



**European Approaches
to Inter-Generational
Lifelong Learning**

INTERGENERATIONAL PRACTICE IN EUROPE

FIELD RESEARCH SYNTHESIS REPORT 2007



Education and Culture

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EAGLE FIELD RESEARCH SYNTHESIS REPORT

INTERGENERATIONAL PRACTICE IN EUROPE

Work Package: WP 2 Scoping & Mapping

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An electronic version of this document can be obtained at the EAGLE website:

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The EAGLE-Project is co-funded by the European Commission, DG Education and Culture under the SOCRATES GRUNDTVIG Programme.

Grant Agreement Number: 229981 - CP - 1 – 2006 - 1 - GR- GRUNDTVIG – G1

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Design, Logo and Title Photos by Claudia Fuchs & Brigitte Gall, FIM-NewLearning



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1 INTRODUCTION

The EAGLE 'European Approaches to Inter-Generational Lifelong Learning' project builds on the notion of manifold existing segmentations in individual human lives and in society at large and in learning across age groups and generations, especially in the light of an increasingly aging population, of substantial demographic changes caused hereby and of the constant need for re-qualification and re-generation within the concept of Lifelong Learning (LLL). EAGLE therefore plans to concentrate on the field of inter-generational as well as later life learning processes within the frameworks of formal and – of specific importance here – non-formal, informal and autonomous learning.

In a systematic and synthetic approach EAGLE wants to generate an inventory allowing desk and filed research based in-depth insight into (a) the potential as well as the limitations of trans-, inter-generational and later life formal and informal learning; (b) the policies, concepts, analyses, frameworks, experiences in place and empirical evidence available and (c) the models of good practice developed; those good practice cases, which are likely to be generalised, transferred, localised and useful to generate policy and practice recommendations; the criteria to systematically identify their related strengths, weaknesses, opportunities and threats combined into a consistent description framework of good practice cases based on a consensual grid and terminology useful to describe cases of practice in a way they can be compared across different fields, different participating age groups, different types of interactions etc. This will lead to following core activities of EAGLE: (d) the formulation, selection and implementation of European action research based segmental pilot experimentations; (e) the pilot experimentations throughout Europe will undergo state-of-the-art verification and validation stages. Based on this desk, field and action research based analysis and piloting activities EAGLE aims finally (f) at setting up a professional segmental dialogue including researchers, developers, implementation practitioners, age group representatives, policy consultants and policy makers to support exchange of ideas and experiences across existing fragmentations and therefore to contribute and to encourage new, innovative and alternative learning pathways of (adult) education. This dialogue should develop into sustainable professional and non-professional 'Communities of Practice' (CoP) within and across segments bundled in the 'EAGLE Advisory Committee, User Board & Working Groups'

The identification of examples of recognised good practices, initiatives of excellence and innovative practices is therefore based on the methodological approach developed in WP2. The research activities centred on the collection of a significant number of case studies, including a mapping and an in-depth analysis of 31 selected cases through a distinct and sound methodology.

2 CASE STUDY COLLECTION & ANALYSIS METHODOLOGY

Within WP 2 Scoping & Mapping EAGLE collected and analysed a selected set of practice case studies, which provide an assessment of the field of intergenerational learning in six European member states and between different countries: i) Greece; ii) England; iii) Romania; iv) Finland; v) Italy and vi) Germany.

Due to the resource provision and the time frame of EAGLE, consensus was reached that the project is not in the position to provide an extensive and complete mapping of the domain. It should be therefore emphasised that collection of EAGLE case studies is not intended to be representative, but ensures an appropriate coverage as well as screen, illustrates and highlights examples of current intergenerational learning practices in the respective countries. Consequently the EAGLE case study collection provides a snapshot and showcase on intergenerational learning practice in Europe. The EAGLE case studies will be presented individually and in summary on the EAGLE web site at <http://www.eagle-project.eu>.

Similar to other projects involved in case study collections and analyses (amongst others e.g. VALUE SCOUT¹, eUSER² etc.) EAGLE deploys a terminology, which emphasises 'practice' rather than 'good' or even 'best practices'. EAGLE aims consequently at analysing simultaneously success factors and barriers, problematic areas or critical incidents during the run time of the programme/project. Critical incidents (one might even say 'bad practices') and possible solutions are important elements of 'prior learning', which can be utilised by future project in order not to make the same mistakes or not to 're-invent the wheel'.

The analysis 'good' and 'best' practices is furthermore normally confined to rigorous, exact and 'objective' frameworks of achievement/performance measurements based on mostly qualitative benchmarks and indicators agreed by all involved actors. The project even so identifies 'good' practice elements as preliminary benchmarks for intergenerational learning, but given the contextual, situational, cultural and social dependency of the project or programme 'life worlds' reflected in the enormous variability in terms of space and time (or even heterogeneity) in the field EAGLE focuses more on a qualitative than a strictly quantitative approach. Descriptive statistics are nevertheless used to provide an overview of the analysed cases and its descriptors.

As other authors rightly emphasise cases should "most importantly provide relevant and useful learning points and lessons, which act as a reservoir of ideas, guides, checklists [...], which others can use as inputs to their own learning and implementation processes" (eUSER). 'Good practices' are therefore cases, which are 'good for others to learn from'.

As stressed already the performance and achievement of every single case is based on highly specific, sometimes even unique circumstances and settings, which imply that cases can-

¹ The VALUE SCOUT project website and practice collection is available at <http://www.education-observatories.net/value-scout>

² The eUser project website and services are available at: <http://www.euser-eu.org>

not be transferred and replicated, unchanged to other settings (e.g. other institutions, other countries). Any transfer of cases has to be based on a systematic assessment of the contextual life-worlds of users to be involved in the future in order to identify underlying processes and possible interventions ('what is likely to work with whom under which conditions'). As a consequence EAGLE relies more on benchlearning and bench-action approaches than confining itself on pure benchmarks and therefore will combine qualitative and to a less extent quantitative data for intervention planning in order to trigger and maintain societal/ institutional change and improvement processes.

The underlying methodology for the case study collection and analysis additionally is both internally relevant (i.e. contributing to the implementation of the EAGLE research activities), but also transferable beyond the life of EAGLE. The proposed methodology is aiming at allowing standardising fieldwork and data collection activities across case studies to enable comparative analysis to be carried out, to ensure that the key research questions are addressed across the board, and to ensure that the right information is collected. The finally selected cases represent typical examples of the variety and range of experiences at national and if possible at European level. The cases chosen explore the particular effects of introducing an intergenerational dimension to learning processes.

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

- *Geography*: comprehensive coverage of cases across the participating countries;
- *Learning Activities*: based on the key list of intergenerational interests of the 'Centre of Intergenerational Practice' (CIP)³ e.g. communities, learning, health, mentoring, history and reminiscence, arts, social issues, grandparents and grandchildren, volunteering (incl. partial overlaps to the suggested EAGLE 'Fields of Learning');
- *Generations (Age)*: broad spectrum of intergenerational involvement (e.g. age range, age groups, socio-cultural diversity, excluded groups, gender, ethnicity);
- *Different problems and needs*: coverage of different problems and needs of participants addressed by the selected case studies;
- *Interactions*: inclusion of different interaction types e.g. one-to-one, one-to-many, many-to-one, group based, many-to-many; physical or virtual;
- *Learning flows*: variety of predominantly 'upstream', predominantly 'downstream' or balanced/bi-directional learning flows;
- *Scales*: mix of national, regional, local and community based cases;
- *Partnership arrangements/organisational form*: blend of top-down programmes/projects, bottom-up, grass root initiatives and possible combinations of both throughout the cases;

³ The list is based on a cluster analysis of intergenerational interests reported in the 'Intergenerational Directory' of the 'Centre for Intergenerational Practice' (CIP); URL: <http://www.bjf.org.uk/Libraries/Local/66/Docs/IG%20Directory%20September%202005.pdf>

- *Funding models:* coverage of publicly and privately funding as well as cases funded through Public-Private-Partnerships (PPP) and without external funding (e.g. on own expenses of the company, organisation, participants etc.);
- *Settings:* spectrum of settings, scenarios or 'life worlds' (e.g. community, home, work or institution based; voluntary sector; social sector);
- *Fields of Learning:* based on the suggested EAGLE 'Fields of Learning' such as i) inclusive knowledge society skills; ii) individual and professional competence development; iii) societal/economic consultancy/exchange; iv) continuity & development of societal values; v) productive cultural assimilation (incl. partial overlaps to the CIP's list of key interests; see below);
- *Current Lifelong Learning Policy Objectives:* based e.g. on the priorities of the 'Lifelong Learning Programme' (LLP)⁴ of the European Commission or on the on selected so-called 'critical policy objectives' of the observatory projects DELOS and HELIOS such as access to learning opportunities, quality of learning, employability, personal development, citizenship and social inclusion⁵.

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

The methods and tools used in the case studies should have the following requirements:

- *Triangulated:* i.e. data need to be drawn from different sources, reflecting the perspectives of different actors and their different constructions of reality;
- *Multi-methodological:* i.e. different types of data need to be gathered incl. statistical data (e.g. from user profiles), secondary data (e.g. evaluation reports) and primary data (e.g. user surveys);
- *Discursive:* i.e. able to capture the 'discourses' and 'communicative practices' of the learning processes.

The selected EAGLE practice cases represent typical examples of the variety and range of interventions and initiatives. As the conducted desk research activities of EAGLE shows (e.g. within the Country Reports of WP 2), these cases are likely to vary considerably. The unit of analysis is thus the 'exemplar' or 'case'. This means that each case reflects different configurations of the listed elements above. In order to make the diversity of cases manageable, and to allow cross case comparisons, the case study collection and analysis was carried out using a standardized 'template' or 'toolkit', the so called 'Case Study Analysis Grid', which

⁴ The Integrated Lifelong Learning Programme 2007 – 2013 and related information is available at: http://ec.europa.eu/education/programmes/newprog/index_en.html; the specific objectives are available at: http://eacea.ec.europa.eu/static/en/llp/documents/application_form_instructions.pdf; a short presentation on the new programme is available at: http://ec.europa.eu/education/programmes/newprog/doc/presentation_en.pdf

⁵ More information on DELOS is available at <http://www.education-observatories.net/delos> and on HELIOS at <http://www.education-observatories.net/helios>

incorporates a range of data collection and representation 'tools' described in more detail below.

Ideally three data collection instruments were suggested, but due to the economy of the project (e.g. on time and resource constraints as well as on the availability of existing material), the data collection and analysis process was based on at least two out of the three following elements:

- *Step 1: A desk research based content and report analysis.* Providing a theoretical overview of the project set in its wider socio-economic context. The data is largely to be determined from project documentation and web based material with clarifications from project managers if required (see Step 2 as well).
- *Step 2: Interviews (e.g. face-to-face; focus groups; telephone) with key stakeholders (i.e. programme or case managers).* The interviews will focus on the key issues for each project and the implicit values coming through the interviewees narrative. In order to achieve this special emphasis will be put on the barriers/obstacles to achieving the value related aims and objectives of project. The interview should therefore be open-ended and preferably face-to-face. The objective is to avoid eliciting simply more rhetoric/theory, but to assess how the case understand, evaluate, negotiate and build those broad values in practice.
- *Step 3: Observation and study visits of the actual learning in practice:* Data collection combines both own observations of the event together – where possible – with the observations of participants taking part. Both, the interview questions of Step 2 and the observations of Step 3 should be tailored for each case study according to the key themes identified from the content and report analysis of Step 1, but taking into account a set of common denominators as documented down in the In-depth case study analysis grid.

Concerning the sequencing of data collection and analysis (or the consecutive methodological steps), it is furthermore suggested to start with the content and report analysis (Step 1) as conducted within the Country Reports on intergenerational learning. Those theory based findings are complemented and validated through stakeholder interviews (Step 2) and – where possible – through direct observations (Step 3) of the practice of building values through sport and culture. Four sections structure the Case Study Analysis Grid and the following descriptors are included under each section:

1. Executive Summary

Giving a concise summary of the case incl. distinguishing features, achievements and what others can learn from the case;

2. General Description

- Title
- Country/Countries of origin
- Duration
- Status
- Managing institution
- Contact details
- Funding
- Partnership arrangement/organisational form
- Scale

3. Description of Target Groups

- Collaborating Group I (incl. age; gender; residential, educational and economic status where possible)
- Total number of Collaborating Group I
- Age group(s) of Collaborating Group II
- Collaborating Group II (incl. age; gender; residential, educational and economic status where possible)
- Total number of Collaborating Group II
- Age group(s) of Collaborating Group II

4. Description of Intergenerational Learning Practices

- Description of Learning Arrangement & Learning Practice
- Location of the learning activity
- Learning activities (related to policy objectives)
- Fields of Learning
- Knowledge & Learning Exchange/Flow between the target group(s)
- Interactions between the target group(s)
- Categories of the learning activity
- OECD/DeSeCo Competences addressed by the CS
- EC Key Competences addressed by the CS

The Case Studies Analysis Grid can be found in the Annex I as well as the full documentation of the collected cases.

The 31 Case Studies of Intergenerational Learning that were selected and analysed are:

#	TITLE	COUNTRY
E1	Women's Library Projects	England
E2	Derbyshire Intergenerational Strategy – Gardening Projects	England
E3	Active Ageing Programme	England
E4	Stoke Mentoring Projects	England
E5	Sixty Plus Intergenerational Projects	England
F1	Sámi Children Cultural Centre	Finland
F2	International Voluntary Service	Finland
F3	TEDDY BEAR	Finland (International)
F4	Promoting Networking Among Generations	Finland
F5	WWF Finland's Work Camps for Volunteers	Finland
D1	17 / 70 – Young „Godfathers“ and „Godmothers“ for Senior Citizens	Germany
D2	TABULA – Citizen's Initiative for Education	Germany
D3	TANDEM	Germany
D4	Multigenerational House Nürnberg	Germany
D5	Contemporary Witnesses Exchange Association	Germany
GR1	Summer Workcamps (Citizens in Action)	Greece
GR2	Farmers Education for the Undertaking of Activities in the Secondary and the Tertiary Sector of Economy (ISIODOS)	Greece
GR3	Neorion II	Greece
GR4	Health Promotion and Educational Support for the Rehabilitation of Offenders (HERO)	Greece
GR5	Greek as a Second Language for Employed Immigrants	Greece
I1	Internet: Grandparents & Grandsons / Internet: Mothers & Sons	Italy
I2	Koiné - Learning in Communities of Practice	Italy
I3	Orto in Condotta	Italy
I4	Promoting Intra-European Mobility for Elderly (ENEA)	Italy
I5	The Loom - Intergenerational Centre	Italy
I6	UP AGE	Italy
RO1	The Actors' House: UNITER	Romania
RO2	The Creativity Workshop: The Romanian Peasant Museum	Romania
RO3	The Newly Qualified Teacher Induction Project: In-service Mentoring in Education: ASMERO/Med	Romania
RO4	The Local Council of Youth - The Municipality of Timisoara	Romania
RO5	The Council of Seniors – The Municipality of Timisoara	Romania

Table 1: The EAGLE Case Studies of Intergenerational Learning in Europe

3 INTERGENERATIONAL LEARNING IN EUROPE

The qualitative and quantitative analysis of the EAGLE case studies obtained the following results and are summarised on the previous chapters. It should be noted that most of the descriptors were multiple-choice questions in order to allow a horizontal, multi-descriptor based analysis. It should be also emphasised that the final selection of EAGLE case studies is not intended to be representative, but should ensure an appropriate coverage amongst the identified criteria and hence should allow the selection of significant cases for intergenerational learning and practice in Europe and by these means to foster case based learning and transfer of knowledge.

3.1 General Description

Country/Countries of Origin

The 31 cases were evenly distributed between the 6 countries: 5 cases (16.1%) present English projects, 6 cases (19.4%) Italian projects, 5 cases (16.1%) German projects, 4 cases (12.9%) Finnish projects, 5 cases (16.1%) Greek projects, 5 cases (16.1%) Romanian projects, while 1 case (3.2%) presents an International project.

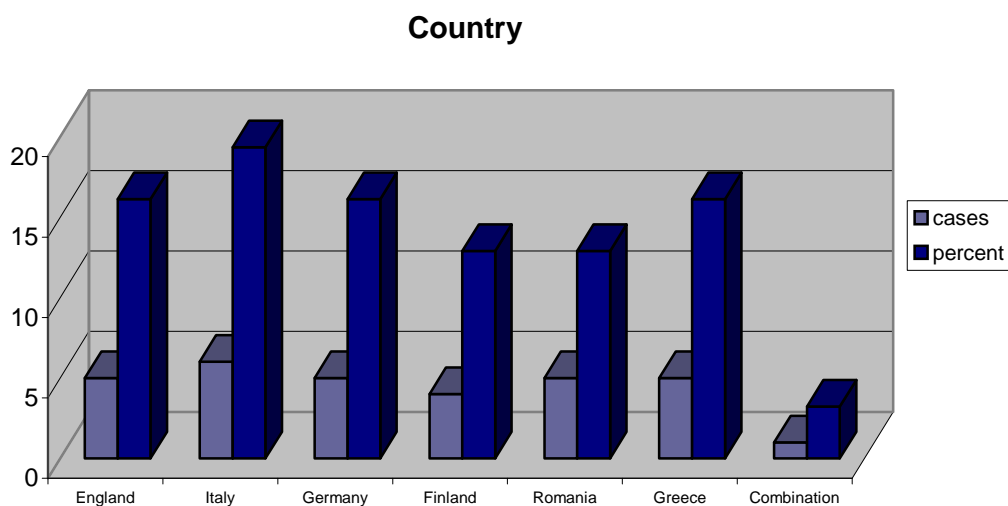


Figure 1: Country/Countries of Origin of the EAGLE Case Studies

Status

From the 31 cases that were analysed, 24 (77.4%) of them concern still running projects, while 7 (22.6%) present already finished ones.

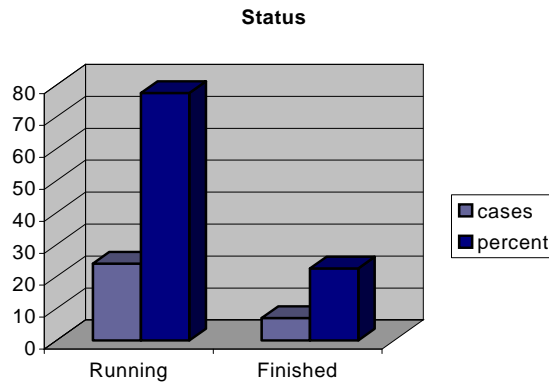


Figure 2: Status of the EAGLE Case Studies

Managing Institution

The managing institution of the projects was belonging to the voluntary/social sector or was a foundation in 15 cases (48.4%) while in 13 of the case studies (41.9%) it was a public organisation/ministry. In 5 cases (16.1%) the managing institution was a private training organisation, and in 3 cases (9.7%) it was a public training organisation. One project (3.2%) was managed by a primary school, one (3.2%) by a university and one (3.2%) by a private independent research centre.

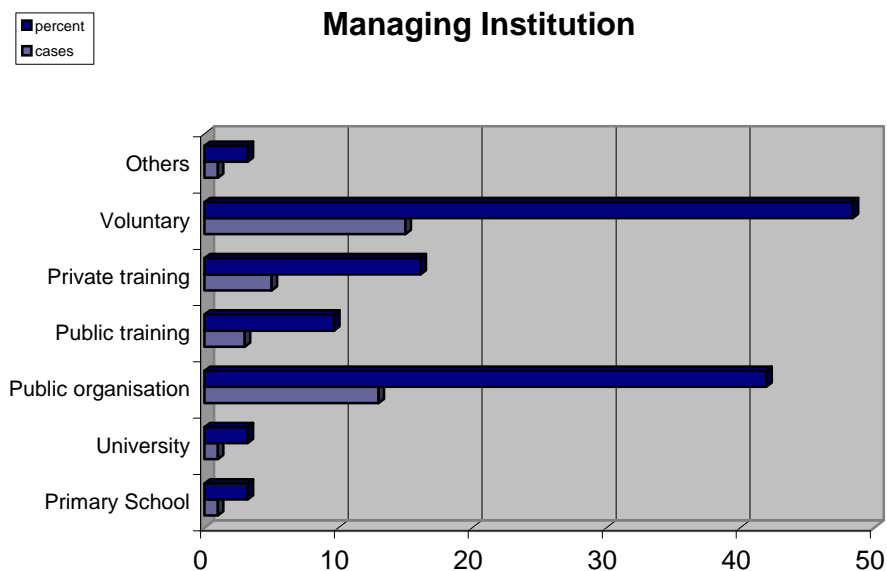


Figure 3: Managing Institution of the EAGLE Case Studies

Funding

20 case studies (64.5%) presented projects that were partly or wholly depending on public funding (e.g. from public authorities on European, national, federal, regional, local levels etc.), 7 (22.6%) were partly or wholly depending on private funding (e.g. from foundations, trusts, companies etc.), 7 (22.6%) depended partly or wholly on public-private-partnerships, while 5 (16.1%) depended partly or wholly on own funding.

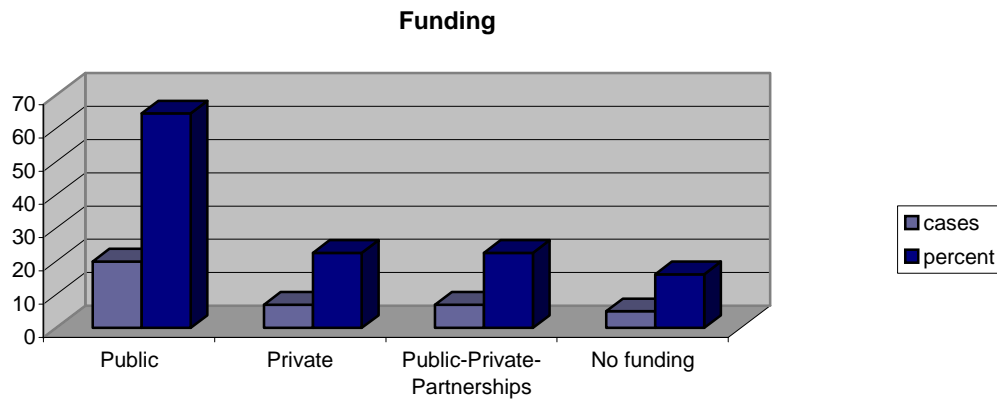


Figure 4: Funding of the EAGLE Case Studies

Partnership Arrangement/Organisational Form

16 case studies (51.6%) presented bottom-up, grass root initiatives, while 13 (41.9%) presented top-down projects. Finally, 2 case studies (6.5%) were the implementation or continuation of other projects.

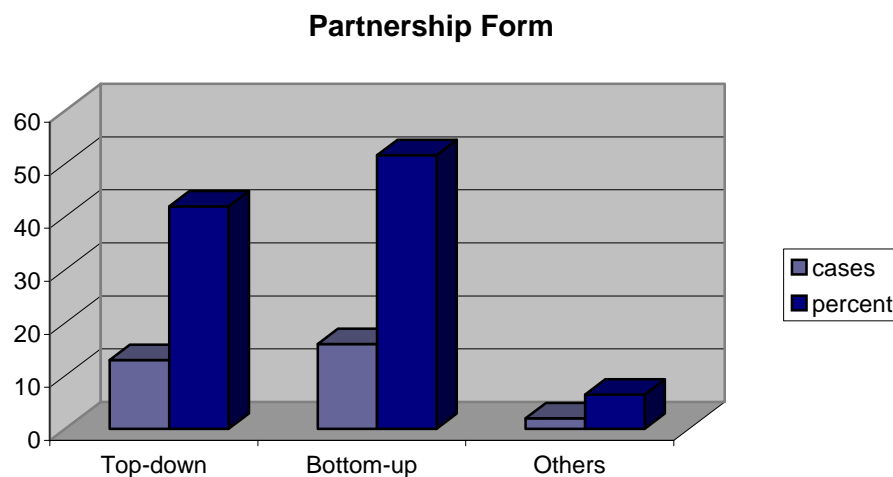


Figure 5: Partnership Arrangement/Organisational Form of the EAGLE Case Studies

Scale

19 case studies (61.3%) presented projects that were implemented wholly or partly on community level as well as on local level. 8 case studies (25.8%) presented projects that were implemented wholly or partly on regional level, while 7 (22.6%) at national level. There were also case studies presenting projects that were wholly or partly implemented on European (5 cases, 16.1%), international (6 cases, 19.4%) and trans-national (3 cases, 9.7%) level. The collected data clearly shows the strong linkage or anchor of intergenerational learning activities in local and community levels.

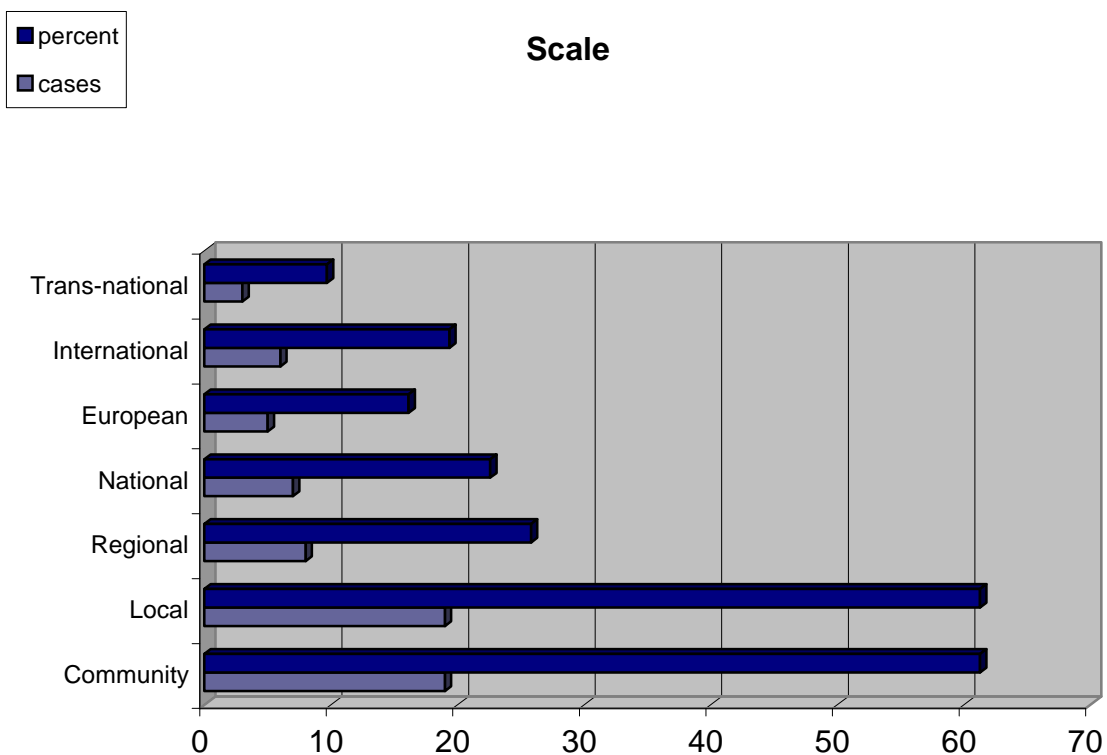


Figure 6: Scale of the EAGLE Case Studies

3.2 Description of Target Groups

- Collaborating Group I
- Total number of Collaborating Group I
- Age group(s) of Collaborating Group II
- Collaborating Group II
- Total number of Collaborating Group II
- Age group(s) of Collaborating Group II

The 31 case studies presented a very diverse set of projects that correspond to the needs of different and multiple target and age groups e.g. ranging from young school children

through very old seniors to immigrants and other socially disadvantaged groups. For further information please refer to each case study's documentation.

3.3 Description of Intergenerational Learning Practices

Location of the Learning Activity

In 14 cases (45.2%) the projects were taking place (wholly or partly) in educational institutes. 13 of the case studies (41.9%) present projects that took place (wholly or partly) in a community facility. 6 of the projects (wholly or partly) were work based or they took place in a social setting. The location in 5 cases (16.1%) was (wholly or partly) a Non-Governmental Organisation. In 3 cases (9.7%) the projects were (wholly or partly) home based. Finally, in 2 cases (6.5%) the projects took place (wholly or partly) in museum or a library.

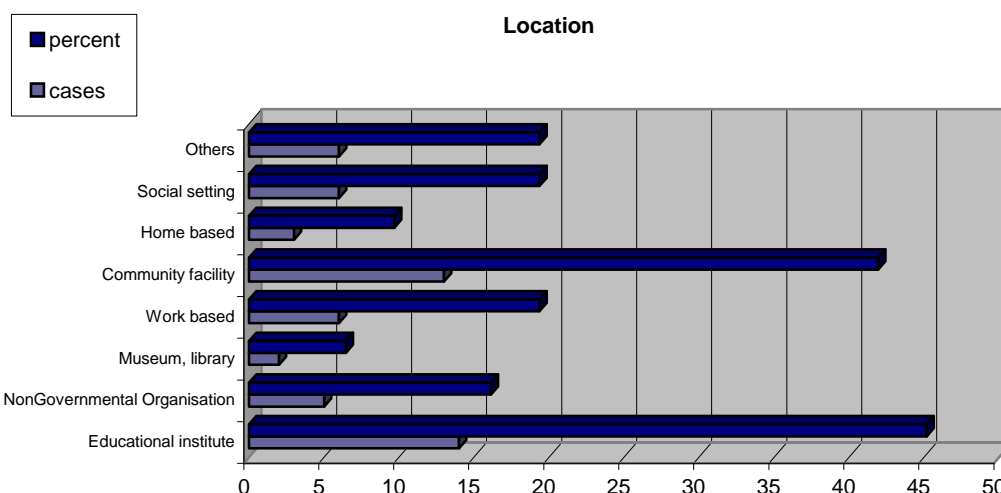


Figure 7: Partnership Arrangement/Organisational Form of the EAGLE Case Studies

Learning Activities (related to Policy Objectives)⁶

Social inclusion/participation, active citizenship was the main interest (wholly or partly) of the learning activities in 24 case studies (77.4%). In 18 (58.1%), the learning activities (wholly

⁶ The list is based on a cluster analysis of intergenerational interests reported in the 'Intergenerational Directory' of the 'Centre for Intergenerational Practice' (CIP) and extended by EAGLE desk research activities; URL: <http://www.bjf.org.uk/Libraries/Local/66/Docs/IG%20Directory%20September%202005.pdf>; the list of learning activities also reflect key policy objectives of the European Commission as e.g. laid down in the (Joint) Social Inclusion Reports and Reports on Social Protection and Social Inclusion (http://ec.europa.eu/employment_social/social_inclusion/index_en.htm), the Communication from the Commission on 'Adult Learning: It is never too late to learn' (http://eur-lex.europa.eu/LexUriServ/site/en/com/2006/com2006_0614en01.pdf), the Green Paper on 'Confronting demographic change: a new solidarity between the generations' (http://ec.europa.eu/employment_social/news/2005/mar/comm2005-94_en.pdf), the integrated Lifelong Learning Programme (http://ec.europa.eu/education/programmes/newprog/index_en.html) as well as the 'i2010 – A European Information Society for Growth and Employment' strategy (http://ec.europa.eu/information_society/eeurope/i2010/index_en.htm).

or partly) dealt with education, training & learning incl. general education and training, Life-long Learning, language learning, literacy, numeracy, digital literacy, senior universities, knowledge exchange, hobbies. Community development, living & safety including intergenerational living and meeting places was the focal point (wholly or partly) of the learning activities in 16 case studies (51.6%). In 13 case studies (41.9%) learning activities focused (wholly or partly) on mentoring i.e. intergenerational support, services and consultancy and history and reminiscence including oral history, preserving cultural heritage, work with contemporary witnesses. Employability was the main issue (wholly or partly) in 12 case studies (38.7%). 11 projects (35.5%) dealt with the arts including culture, theatre, play, music. 9 case studies (29.0%) presented projects in which the focus of the learning activities was (wholly or partly) mediation including problem/conflict solving, prevention of violent behaviour, while in 8 case studies (25.8%) it was media education including Information and Communication Technologies (ICTs). 7 case studies (22.6%) presented projects in which the focus of the learning activities was (wholly or partly) health and environment & environmental protection. Travel, excursions & leisure time was the focal point (wholly or partly) of the learning activities in 5 case studies (16.1%), while in 4 (12.9%) the main theme of the learning activities was Grandparents and grandchildren. It becomes apparent that the majority of analysed cases are of crosscutting or horizontal nature i.e. the cases are addressing more than learning activity (related to current policy objectives) at the same time.

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

Table 2: Learning Activities of the EAGLE Case Studies

Fields of Learning⁷

Individual competence development (for private and professional purposes) was (wholly or partly) the field of learning in 22 case studies (71.0%). 19 case studies (61.3%) presented projects in which the field of learning was (wholly or partly) development and continuity of societal values. 14 case studies (45.2%) presented projects in which the field of learning was (wholly or partly) skills for the Knowledge society and societal/economic exchange and consultancy. Finally, productive cultural assimilation was (wholly or partly) the field of learning in 8 case studies (25.8%).

Fields of Learning	N	%
Individual competence development	22	71.0
Development and continuity of societal values	19	61.3
Skills for the Knowledge Society	14	45.2
Societal/economic exchange and consultancy	14	45.2
Productive cultural assimilation	8	25.8

Table 3: Fields of Learning of the EAGLE Case Studies

Knowledge & Learning Exchange/Flow between the Collaborating Group(s)

The knowledge and learning flow between the target groups was balanced and/or bi-directional e.g. shared activities (e.g. prevention of addiction, theatre, family genealogy, studying together, language learning, discussion circles) or offering activities to each other (e.g. 'stock market' or the exchange of knowledge, culture, sports, living communities, learning) in 14 case studies (45.2%). In 11 case studies (35.5%), the knowledge and learning flow between the target groups was predominantly 'downstream' i.e. older to younger (e.g. handicrafts, hiking, contemporary witnesses, homework, economic start-up consultancy, orphan and day care, mentoring, mediation), while in 6 case studies (19.4%) it was predominantly 'upstream' i.e. younger to older (e.g. visitor services, lectures, ICT skills development, traveling)

⁷ Descriptions of the suggested EAGLE 'Fields of Learning' can be found on the EAGLE web site at <http://www.eagle-project.eu/welcome-to-eagle/pedagogical-didactical-approaches>

Knowledge/Learning Flow

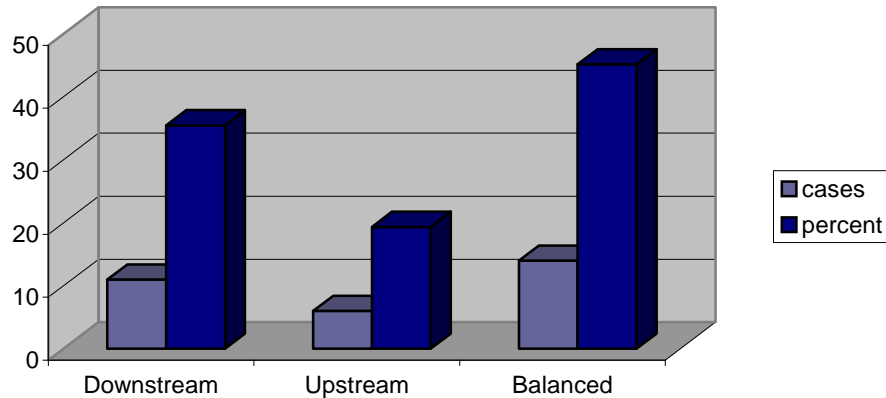


Figure 8: Knowledge Exchange/Learning Flows between the Collaborating Groups of the EAGLE Case Studies

Interactions between the Collaborating Groups(s)

In 21 case studies (67.7%) the interactions between the target group(s) were categorized (wholly or partly) as group-based, while in 20 case studies (64.5%) as one-to-many. In 16 case studies (51.6%) the interactions between the target group(s) were categorized (wholly or partly) as one-to-one, while in 11 (35.5%) many-to-many. In 2 case studies (6.5%) the interactions between the target group(s) were categorized (wholly or partly) as many-to-one. Finally, in 16 case studies (51.6%) the interactions between the target group(s) were categorized (wholly or partly) as physical/offline.

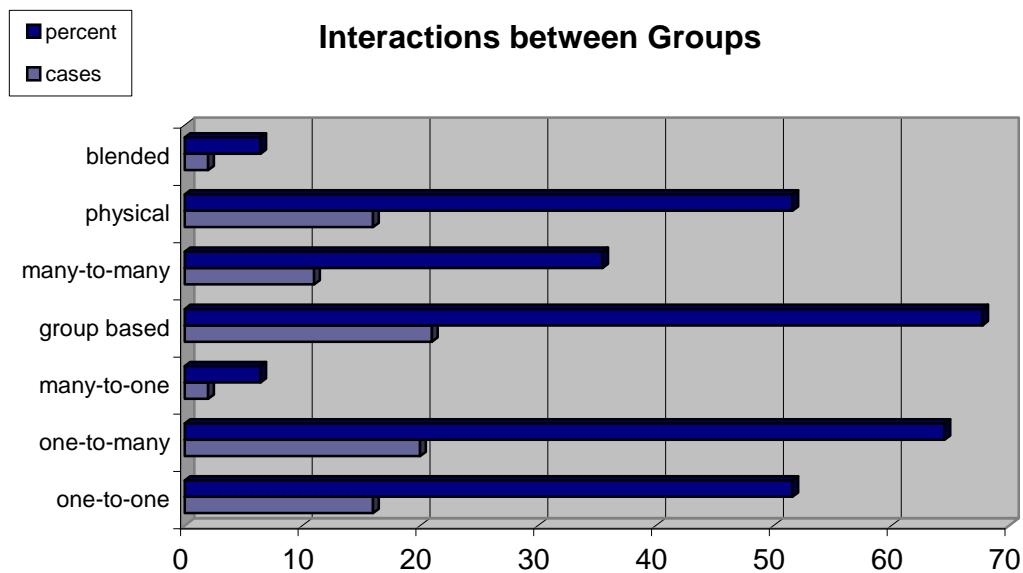


Figure 9: Interactions between Collaborating Groups of the EAGLE Case Studies

Categories of the Learning Activity⁸

The categories of the learning activities are based on the definitions of learning activities as suggested in the 'Memorandum of Lifelong Learning' of the European Commission i.e. formal, non-formal and informal learning processes. The three elements of purposeful learning should not be regarded as distinct entities but instead as semi-permeable categories in complex and constant interactions in professional and private lives as they become more and more integrated in the emergent Knowledge Society. Nevertheless large bodies of research estimates that informal learning is the source of approximately 80% of what we learn in our live.⁹

In 20 case studies (64.5%) the category of the learning activity was categorized (wholly or partly) as non-formal i.e. takes place alongside the mainstream systems of education and training and does not typically lead to formalised certificates, while in 17 case studies (54.8%) as informal i.e. is a natural accompaniment to everyday life. Unlike formal and non-formal learning, informal learning is not necessarily intentional learning, and so may well not be recognised even by individuals themselves as contributing to their knowledge and skills. Finally, in 7 case studies (22.6%) the category of the learning activity was categorized (wholly or partly) as formal i.e. takes place in education and training institutions, normally leading to recognized diplomas and qualifications.

Categories of Learning Activities

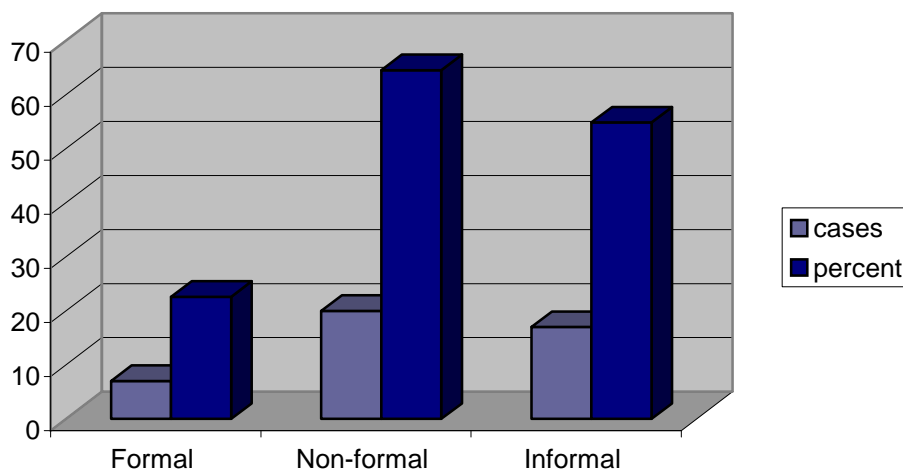


Figure 10: Categories of Learning Activities of the EAGLE Case Studies

⁸ The full definitions are based on the Commission Staff Working Paper SEC (2000) 1832 of the Commission of the European Communities (2000): A Memorandum on Lifelong Learning; URL: <http://www.bologna-berlin2003.de/pdf/MemorandumEng.pdf>

⁹ Cross J. (2003). Informal Learning – the other 80%. URL: <http://www.internetttime.com/Learning/The%20Other%2080%25.htm> and Cross J. (2003). Informal Learning – A Sound Investment. URL: http://www.clomedia.com/content/templates/clo_col_effectiveness.asp?articleid=277&zoneid=104

OECD/DeSeCo Competences

The Executive Summary 'The Definition and Selection of Key Competences' (DeSeCo) by OECD¹⁰ defines three competence categories and related sub-competences:

Competence Category 1: Using Tools Interactively:

- The ability to use language, symbols and text interactively;
- The ability to use knowledge and information interactively;
- The ability to use technology interactively.

Competence Category 2: Interacting in Heterogeneous Groups:

- The ability to relate well to others;
- The ability to cooperate;
- The ability to manage and resolve conflicts.

Competence Category 3: Acting Autonomously:

- The ability to act within the big picture;
- The ability to form and conduct life plans and personal projects;
- The ability to assert rights, interests, limits and needs.

In 25 case studies (80.6%) the ability to cooperate was (wholly or partly) the competence addressed during the learning activities, while in 24 case studies (77,4%) it was the ability to relate well to others. In 19 case studies (61,3%) the competence addressed during the learning activities was (wholly or partly) the ability to act within the big picture, and in 17 (54,8%), the ability to use language, symbols and text interactively. In 15 case studies (48,4%), the competence addressed during the learning activities was (wholly or partly) the ability to use knowledge and information interactively, the ability to manage and resolve conflicts or the ability to form and conduct life plans and personal projects. In 14 case studies (45,2%) the competence addressed during the learning activities was (wholly or partly) the ability to assert rights, interests, limits and needs, and in 12 (38,7%), the ability to use technology interactively.

OECD/DeSeCo Competences (Category)	N	%
The ability to cooperate (2)	25	80,6
The ability to relate well to others (2)	24	77,4
The ability to act within the big picture (3)	19	61,3
The ability to use language, symbols and text interactively (1)	17	54,8
The ability to use knowledge and information interactively (1)	15	48,4
The ability to manage and resolve conflicts (2)	15	48,4
The ability to form and conduct life plans and personal projects (3)	15	48,4
The ability to assert rights, interests, limits and needs (3)	14	45,2
The ability to use technology interactively (1)	12	38,7

Table 4: DeSeCo Competences addressed by the EAGLE Case Studies

¹⁰ The Executive Summary is available at: <http://www.oecd.org/dataoecd/47/61/35070367.pdf>

EC Key Competences

The 'Framework for Key Competences in the Knowledge Society'¹¹ by the European Commission's Working Group on Key Competences within the 'Education & Training 2010' Work Programme defines a consistent set of key competences of European citizens. In 25 case studies (80,6%) interpersonal and civic competences were (wholly or partly) the EC key competences addressed during the project, while in 17 case studies (54,8%) it was the communication in the mother tongue. In 14 case studies (45,2%) the competence addressed during the learning activities was (wholly or partly) learning-to-learn, and in 12 (38,7%), cultural awareness. Digital literacy and ICT skills was the competence addressed (wholly or partly) in 10 case studies (32,3). In 7 case studies (22,6%) the competence addressed during the learning activities was (wholly or partly) communication in a foreign language, in 4 (38,7%), Mathematical literacy and basic competences in science and technology, while in 3 case studies (9,7%) the competence addressed during the learning activities was (wholly or partly) entrepreneurship.

EC Key Competences	N	%
Interpersonal and civic competences	25	80,6
Communication in the mother tongue	17	54,8
Learning-to-learn	14	45,2
Cultural awareness	12	38,7
Digital literacy and ICT skills	10	32,3
Communication in a foreign language	7	22,6
Mathematical literacy and basic competences in science and technology	4	12,9
Entrepreneurship	3	9,7

Table 5: EC Key Competences addressed by the EAGLE Case Studies

¹¹ The Key Competences of the European Commission are available at:
<http://ec.europa.eu/education/policies/2010/doc/basicframe.pdf>