diversified learning opportunities. For example, older people are developing new life concepts for their later life and urge higher education institutions to support them in achieving their individual goals.
- These diversified life concepts also show that older people want to engage themselves in different fields of traditional or new voluntary and paid work or even in self-employment.
- Older people seem not only to be interested in university education for personal fulfilment but seem also keen to share their learning experiences and their newly gained knowledge in community and family engagement.

### Recommendations

- Higher education institutions should carefully research and observe the new social phenomenon that older people are developing more and more diversified life concepts for their later life.
- From an educational point of view, higher education institutions should develop innovative and flexible concepts on how they could create – inter-generational – learning settings which support older learners in building up second careers for different purposes and in different settings.
- Apart from checking the suitability of existing university provision (degree programmes and professional development), higher education institutions should provide learning opportunities which not only stress the individual career of older learners but also let them develop the knowledge, skills and competences they need to make their knowledge beneficial to a wider community.

*Andrea Waxenegger*

### What is this Tool Kit Sheet about?

This sheet briefly explores what potential fields for voluntary and paid work have emerged in the inter-generational learning settings developed and piloted in ADD LIFE.

### Emerging fields of activity

For the development of all six ADD LIFE Taught Modules major themes on the European agenda were selected as major “topics”. These were “Civil Society”, “Culture”, “Employability and Mentoring”, “Health Sciences”, “Information Society – Digital Literacy” and “Sustainability and Development”. For these global themes, the following modules were developed:

- Civil Society: What the generations can learn from each other (University of Pécs)
- Art History in Interpreting Art (Summer University of Jyväskylä)
- SeniorMent – How can I share my knowledge and experience? (University of Graz)
- Health Sciences: Cardiovascular risk factors (University of A Coruña)
- Multimedia Communication (Brno University of Technology)
- Tools and methods for sustainable change processes in regions and businesses (University of Graz)

All Taught Modules were designed to include a small “functional” part. The idea was that, via supporting learning arrangements, participants should not only gain academic knowledge, skills, competences and attitudes for their benefit, but also learn how to become a promoter for different fields of voluntary and paid work for and with others. These new forms of activities should be seen as new forms of “active citizenship” and should not be seen as interfering with professions active in the areas concerned. However, in the long run, of course new professions could evolve. Based on the piloting of the Taught Modules including positive feedback from learners, the following “profiles” (which could be used for volunteer work, paid work or a mixture of both) emerged:

### • European Civil Society Agents

The “European Idea” will not succeed if it is not accompanied by “European Active Citizenship” which means active participation at local, national and European level. A “European Civil Society Agent” would be familiar with basic roles, competences, methods, tools and techniques of organising civil activities and thus would be able to help others to get involved in everyday democracy. This could be: planning and organising public meetings, events, campaigns and demonstrations of their own; recruiting members and volunteers; lobbying and fundraising; stimulating participation in different organisations and contexts; mediating between parties; building cooperations, partnerships and networks, etc.

### • European Culture Guides

Europe has a great cultural heritage which also forms identity across national cultures and generations. “European Culture Guides” would have a profound knowledge of European Culture and would have developed a European understanding of basic concepts of art history and the historical and cultural connections of art. They would be able to share their knowledge with others in inter-generational learning settings and they would also be able to act as “multipliers”, i.e. to encourage others to engage in becoming a “European Culture Guide”.

### • Transition Mentors

More and more diversified life concepts (reflecting but not limited to a higher life expectancy) result in the need for support during these phases of re-orientation and exploration of new opportunities. European civil society, including the labour market, cannot afford to lose the knowledge, skills, competences and also life and professional experience of older people; these could find a new role in becoming “Transition Mentors”, i.e. accompanying younger or older people through a period of transition.

### • Health Promoters

“Health” and “Healthy Ageing” in particular are fundamental questions of European Society. To increase health awareness across all generations in Europe is a major challenge and “Health Promoters” could contribute to a healthier Europe. Health is a wide thematic field; however, there are some fundamental principles and/or even specific topics (such as cardiovascular risk factors in one of the ADD LIFE taught modules) which could be communicated by Health Promoters in their families, neighbourhood and communities and which would help to raise awareness and be a first step in the right direction.

### • e-Promoters

Information Technology is not only a part of our everyday life but it is foreseeable that it will be even more embedded in our future. European citizens who do not have access to and knowledge about new technology are socially excluded. E-Promoters could play an active part in informing older people about these new developments by passing on their knowledge and skills to them. Not only classical courses at basic and advanced level are needed but also “awareness raising” activities which critically observe and reflect on these trends and developments.

### • Promoters for a sustainable future

A sustainable future is a major concern on the European agenda and many initiatives are already taking place. However, to formulate global strategies is not enough; awareness raising and action must take place also at local and regional level. A “Promoter for a sustainable future” would know about the major European policies (embedded in a global perspective) and would be able to apply methods and tools of regional development in his or her own field of business and daily life as well as to motivate and engage others for sustainability projects of their own.

### Conclusions for the design of learning opportunities

Experiences in the ADD LIFE project have shown that it is a very ambitious project to include in taught modules a “functional part” in which new knowledge and skills (“how to...”) can be developed.

An “ideal” curriculum would have to be based on the following principles:

- ethical standard on which universities operate
- state-of-the-art knowledge based on international research
- academic learning including reflexivity about the production process of knowledge in its social context and the possibility to develop research competence
- hands-on practical knowledge, e.g. legal issues about voluntary work, paid work or self-employment
- quality of life: How does new knowledge effect the quality of life in our European society?
- include skills and competences needed such as presentations skills; use of modern information technology, basics of project and group work; learn how to gain knowledge (learn how to learn) but also how to share knowledge
- bridging the gap between generations through inter-generational learning settings

**Bodorkós, B. et al (2006) RAJTunk múlik! Hogyan szervezkedjünk és képviseljük érdekeinket a lakóhelyünkön? (How to group together and represent our interests in the community) Budapest: Közösségfejlesztők Egyesülete.**

This small book acquaints readers with those simple methods and techniques which help to find partners for common work, to obtain adequate information and to successfully negotiate with the authorities in the community's favour. Methods shown here can be used not only for enforcing interests, but also for building communities and for achieving success with social causes as well.

**Boström, A.-K. (2003) Lifelong learning, intergenerational learning, and social capital. From theory to practice. Stockholm: Institute of International Education, Stockholm University (<http://www.interped.su.se/publications/BostromNo.61.pdf>).**

The purpose of this study is to examine the relationship between lifelong learning, inter-generational learning and social capital. This is a highly readable study for two reasons, namely the theoretical elaboration of the discussed concepts and the reported results of an inter-generational programme. The theoretical background concerns both the lifelong perspective and the lifewide orientation of learning across the lifespan. The lifewide perspective includes both formal and informal learning.

**Brauerhoch, F.-O. & Dabo-Cruz, S. (2005) Begegnung der Generationen: Alt und Jung im Studium. (Encounter of generations: old and young at the university) Idstein: Schulz-Kirchner Verlag.**

This report presents the results of empirical research on inter-generational relationships within the university context. The empirical findings are largely consistent with previous findings from other countries and studies. Older students are less integrated in courses with a minority of younger students. Inter-generational settings are evaluated as something normal and positive. The authors found that stereotypes of ageing are decreasing with longer lasting contacts and interactions between older and younger students. Enduring interactions stimulate more personalised views of the "other".

**Czike, K. & Bartal, A. M. (2005) Önkéntesek és nonprofit szervezetek – az önkéntes tevékenységet végzők motivációi és szervezeti típusok az önkéntesek foglalkoztatásában. (Volunteers and nonprofit organisations) Budapest: Civitalis egyesület.**

Motivation of volunteers and types of organisations in employment.

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**Doll, G. A. (2006) Enhancing gerontology education: The role of older adult auditors in a human development and ageing course. Journal of Intergenerational Relationships, 4(3), 63-72.**

This paper discusses co-learning opportunities for elders and students. On the basis of a Human Development and Ageing course taught at Kansas State University in the spring of 2003, eighteen young adult students and eighteen auditors from a retirement community were brought together to explore their understanding of ageing issues. Older and younger participants experienced changes in their attitudes toward persons of age groups other than their own.

**EAEA Monographs series (1994) Older adults as helpers in learning processes – Bilingual: English-French. (VHS videotape available in English, French, Spanish, German and Catalan) Barcelona: EAEA.**

This study describes 32 programmes in which older adults have played active roles as a resource in learning processes of others in the fields of health, education, work, culture and social exclusion. Recorded and analysed are initiatives based on educational and methodological strategies that go towards helping to counteract the phenomenon of older people's exclusion from both educational and cultural opportunities. These initiatives show the moves that are being made to aid the process of change in the role of retired people in society today, so that their knowledge and experience can be put to good use by the human resource systems which aim to meet the educational needs of old and young alike. There is no more eloquent testimony to the potential of older adults as a resource. The process is clearly explained in the case studies and on the accompanying video tape.

**García-González, J. (2005) «Rompiendo Distancias»: un programa integral para prevenir y atender la dependencia de las personas mayores en el medio rural ("Breaking Distances": an integral programme to prevent and treat dependence in rural older people) Revista Española de Geriatria y Gerontología, 40(1), 22-33.**

This article describes the findings of an integral programme for rural areas in Asturias (Northern Spain) which aims to promote active ageing and the creation of new local services in order to prevent and treat situations of dependence and increase social commitment. The intervention model, based on community work under the principles of transversality, coordination and flexibility has worked satisfactorily and has meant a significant inter-sectorial implication. It has proved the suitability of the network and the community approach of intervention, which it is necessary to return to from the municipal social services. The social participation of an isolated group of people has been promoted and channels for its continuity

have been established. New local services have been created and those already existing have been improved in order to maintain the autonomy of many people and support the families caring for them. Social capital has improved due to associative movement, altruism and inter-generational exchanges.

**Hatton-Yeo, A. & Ohsako, T. (Eds.) (2001) Intergenerational Programmes: Public Policy and Research Implications. An International Perspective. Stoke-on-Trent: The Beth Johnson Foundation.**

This monograph is the result of a collaboration sponsored by UNESCO. It aims to highlight the importance of inter-generational programmes to many areas of policy. A study of this length can only begin to explore the potential of this area of work but it seeks to lay out key issues for future consideration. The most powerful finding of this study, in many ways, was the strength of mutual understanding and recognition of relevance that was quickly established between authors from very different countries and cultures. The monograph aims to summarise key issues to underpin future research and policy development. It aspires to be of interest to professionals involved in all aspects of public life. Most important of all, it reminds us that irrespective of where we are in the world, the quality of the contact and connectivity of the young and old says much about the quality of all our lives.

**Hatton-Yeo, A. (2006) Intergenerational Programmes: An Introduction and Examples of Practice. Stoke-on-Trent, England: Beth Johnson Foundation and the Centre for Inter-generational Practice.**

This guide gives a good introduction to inter-generational practice and contains a wide range of case studies which have been provided by organisations from across the UK. It is demonstrated that essential to the success of such programmes is the mutual benefit for participants, the establishment of new roles and perspectives for young and old participants and the addressing of social issues relevant to those generations involved.

**Krout, J. A. & Porgozala, C. H. (2002) An inter-generational partnership between a college and congregate housing facility: How it works, what it means. The Gerontologist, 42(6), 853-858.**

This article describes the goals, development, operation, and outcomes of an inter-generational programmatic relationship between a private comprehensive college and a congregate facility. Interestingly activities were based on a communal-developmental model that promotes "learning with" as opposed to "doing for". The participants reported that partnership activities provide excellent opportunities for increasing the understanding of ageing and older adults. So partnerships between colleges and residential facilities for older adults provide many benefits for students and residents.

**Manheimer, R. (2002) Pedagogía social y programas intergeneracionales: educación de personas mayores (Social pedagogy and inter-generational programmes: education of older people) Ediciones Aljibe.**

It is an elaborate reflection on this binomial expression "education of older people". The book is divided into three parts, starting with the development of aspects such as tertiary socialisation, education in the third age and the sociology of education of older people. The second part includes research by European and American professionals who have been exploring the possibilities of inter-generational learning for a long time. The last two chapters of the book deal with the education and training of those professionals in charge of the education of older persons.

**Mercken, Chr. (2004) Education in an ageing society. European trends in senior citizens' education. Odyssee.**

Education in an ageing society is a PEFETE (pan European Forum for Education of The Eldery) project publication based on country reports from PEFETE-partners and on a policy paper written by the project coordinator. It gives an overview of actual trends in senior citizens' education in 15 European countries. It offers both European and national policy makers in adult education useful information with which they can prepare for a future in which older adults have access to education that corresponds to their needs so that they may remain self-reliant for as long as possible.

**Newman, S. et al (1997) Intergenerational Programs: Past, Present and Future. Taylor and Francis, Inc.**

This is an extremely useful book which takes developmental theories as the basis for inter-generational programmes. It has sections on context, social issues, types and models of inter-generational programmes, research and evaluation of inter-generational programmes and public policy developments with regard to inter-generational programmes. The range of content makes it an ideal introduction to the theories and concepts surrounding inter-generational work.

**Noller, P., Feeney, J., Peterson, C. (2001) Personal Relationships across the Lifespan. Psychology Press.**

This is a comprehensive account of the role of personal relationships in people's lives. It highlights areas of special significance at each major life stage, thus providing inter-generational practitioners with important insights into the concerns of different generations. Chapter 7 (Key Themes and Concepts) is especially useful.

**Ramon, A.C. & Turrini, M. (2008) Grandparents and Grandsons: poetics of an intergenerational learning experience.** *eLearning papers*, 8, 1-7.

This article describes an inter-generational learning experience and how to promote the exchange of points of view between young students and older people for the benefit of both groups. Students from training and secondary education schools acted as voluntary “digital mentors” teaching older people how to navigate the Internet and use e-mail, hence improving their active role as digital citizens. From these findings, some proposals are made not only to improve the learning process but in particular to facilitate a transfer of the inter-generational learning model.

**RE-ETGACE Final Report (2004) Reviewing Education and Training for Governance and Active Citizenship in Europe – A Central and Eastern European Perspective. The Implications of the Research for Central and Eastern European Policy Design on Active Citizenship and Governance.** Project Supported by the European Commission Framework Programme 5. (Contributors among others: Kleisz, T. & Pavluska, V.) Nijmegen: Nijmegen University.

**Sánchez, M. et al. (2007) Programas intergeneracionales: hacia una sociedad para todas las edades.** Barcelona: Fundación “La Caixa”.

**Sánchez, M. et al. (2007) Intergenerational Programmes: Towards a Society for all Ages.** Barcelona: The “la Caixa” Foundation ([www.laCaixa.es/ObraSocial](http://www.laCaixa.es/ObraSocial)).

This publication provides an in-depth analysis of the possible ways in which solidarity between generations can grow. A challenging thesis in this practitioner-oriented book is: to strengthen an inter-generational field, it is practice and not research which should come first. So policies should provide as many opportunities as possible to practise inter-generational relationships, by being with others. A main part of this book is dedicated to the various projects and programmes offered in this field in Spain.

**Serra, E. & Cerda, C. (1997) Historias de vida en sujetos mayores: cuestiones metodológicas, función terapéutica y aplicación de programas intergeneracionales.** (Life Stories of older people: methodology issues, therapy and application of inter-generational programmes) *Revista de Psicología de la Educación*, 21, 63-81.

Life stories first appeared in the social sciences during the 1920s. From that time, life stories have been used as a research tool and as a therapeutic method. This article defends the use of life stories in research and therapy, where they are useful for people who see themselves and their life at the end of life’s journey. The last part of this study includes the most recent findings on this subject.

**Szabó, M. (2002) Civil társadalom – globalizáció – regionalizmus.** (Civil society – globalisation – regionalism) MTA Regionális Fejlődés és Mikrointegráció Kutatócsoport – Berzsenyi Dániel Főiskola (<http://www.hunsor.se/dosszie/civiltarsadalom.pdf>).

**Thang, L. L. (2001) Generations in Touch: Linking the Old and Young in a Tokyo Neighborhood.** Cornell University Press.

As older people become increasingly disengaged from society in Japan, this book proposes a generational re-engagement as a viable way for the future. It describes an experiment in multi-generational living, in which a home for old people also has a nursery, a nursing home, and a day service centre that provides meals and activities. It is a very inspiring book and will act as a motivator for curriculum designers.

**Varga A. T. & Vercseg, I. (2001) Közösségfejlesztés.** (Community Development) Budapest: Magyar Művelődési Intézet.

One of the most outstanding, overall manual of methods, cases and relations of community development.

**Vercseg, I. (2004) Közösségfejlesztő leckék kezdőknek és haladóknak.** (Lessons on community development for beginners and advanced learners) Budapest: Közösségfejlesztők Egyesülete. Parola-füzetek.

Short, but substantial overview of community development and its methods.

**Wilson, L. B. & Simson, S. (2003) Combining Lifelong Learning with Civic Engagement: A University-Based Model.** *Gerontology & Geriatrics Education*, 24(1), 47-61.

This article tries to answer the question: What role can and should the university play in enhancing the civic engagement of the fifty-plus population? The University of Maryland has been successfully testing models that combine lifelong learning, leadership development, and civic engagement.





ADD LIFE stands for “ADDing quality to LIFE through inter-generational learning via universities”. The partnership was formed to develop and pilot new provision for older learners not only in a higher education but also in an “inter-generational” learning setting. The objectives were to:

- explore different models of inter-generational learning, collaborative learning between older and younger learners, and inter-generational collaboration in designing new modules;
- develop learning opportunities that would promote participation of individuals in the European civil society as promoters and facilitators/mentors with others;
- design 12 modules of learning using these different models and different flexible approaches, and pilot 6 of these;
- evaluate the pilots systematically and report on the lessons learned from inter-generational teaching and learning and from collaborative design; and evaluate systematically and report on the lessons learned about the universities’ potential role in training promoters for different fields of voluntary and paid work, identifying the need for further development, including concrete recommendations;
- disseminate and valorise the outputs and products of the project among the professional communities in European universities and beyond.

### Outcomes

- **The six ADD LIFE Taught Modules** – These modules dealt with major themes on the European agenda providing inter-generational learning settings. The content of the modules was also functional: to learn how to become a promoter of the specific theme or a facilitator/mentor able to work with others on the theme.
- **The ADD LIFE Facilitated Open Modules** – The content and the learning settings of these modules were negotiated with the potential target groups in a collaborative process comprising different generations (younger and older participants working out a new module together). Learners were encouraged to formulate their individual learning outcomes as well as negotiate learning outcomes as a group.

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- **The 3 ADD LIFE Reports to Professional Communities** – The experiences, reflections and recommendations of the developmental work are collected in three reports:
  - Report “ADD LIFE – Lessons learned 1: Inter-generational teaching and learning in university teaching – Experiences and Recommendations”
  - Report “ADD LIFE – Lessons learned 2: The universities’ potential role in training promoters for different fields of voluntary and paid work – Experiences and Recommendations”
  - Report “ADD LIFE – Lessons learned 3: Facilitated collaborative design of inter-generational university courses – Experiences and Recommendations”

These reports form a foundation document for future developmental work. To maximise their usefulness in staff development activities, these reports (which include short articles highlighting specific aspects of the developmental work) are published additionally as “The ADD LIFE European Tool Kit for Developing Inter-generational Learning in Higher Education”.

- **Sharing experiences and new knowledge** – The products and experiences were presented to our professional communities and stakeholders (including learners) throughout the project duration via different channels, including an **Open Final Symposium** held at the University of Graz in May 2008. The documentation of this major dissemination and valorisation event is available for downloading from the project website.
- **Project website** – a resource centre:  
<http://add-life.uni-graz.at>

## The ADD LIFE Partnership

The ADD LIFE Partnership encompassed seven full partners and seven associate partners:

### Full Partners

- University of Graz (Coordinator), Austria
- Brno University of Technology, Czech Republic
- Goldsmiths University of London, United Kingdom
- Summer University of Jyväskylä, Finland
- University of Pécs, Hungary
- University of A Coruña, Spain
- European University Continuing Education Network – EUCEN

**External Consultant** of the project was Prof. Dr. Franz Kolland, University of Vienna, Austria.

The partners and the external consultant brought into the project a **mix of expertise**, i.e. research, teaching and management from different types of institutions (universities, non-profit association/adult education centre, European association) in cooperation with the associate partners (business/municipality, university, national platforms, non-profit associations). This was enriched through an interdisciplinary approach:

- Pedagogy, educational sciences, adult education
- Management and organisational development
- ICT, especially for older learners
- Gerontology focusing on medicine, health sciences and telegerontology
- Gerontology focusing on sociology, social gerontology, Learning in Later Life
- Social history

This knowledge pool was enlarged by the expertise brought into the developmental work by co-developers such as learners and tutors/facilitators.

### Associate Partners

The following institutions representing different segments of stakeholder groups were invited by the full partners to join the consortium:

- Technology Centre Deutschlandsberg Ltd. in cooperation with the Municipality of Deutschlandsberg, Austria
- Association of Third Age Universities, Czech Republic
- The Learning from Experience Trust, United Kingdom
- University of Kiel, Germany
- Educators' Center Association – House of Civic Communities, Hungary
- Provincial Association of Pensioners and Retired Persons from A Coruña, Spain
- European Association for the Education of Adults – EAEA

The Associate Partners had the following tasks within ADD LIFE:

1. to bring expertise to the collaborative developmental work from the perspective of the NGOs as stakeholders
2. to help recruit participants for the taught and facilitated open modules
3. to contribute to the dissemination and valorisation from the beginning
4. to enable trained promoters and facilitators/mentors to liaise with the NGO networks
5. to contribute to the sustainability of the project by carrying the experiences into other areas of their professional work

Prof. Dr. Raymond Thomson, Centre for Lifelong Learning, University of Strathclyde, Scotland, United Kingdom, supported the project as **External Evaluator** through both formative and summative evaluation.

## Taught Module Civil Society

What young citizens could learn from older active citizens. Inter-generational learning supported by universities (University of Pécs, Hungary)

*Active citizenship is a basic European principle. Development and/or improvement of active citizenship competences and practising civil participation can help achieve this idea.*

### Target group

Formally there are no specific professional requirements or any kind of preliminary examinations. However, participants should have a basic knowledge of democratic principles, civil society, non-profit organisations, interest in civil society issues, commitment to volunteering, social participation and self-organisation and involvement in everyday democracy. In particular the module addresses:

- young people (especially students) who want to know more about civil society and would like to develop and/or improve their active citizenship competences (skills, knowledge and attitudes)
- older active citizens who like working together with young people and are willing to share their experiences and to find solutions for civil society's challenges
- experts, representatives and facilitators working for civil society or dealing with civil issues

### Learning outcomes

By the end of the course learners will be able to:

- sensitively and critically understand and reflect the world around themselves
- recognise social issues and problems
- identify different tensions between citizens and governments, citizens and market providers, groups of citizens (minorities – majorities, different interest groups), citizens and environment, etc.
- recognise challenges and opportunities for civil actions
- realise needs for community life, civil partnership, networking, publicity
- realise needs for dealing with public issues (initiating government actions, cooperating with government bodies, public control)
- initiate civil activities (animate, facilitate and motivate people)
- stimulate civil participation, self-organisation and public dialogue
- mediate between parties (release conflicts, conciliate different interests)
- use legal knowledge of civil organisations and actions correctly and effectively
- use civil communication techniques (discuss publicly, express opinions, argue, convince others, etc.) effectively
- develop trust

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- build cooperations, partnership and networks
- plan and organise civil actions, projects and organisations (identify potential partners, build trust, help to understand each other, facilitate dialogue, develop and use publicity channels, help to create partnership and cooperation, arrange legal procedures, etc.)
- implement active citizenship techniques (organise public events, campaigns, demonstrations, recruit members and volunteers, lobbying, make reports, establish civil organisations, raise funds, etc.)

### Content

1. Theoretical principles of social participation, volunteering and active citizenship (professional knowledge to be taught about civil society) and the civil society in Hungary:
  - needs for civil society in modern democracies (dissolution of traditional community, modernisation, urbanisation)
  - basic concepts of civil society (volunteering, social capital, common values and interests, civil participation, co-operation, trust, networking, publicity, civil society ethics, etc.)
  - traditional and modern forms of volunteering and active citizenship in Hungary (historical overview, different models)
2. Basic roles, competences, methods, tools and techniques of organising civil activities – effective skills, knowledge, attitudes and their implementation:
  - initiation – animation, facilitation, stimulation
  - helping functions – providing information, mediation, relationship organisation, providing services
  - activation – self-organisation, dialogue, networking
  - communication – developing and using publicity channels, expressing and changing different ideas
  - developing confidence, co-operation and partnership
  - releasing conflicts, conciliation and mediation of interests
  - implementation of active citizenship techniques (organising public meetings, events, campaigns and demonstrations, recruiting members and volunteers, lobbying, influence, reporting, free consultation, establishing civil organisations, fundraising, etc.)
3. Practice and project work:
  - analysis of case studies and best practices
  - field observation on volunteering and self-organisation
  - dialogue, sharing ideas and changing experiences with civil activists
  - independent project work

## Course format and methods of instruction / learning process

15 weeks (+ 3 weeks for preparing papers) university course – seminar, 3 ECTS credits

- classroom lecture and discussion of theoretical principles of volunteering and active citizenship
- individual analysis and presentation of current civil issues (events, debates, trends, legal issues, etc. in civil society either in Hungary or in other countries)
- learning civil skills and acquiring abilities – older learners teach younger learners, younger give reflections
  - student group field visit to effectively operating civil organisations (at local level in Alsómocsolád, Pécsvárad and Pécs) – group observations, discussions, debates and evaluation
- sharing ideas and experiences with older civil activists, group discussions and debates with community leaders, consumer protectionists, environmentalists, local patriots, community developers, networkers and civil politicians
- problem solving: debating on emerging issues, e.g.: how to make people interested, how to motivate, how to recruit younger people
- individual recording and evaluation of field observations, group discussions and problem solving with older participants by using evaluation work sheets
- group discussions on individual findings and opinions
- participation in conferences dealing with civil society issues (Pascal; Tanulás szabadsága, Youth 2004)
- summarising active citizens' competences and effective civil society techniques; giving suggestions for the facilitated module – individual paper workload
- project work in groups for implementing knowledge and skills
- use of specific tools (Internet, video)

Assessment: class participation and discussion, interim presentation, records on work sheets, reports, final paper presentation, ideas for the next phase

## Module tutors

Dr. Valéria Pavluska, Ph.D., Associate Professor at the University of Pécs, Faculty of Adult Education and Human Resources Development; teaches university courses in the field of civil society, non-profit sector and non-profit management; Dr. Teréz Kleisz, Ph.D., Associate Professor at the University of Pécs, Faculty of Adult Education and Human Resources Development; teaches university courses in the field of community development; Csilla Vincze, Executive Director of Educators' Center Association – House of Civic Communities, Pécs; leader of an umbrella association that provides different services for helping civil organisations

## External collaborators

Anikó Balogh – leader, Telehouse (umbrella association for civil organisations) in Alsómocsolád; Béla Bokor – Director, County Community Cultural Centre Pécs and representative of civil organisations in the County Self-Government; László Dicső – Mayor, Alsómocsolád; Dr. Gusztávné Dietz – volunteer legal advisor, National Consumer Association, Budapest; Katalin Dretzky – Secretary, Association of Pécsvárad Castle's Friends; Zsolt Hajnal – House of Civic Communities; Árpád Kárpáti – youth consultant, Baranya County; Zita Kárpátné Kovács – leader, Pensioners' District Association, Pécsvárad; Ildikó Prucsiné Füzi – House of Civic Communities

## Course material

- Anheier, H. K. (2005) Nonprofit Organizations. Theory, management, policy. London – New York: Routledge.
- Badescu, G. & Uslaner, E. M. (eds.) (2003) Social capital and the transition to democracy. London: Routledge.
- Bartal, A. M. (2005) Nonprofit elméletek, modellek, trendek. Budapest: Századvég.
- Czike, K. & Bartal, A. M. (2005) Önkéntesek és nonprofit szervezetek. Budapest: Civitalis egyesület.
- Keane, J. (2004) A civil társadalom. Régi képzetek, új látomások. Budapest: Typotex Kiadó.
- Mislivetz, F. & Jensen, J. (1998) An Emerging Paradox: Civil Society from Above? In: Rueschemeyer, D., Rueschemeyer, M., Wittrock, B. (eds.) Participation and Democracy East and West: Comparisons and Interpretations. Armonk, NY: M.E. Sharpe.
- Pavluska, V. (1999) A nonprofit szektor. Pécs: JPTE FEEFI.
- RE-ETGACE Final Report (2004) Reviewing Education and Training for Governance and Active Citizenship in Europe – A Central and Eastern European Perspective. The Implications of the Research for Central and Eastern European Policy Design on Active Citizenship and Governance. Project Supported by the European Commission Framework Programme 5. Nijmegen: Nijmegen University.
- Salamon, L. M., Sokolowski, W. S., List, R. (2003) Global Civil Society. An Overview. Baltimore: John Hopkins University Institute for Policy Studies, Center for Civil Society Studies.
- Szabó, M. (2002) Civil társadalom – globalizáció – regionalizmus. (Civil society – globalisation – regionalism). MTA Regionális Fejlődés és Mikrointegráció Kutatócsoport – Berzsenyi Dániel Főiskola (<http://www.hunsor.se/dosszie/civiltarsadalom.pdf>).
- Touraine, A. (1997) What is Democracy? Boulder: Westview Press.
- Varga, A. T. & Vercseg, I. (2001) Közösségfejlesztés. Budapest: Magyar Művelődési Intézet.
- Vercseg, I. (2004) Közösségfejlesztő leckék kezdőknek és haladóknak. Budapest: Közösségfejlesztők Egyesülete. Parola-füzetek.

## Taught Module Culture

Art History in Interpreting Art. The basic concepts of art history and the historical and cultural connections of art (Summer University of Jyväskylä, Finland)

*European art is a common European property shared across cultures and generations. Enhancing the knowledge of European culture and developing a European understanding of the basic concepts of art history and the historical and cultural connections of art help to share awareness of this property among generations.*

### Target group

There are no specific requirements. The course should have an inter-generational learning setting and is designed for the following groups of learners:

- older learners, e.g. Third Age University learners
- younger learners, e.g. Open University students
- volunteers working or interested in working as peer tutors, e.g. as "museum guides"

### Learning outcomes

By the end of the course, participants will be able to:

- describe the basic concepts of art history
- demonstrate the historical and cultural connections of art
- respect and value the opinions of different generations
- show how different generations (or people from different cultures) may respond differently to art objects
- promote the course to other communities

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### Content

The module is organised in two parts with compulsory and optional elements.

#### Part I encompasses

- Introductory lectures on art history including themes such as:
  - history of art history and the basic concepts of art history
  - the genres of visual art
  - the tools of art historians in researching visual culture
  - the change of the concept of art and the status of artists during centuries
  - the influence of art history and institutions of art on the work of artists or writings about art
- Compulsory reading material: "The Limits of the Eye" (see course material)
- Compulsory art gallery visit with themes such as: how to work as a (volunteer) museum guide (e.g. as a companion to take seniors or children to see an art exhibition); a guided discussion on some main works of LUMO 2007 (7th international exhibition of photographic art) with comments of some immigrants or Finnish people who have lived abroad for a long time
- Optional ICT course for participants unfamiliar with the Internet
- Optional exam (or essays)

#### Part II encompasses

- Training to analyse works of art: discussions on the different models and approaches for analysing works of art and training together to describe and interpret a work of art to other people
- The basic skills of information retrieval (including e.g. to become familiar – in greater detail – with the national and international links given)
- Learning tasks (e.g. biography seeking)

## Course format and methods of instruction / learning process

8 weeks (part I – 4 weeks; 12 contact hours and 1 hour video lecture; self-study; optional: 8 contact hours ICT course; part II – 4 weeks; 16 contact hours; self-study) 3 ECTS credits (minimum), 5 ECTS credits (maximum, after fulfilment of all the learning tasks given or passing the exam)

- classroom lectures and video lecture, discussions
- learning tasks or essays in groups/pairs
- exercises to analyse works of art together in the inter-generational group of learners
- compulsory reading (“The Limits of the Eye” and articles)
- discussions on a web-based learning environment
- visits to the local art museums with museum peer tutors; gallery visits
- self-study of the web links and articles on the area
- optional: ICT Training
- essay
- exam

Assessment: based on the examination, fulfilment of learning tasks or essay

## Module tutors

Main tutor: Teija Luukkanen-Hirvikoski, MA (University of Jyväskylä / Department of Art and Culture Studies) in collaboration with: Merja Karjalainen, MA, Programme Coordinator (University of Jyväskylä / Open University); Sirpa Turpeinen, MA, Curator of Education (responsible for the Peer Tutors of Culture project and the Art for Long Life project, Art Museum of Jyväskylä); Professor emerita Marjatta Marin (social gerontology, President of the UTA Jyväskylä); Milla Saajanaho, student in Andragogy, responsible for the ICT course; Anneli Hietaluoma, MA (Rector of Summer University Jyväskylä, also responsible for the UTA Jyväskylä).

## External collaborators

Open University / University of Jyväskylä; Department of Art and Culture Studies / University of Jyväskylä; Art Museums of Jyväskylä / City of Jyväskylä

## Course material

- “Katseen rajat” (“The Limits of the Eye”), ed. Lukkarinen and Elovirta
- E-material on history of art, galleries of art, dictionaries of art (e.g. “Aikajana”: <http://virtuaaliyliopisto.jyu.fi/aikajana>) and national and international links collected by the teachers. The participants were given time for self-study or they could become familiar with these links during ICT training arranged.
- Video lecture on “The Limits of Art” given by professor Annika Waenerberg (University of Jyväskylä, Department of Art and Culture Studies)



## Taught Module Employability and Mentoring

SeniorMent – How can I share my knowledge and experience? (University of Graz, Austria)

*Not only the economy and the labour market but also our European civil society cannot afford to lose the skills, competences and experiences of older people. Mentoring can be seen as one way to strengthen inter-generational relationships for mutual benefit.*

### Target group

Individuals in a stage of transition, especially older managers or professionals in any organisation (industry, services, public administration, ...) just about to retire or already retired who want to explore whether mentoring is a future field of activity for them; younger people who want to take part as mentees.

Prerequisite: letter of motivation and / or interview.

### Learning outcomes

By the end of this course, participants will be able to:

- decide whether or not they wish to become mentors
- initiate constructive communication
- know how to listen
- effect an adequate transfer of their own knowledge
- become aware of their informal knowledge
- initiate an exchange of experiences through “learning on-the-job”
- give advice and feedback
- build trust regardless of the generation gap or hierarchies within the group
- exchange contacts
- provide support for building networks

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### Content

- Current and future labour market: What does it mean for me? How can I participate (voluntary work, self-employment, etc.)? What knowledge and experience could be necessary? What prerequisites should I have to share this knowledge? Basic facts about the modern working environment (working environment of the mentees: “precarity”, globalisation, project work, etc.)
- Self-organisation and self-management: Is mentoring something for me? Under what conditions am I ready to share my knowledge and experience (“social commitment”)? Finding implicit personal knowledge: What is my relevant knowledge? What are my relevant experiences? Professional, social and methods competence; current application of personal computing
- Methods and instruments of mentoring: What is mentoring (difference to coaching and consulting)? Assessment of potential, analysis of current work fields; agreements between mentor and mentee (formulating objectives, observance of schedule, activities agreed upon); interview techniques (non-directive communication, giving feedback, knowledge transfer); crisis and conflict management for individuals
- Mentoring project (with younger people such as unemployed persons, persons on a sabbatical, people trying to set up a business, etc.): Where is my market? How can I find mentees? Choosing mentees; completion of mentoring project; final presentation

## Course format and methods of instruction / learning process

13 weeks including project work, semester course; equivalent to 2.5 ECTS credits

- lectures and discussions; group work / work in pairs (e.g. How to structure an interview? Problem analysis)
- In addition to the methods described above participants also carry out a cross-mentoring project with younger people (unemployed persons, persons on a sabbatical, people trying to set up a business, etc.) who want to take part as mentees and who are aware of the experimental character of this module.

Assessment: discussion and class participation; final project presentation; final feedback discussion where mentees are invited to give feedback to their mentors; documentation of sessions

## Module tutors

Prof. (emeritus) Dr. Herbert Kraus, business manager, Head of the Institute for Organisation and Human Resource Management at the University of Graz (1968-2005); Dr. Helfried Faschingbauer, sociologist and lecturer at the University of Graz (1971-2002), Deputy Director (1994-2002) and Managing Director (2002-2003) of the Styrian Job Centre in Graz; founded – after retirement – his own company in 2004 (Faschingbauer Consulting Ltd.)

## External collaborator

Technology Centre Deutschlandsberg Ltd. in cooperation with the Municipality of Deutschlandsberg; Styrian Job Centre

## Course material

Handouts; recommended books:

- Carnegie, D. (2006) Wie man Freunde gewinnt: Die Kunst, beliebt und einflussreich zu werden (How to win friends and influence people, 1936). Frankfurt/M.: Fischer.
- Schönbacher, M. (2007) Mein Chef ist ein Arschloch, Ihrer auch? Von Machtmenschen, Feiglingen und Wichtigtuern. München: Goldmann.
- Sprenger, R. K. (2007) Mythos Motivation: Wege aus einer Sackgasse. Frankfurt/M. – New York: Campus.
- Whitmore, J. (1994) Coaching für die Praxis: Frankfurt/M. – New York: Campus.

*The demographic development is a big challenge for the European health sector. It is of great importance to increase the health awareness of every European citizen across the generations via health promotion activities.*

### Target group

No specific prerequisites for older learners. In particular:

- Members of the Association of Pensioners and Retired Persons from A Coruña (older learners)
- University students enrolled in the Postgraduate course in Gerontology at the University of A Coruña (younger learners)

### Learning outcomes

By the end of the module, learners will be able to:

- demonstrate they have acquired and understood knowledge about the main cardiovascular risk factors
- transmit and explain this knowledge to other groups
- discuss and debate the module subjects
- understand and respect different views on health choices
- use ICT skills effectively and apply the contents learned in the module regarding good health habits in their daily life
- critically analyse texts and articles related to cardiovascular risks
- prepare and evaluate materials on healthy life habits and cardiovascular risks

### Content

The “Health Sciences” module deals with “cardiovascular risk factors”, offering theoretical and practical views on topics mostly related to the state of an individual’s health:

- Hypertension (normal values of the arterial tension and their variations, factors that may increase these values, habits that help to control them)
- Healthy diet (advantages of a balanced diet for one’s health; Food Guide Pyramid and nutritional substances: carbohydrates, fats, lipids, proteins, vitamins and minerals, etc.).

- Smoking (cardiovascular disease and smoking as the main risk factor of peripheral vasculopathies as it favours the accumulation of lipids in the arteries, generating vasoconstriction which increases the arterial tension)
- Physical inactivity; sedentary lifestyle (concept of immobility and its types, etc.)
- Physical activity and cardiovascular risk factors (basic concepts: physical activity, physical exercise, sports, physical state; difference between aerobic and anaerobic exercise)
- Stress as cardiovascular risk factor (how stress affects our body: migraines, hypertension, arrhythmias, immune system, etc.; training in relaxation techniques, cognitive-behaviour therapies)
- Depression and heart failure (main symptoms at physical, behavioural and cognitive level; characteristics of depression in old people; intervention and treatment; interaction of depression with cardiovascular diseases)
- Estrogens and menopause (early and late menopause; main symptoms of menopause; interaction with cardiovascular diseases)
- Diabetes; obesity (different risk factors for cardiovascular diseases that can be both hereditary and personal, such as factors related to the lifestyles of the industrialised societies, etc.)
- Psycho-social factors; healthy lifestyle (different risk factors for cardiovascular diseases that can be both hereditary and personal, such as factors related to the lifestyles of the industrialised societies; preventive measures)
- Cardiorespiratory arrest; first aid (differences between urgencies and emergencies, main situations of urgency that old people can suffer such as: cardiorespiratory failure due to choking; drowning; falls with hip fractures; severe heart attack, etc.)

## Course format and methods of instruction / learning process

15 weeks; 3 ECTS credits

- two lessons per week given by experts totalling 32 theoretical and practical lessons
- self-study
- audiovisual support (ppt)
- learning material specifically prepared for this module
- reading of recommended articles
- use of educational videos
- specially prepared tele-educational platform including all learning material

Assessment: There was a continuous assessment of the learners in each of the sessions. At the end of each subject, the expert prepared a number of questions to be answered by the learners in order to determine their understanding and acquired knowledge on that specific subject. In the last session, there was also a joint learner's assessment. Each tutor prepared five questions per subject discussed. These were test questions with three possible answers and only one correct answer. Learners were divided into two homogeneous groups and they had to answer the questions sequence by sequence.

## Module tutors

Professor José C. Millán Calenti, PhD, gerontologist; Ana Maseda, PhD, biologist; Isabel González-Abraldes, psychologist

The different professionals involved in the teaching of this module have accredited experience in formal education (undergraduate, post-graduate and doctoral education) and non-formal education for older people (it is important to highlight the participation in the Active University for older People at the University of A Coruña and the participation in many conferences on old people).

## External collaborators

Provincial Association of Pensioners and Retired Persons from A Coruña

## Course material

The taught module consisted of lectures and discussions supported by audiovisual media. Didactic material (Word or PDF formats) are offered to the students via an e-learning platform. This promotes the use of different pedagogical methods. Students have access to the library of the University of A Coruña.

## Taught Module Information Society – Digital Literacy

Multimedia Communication (Brno University of Technology, Czech Republic)

*New technologies are more and more embedded in European everyday life. Advanced ICT skills and knowledge about new media are not only a prerequisite for active participation in European society but a sheer necessity to avoid social exclusion of older people who have missed out on much of the development of new technologies.*

### Target group

Younger and older seniors; participants are required to have basic ICT skills (operating MS Windows XP, Internet and e-mail) and basic English skills to use the PC; seniors (on a volunteer basis) who have a good knowledge of computers and who want to learn how to pass on their knowledge to members of the same or another generation.

### Learning outcomes

By the end of the course, participants will be able to:

- contact friends using multimedia communication
- process digital photos, scan documents, and to create short video presentations
- install different applications
- mentor or “buddy” another participant from a different generation
- respect the difficulties which participants from different generations may experience
- produce a product to other communities to demonstrate the benefits of the course

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### Content

The participation in this specialised course significantly extends the scope of activities where the PC as well as other modern information technology systems are applied. The senior participants are provided with tools for modifying, archiving, and qualified using of picture and sound materials. The processed information may concern public life (radio, television, magazines, and newspapers) as well as family and group events. During the individual lessons the participants learn about theoretical basics of media digitalisation and the possibilities of its processing. They learn how to use the following five new media applications available on the Internet:

- IrfanView
- WinAmp
- Skype
- Windows Movie Maker
- Speech synthesis

In particular they learn how to work with:

- sound files (MP3)
- a digital camera, a web camera, and a scanner
- downloading, installing, and working with various programmes
- Windows Movie Maker to create movies

By inviting experienced “buddies” not only as “instructors” but also as “role models” to some of the sessions, participants are encouraged to develop and test skills to “buddy” another participant from a different or the same generation in the learning process. Participants have to demonstrate what they have learned in the project work in a final presentation for a wider audience (other learners of University of the Third Age at the Brno University of Technology).

### Course format and methods of instruction / learning process

12-week course held once a week in two-hour sessions; equivalent to 2 ECTS credits

- maximum 15 participants
- exercises and questions & answers
- group work (photogallery, ...)
- individual learning support from buddies (selected sessions)
- only one user per computer (Computer lab of University of the Third Age, Department of Computer Science, Faculty of Civil Engineering)
- equipment: PCs with multimedia equipment (headphones, microphones, and web cameras); data projector, digital camera, printer, scanner

Participants have access to computing facilities for self-study, preparation of final presentation, and consolidation of learning.

Assessment: class participation; presentation of final group work

### Module tutors

Michal Vojkůvka; MSc in Computer Science and Engineering; assistant at the Department of Computer Science, Faculty of Civil Engineering, Brno University of Technology; some sessions are supported by instructors (volunteers), who are seniors themselves and have a good knowledge of computers.

### External collaborator

Association of the Third Age Universities of the Czech Republic

### Course material

- Books in Czech (e.g. J. Pecinovský: Upravujeme digitální; J. Lapáček: Počítač v domácnosti; J. Kuneš: Skype – telefonujeme přes Internet)
- Web pages (designed especially for this course: <http://www.vojkuvka.cz/addlife>)



## Taught Module Sustainability and Development

Tools and methods for sustainable change processes in regions and businesses (University of Graz, Austria)

*The sustainable development of European regions and businesses is a major concern on the European agenda. "Local action" involving many different actors of all generations is needed to implement the European strategies.*

### Target group

Mixed group of students (Geography, Environmental System Sciences, etc.) and participants from the community, e.g. experts from the professional field, retired persons interested in the subject.

Prerequisites in detail:

- Students of regular degree programmes must have completed their Bachelor's degree. In addition, students are required to send a letter of motivation to the course tutors.
- Participants from the community: letter of motivation and / or interview with the academic programme coordinator

### Learning outcomes

By the end of this course participants will be able to:

- understand major issues related to Sustainable Development in regions and businesses
- apply methods and tools for sustainability in their own field of business and daily life
- motivate and engage others for sustainability projects in their field of activity and daily life

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### Content

The course is structured in three parts:

#### Part 1 (Introduction):

- Introduction to sustainable development (history, recent development and system approach)
- Introduction to change management in business and regions
- Discussion about global systems and interactions

#### Part 2 (Methods):

- Methods for the analysis of systems, networks and stakeholders
- Participation methods in regional development and businesses
- Effect-Relationship diagram

#### Part 3 (Application of methods):

- Local and regional agenda processes
- Sustainability reporting
- European and global cooperation programmes for sustainable development

## Course format and methods of instruction / learning process

3-week course, four block courses, 3 ECTS credits, equivalent to 3 ECTS credits for external participants

- lectures
- discussions
- group work
- work in pairs
- interactive collaborative workshops under the guidance of stakeholders
- use of interactive workshop methods such as "World Café" (<http://www.theworldcafe.com/>).
- self-study including research on the Internet and in literature as a prerequisite to performing tasks in a specific session

Assessment: group work, oral presentations; solving problems and developing plans by analysing concrete cases with different methods, e.g. Change Management; documentation (partly carried out in pairs consisting of a student and an older external participant)

## Module tutor

Clemens Mader, MSc, Regional Centre of Expertise – Education for Sustainable Development Graz-Styria (RCE Graz-Styria) at the Department of Geography and Regional Sciences, University of Graz; graduated in 2004 with a degree (from the University of Graz, Austria) in Environmental System Sciences with a special emphasis in Regional Sciences and is currently working on his Doctorate in Change Management in Regions – Transdisciplinary Change Processes in Regions. The module was developed together with Prof. Dr. Friedrich M. Zimmermann, Chair of the Department of Geography and Regional Sciences, University of Graz; former Vice-Rector for Research and Knowledge Transfer. The RCE Graz-Styria was established in November 2006 and is part of a global network of RCEs within the framework of the UN Decade Education for Sustainable Development (2005-2014). It aims to initiate actions in the field of sustainable regional development and education for sustainable development with regional partner institutions.

## External collaborators

Regional Centre Kirchbach KB5; external experts are invited to hold lectures and discuss their experience with participants (among others: M. Spiecker, University of Witten Herdecke, Germany; G. Vötsch, Central Bank of the Republic of Austria, Vienna)

Technology Centre Deutschlandsberg Ltd. in cooperation with the Municipality of Deutschlandsberg

## Course material

- Abouleish, I. (2004) Die Sekem Vision – Eine Begegnung zwischen Orient und Okzident. Mayer.
- Adomssent M. et al. (2006) Higher Education for Sustainability – New Challenges from a Global Perspective. Frankfurt/M.: VAS.
- Baer, W. (2002) Bildung und Lernen im Zeichen der Nachhaltigkeit. Schwalbach: Wochenschauverlag.
- Brundtland, G. H. (1987) Our common future. Oxford: Oxford University Press.
- Eigner, Ch. (2008) UN/FAIR Trade – Die Kunst der Gerechtigkeit. Wien: Springer.
- Ekart, F. (2005) Das Prinzip Nachhaltigkeit. München: C. H. Beck.
- Karl-Franzens-Universität Graz (2005) Nachhaltige Bildung für Alle. Graz: Leykam.
- Meadows, D. (1972) Die Grenzen des Wachstums. Stuttgart: Deutsche Verlags Anstalt.
- Nuscheler, F. (2005) Entwicklungspolitik. J. H. W. Dietz.
- Prahalad, C. L. (2002) The Fortune at the bottom of the pyramid. Upper Saddle River: Wharton School Publishing.
- Senge, P. (1999) Die Fünfte Disziplin. Stuttgart: Klett-Cotta.
- Senge, P. & Scharmer, C. O. (2004) Presence – An exploration of profound change in people, organizations and society. New York: Doubleday.
- Stiglitz, J. (2002) Globalization and its discontents. London: Penguin Books.
- Stoltenberg, U. (2005) Nachhaltigkeit ist machbar. Waldkirchen: Verlag Akademischer Schriften.
- UNESCO (2002) Teaching and learning for a sustainable development: A Multimedia teacher education programme.

# ADDING QUALITY TO LIFE

## THROUGH INTER-GENERATIONAL LEARNING VIA UNIVERSITIES

### ADD LIFE Tool Kit

CZ

**ADD LIFE European Tool Kit** jako souprava nástrojů pro vývoj mezigeneračního vzdělávání na úrovni vysokoškolského vzdělání

Účelem je představit Vám nejlepší zkušenosti a získané poznatky v oblasti mezigeneračního vzdělávání, jež byly získány v projektu ADD LIFE. Máte-li zájem o to, aby se Vaše univerzita otevřela studujícím různých generací a chcete-li zjistit, jak se generace mohou učit od sebe navzájem, naleznete v tomto nástroji užitečné informace.

DE

Das **ADD LIFE Europäische Tool Kit** für die Entwicklung intergenerationellen Lernens im Universitäts- und Hochschulwesen

Dieses Tool Kit bietet Ihnen einen Einblick in die Erfahrungen, die im ADD LIFE Projekt in der praktischen Umsetzung intergenerationellen Lernens gemacht wurden. Wenn Sie daran interessiert sind, Ihre Universität für gemischte Altersgruppen zu öffnen und zu erfahren, wie Generationen voneinander lernen können, werden Sie in diesem Tool Kit hilfreiche Informationen finden.

EN

The **ADD LIFE European Tool Kit** for Developing Inter-generational Learning in Higher Education

This Tool Kit is designed to introduce you to the best practice in inter-generational learning developed in the ADD LIFE project. If you are interested in opening your University to mixed-age learners and investigating how the generations can learn from each other, you will find useful information in this Tool Kit.

ES

**ADD LIFE, Tool Kit europeo** para el desarrollo del aprendizaje intergeneracional en la educación superior

Este Tool Kit está diseñado para presentarle los mejores ejemplos prácticos en el aprendizaje intergeneracional desarrollados en el marco del proyecto ADD LIFE. Si usted está interesado en abrir las puertas de su universidad a alumnos de diferentes edades y en investigar cómo pueden aprender unas generaciones de otras, este programa contiene información de gran utilidad.

FI

**ADD LIFE – eurooppalainen työkalupakki** sukupolvet ylittävän korkeakouluopetuksen kehittäjille

Tämän työkalupakin tarkoituksena on esitellä ADD LIFE -hankkeessa kehitettyjä sukupolvet ylittävän opiskelun parhaita käytänteitä. Jos olet kiinnostunut avaamaan yliopistosi eri ikäryhmien opiskelijoille ja selvittämään, miten eri sukupolvet voivat oppia toinen toisiltaan, löydät työkalupakista hyödyllistä tietoa.

HU

**ADD LIFE Európai Eszköztár** intergenerációs oktatási programok fejlesztéséhez a felsőoktatásban

Az ADD LIFE Projekt Eszköztár betekintést ad az intergenerációs tanulás kísérleti programja során szerzett gyakorlati tapasztalatokba. Ha érdekelt abban, hogy felsőoktatási intézményében intergenerációs csoportban tanuljanak a hallgatók, bizonyára sok hasznos információt talál ebben az eszköztárban.

E-MAIL: [add-life@uni-graz.at](mailto:add-life@uni-graz.at)  
DOWNLOAD: <http://add-life.uni-graz.at>



Education and Culture

Socrates

Grundtvig



**Full Partners:** Koordinatorin: Universität Graz (AT); Vysoké učení technické v Brně (CZ); Goldsmiths University of London (UK); Jyväskylän kesäyliopisto (FI); Pécsi Tudományegyetem (HU); Universidad de A Coruña (ES); EUCEN – European University Continuing Education Network (BE) | **Associate Partners:** Technologiezentrum Deutschlandsberg GmbH – In Kooperation mit der Stadtgemeinde Deutschlandsberg (AT); Asociace univerzit třetího věku (CZ); The Learning from Experience Trust (UK); Christian-Albrechts-Universität zu Kiel (DE); Nevelők Háza Egyesület – Civil Közösségek Háza (HU); Asociación Provincial de Pensionistas y Jubilados de A Coruña – UDP (ES); EAEA – European Association for the Education of Adults (BE)

This project has been funded with support from the European Commission within the framework of the Socrates Grundtvig programme. Grundtvig 1-project No. 229596-CP-1-2006-1-AT-GRUNDTVIG-G1 (2006–2008)