



FOSTERING COOPERATION AND INTERGENERATIONAL LEARNING

GRUNDTVIG PARTNERSHIP PROJECT



METHODS FOR INTERGENERATIONAL LEARNING

- The hectic pace of life and the development of new technologies that have invaded our lives, the absence or lack of educational programs and training for older people has resulted in the phenomenon of the digital divide and with it a widening gap between generations. But if we want to keep the generations united, if we want to bring the generations closer, if we want to keep alive the communication between people then we need to find the appropriate methods of communication. For example, knowledge of new technologies is quite an easy way. It is something that youngsters can teach adults and older people. On the other hand, the older people can pass on to young people their experience and wisdom, even if it doesn't fit perfectly to the new technologies. This procedure is called with two words "**Intergenerational Learning**".

"Intergenerational Learning"

- The Intergenerational Programs consist a sector of Lifelong Learning and they are actions that involving people of all ages to gain skills, knowledge and learn “how to learn”. People of different generations can cooperate and learn together from each other.

The Intergenerational Programs contribute to the following points:

- Knowledge transfer and utilization experience
- Develop solidarity and mutual
- Strengthening social cohesion and fight against discrimination
- Highlight diversity as a factor that enriches life
- Development of the personality of the participants

Intergenerational Programs

The aims of Intergenerational Programs are achieved through:

- Communication and dialogue between generations
- Enhance people's creativity
- Exploiting people's daily habits in the best possible way
- Promote citizenship
- Collaborative reading especially in issues that are relating to otherness, friendships, rights and autobiographical texts and testimonies of people who learned reading in old age.
- Experimental activities in response to texts of books and games

AIMS OF INTERGENERATIONAL PROGRAMS

The following describes some non-formal and formal education that could be important intergenerational learning methods:

- Provide accurate information through interviews and meetings for dissemination
- Special adaptation workshops for tools/techniques
- Pilot tests and courses for students (meaning the young and the elderly)
- Evaluations by experts in pedagogy and by policy makers
- Seminars/information meetings with joint participation of young and old people and direct or indirect exchange of knowledge and experiences
- Events/activities (cultural, social, recreational etc) with joint participation of young and old people and direct or indirect exchange of knowledge and experiences
- Experiential exercises, games
- Distance education

**NON-FORMAL AND FORMAL
EDUCATION**

Some examples are the major "enablers" to promote intergenerational learning:

- Adult education and other educational institutions
- Schools of all levels (kindergartens, primary and secondary schools)
- Policy makers (local and regional governmental bodies)
- Government and non government organizations
- Trainers, teachers, counselors
- Volunteers

Enables to promote IG Learning

Impact of Intergenerational Learning for those who involved in the actions, is the acquisition of:

- Active listening skills
- Communication skills-conduct between generations and bringing gap
- General and special knowledge
- Critical thinking
- Making decisions based on criteria
- Opportunities for cooperation and organizational skills
- Knowledge of crisis management
- Digital skills
- Skills of emotional intelligence etc

Impact of IG Learning

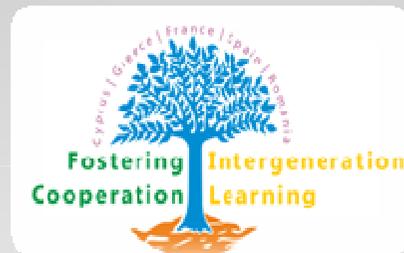
- One example is the automaker VW, which is due to the change of equipment and the lack of training of older employees, went to mass layoffs and early retirement. The result was within a very short time to remove entire lines of new car technology due to technical problems (loss of several million euros). They figured to call their old employees and ask their opinion. So when I asked a retired man, about to what he believes that went wrong to the new generation car he replied: "I am not aware of new technologies... I hear the car and so I can tell you what's wrong".

The value of IG Learning

- Since that day, the company hired by retirees as mentors for youngers. So the new generation of its technological knowledge combined with the experience of older. So the new generation with its technological knowledge combined with the experience of older had the desired results.
- ***A famous example, that when young people are joining their forces with the aging population, may result really wonderful collaborations.***

The value of IG Learning

- 2nd Part



Challenges towards intergenerational

- Active aging means to grow older in good health and as equal members of society, to feel more satisfied with our work, more independent in everyday life and more **active citizens**. Regardless of our age, we always participate actively in society and enjoy a better quality of life. Our goal should be the best possible utilization of the vast potential and even more advanced age. To ensure the effective action of young and old people it should be continually developing skills, easy access to knowledge and continuous lessons learned. Could the title be “learn how to learn”. Different generations in tandem together and learn from each other.

How to ensure young people and seniors remain active throughout life

- Better cooperation between generations can be achieved through the development of solidarity and understanding, developing a more creative communication, cultivating creative and critical thinking. Educational partnerships bring together generations and collaborating institutions. **A great way therefore to strengthen cooperation between generations is their participation in European programs covering the objectives and priorities for Intergenerational Learning.**

Ways of enhancing cooperation among generations while covering their educational needs

- **Barriers to learning can be overcome through:**
- Highlight of diversity as a factor that enriches life
- Dialogue between generations
- Establishment of cultural practices
- Exploiting their daily habits to learning (informal learning)
- Promotion of citizenship through the development of the requirement to support social policy and action
- Strengthening social cohesion and addressing discrimination
- **Active participation of all generations in various actions (educational, social, cultural, sports etc) and programs (national, co-finances and European programs)**

How Reduce barriers to learning while reducing the risk of social marginalization

- Improving understanding between generations through overcoming of stereotypes can be achieved mainly through experiential activities e.g. the life stories where the narrative permeates three generations (the life of his grandfather, dad and child) since, apart from the narrative will become also analysis of experiences, exploring the causes and consequences. Generally the dialogue between generations and thematic discussions is a very effective method. **Through dialogue is given the opportunity to exchange knowledge, experience, acquire new ideas that lead not only to the development of the spirit of man and the development of new partnerships with the aim of intergenerational learning.**

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

- In our opinion, an important tool is the spoken word and the interview. Through the interview, children learn to listen carefully to the narrative of the other nurturing patience, tact and mature behavior. During the design phase and “reading” of the interview they approach reflectively the raised question and the answers that received, assessing the validity of the information. Better understand the nature of the evidence, since it deals personally with their collection and then cross-check and compare the oral lived experiences of subjects with other sources (bibliography, photos, objects of the past, explore the internet etc).

New learning tools and methodologies (tools and methodologies to be tested in tandems through the project)

- They also became familiar with the use of machinery such as tape, video camera and computer **but also they learn to communicate with people older in age. The family memory and experience proving to be very interesting tool for intergenerational cooperation.** The intergenerational cooperation encompasses many aspects of life such productive activities (agricultural, livestock, fishing, craft, trade, labor, tourism etc), the social structure (perceptions, education, habits), material culture (clothing, architecture, furniture) culinary habits, social behaviors. The creation and study of genealogical trees based on various types of information could also be a useful learning tool because it contains historical, social, demographic and linguistic elements

New learning tools and methodologies (tools and methodologies to be tested in tandems through the project)

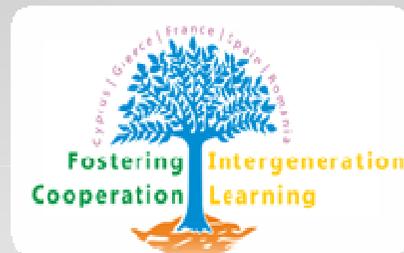
- **Furthermore some more useful methods and tools that can be used in the project are:**
- **STUDY VISITS** e.g. an idea is to select a destination to visit and a theme. The team that will visit the destination (e.g. an educational institution) will have common characteristics or interests-for example the team may be a group of students. The students will visit the institution and will learn from experienced members of the foundation for the old or new training methodologies which applied in the daily operation of the institution. The idea is that the group of participants will have the opportunity to observe the operation and the training methods from the other side the executives of the institution will have the opportunity to learn about the latest developments in education and new ways that proposed.

New learning tools and methodologies (tools and methodologies to be tested in tandems through the project)

- **E-LEARNING PROGRAMS.** Using digital media for learning to develop digital competence.
- **USE OF DIGITAL GAMES.** Creation of mixed groups. Participants will be youngsters and old people. They will play with digital games. The purpose is communication and contact between generations, education through entertainment and acquisition of knowledge.
- **SURVEYS.** Create surveys on specific issues to highlight the value of intergenerational learning.

New learning tools and methodologies (tools and methodologies to be tested in tandems through the project)

- 3rd Part



IDEAS FOR THE 2ND NEWSLETTER

- Brief reference to the project. **Tribute to the first and second meeting in Cyprus and Greece. Targets that achieved.** Photographic material. Actions that taken to view the meetings.
- *We propose to adopt the same style for the next newsletter. In the last newsletter we could make a general reference to the project and a completed evaluation. It will also describe the results that obtained.*

SUGGESTIONS-OPONGA

**Thanks for your attention
and hospitality!**

**ORGANISM FOR CULTURE, YOUTH AND SPORT
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