

European Certificate in Intergenerational Learning

(ECIL) – Newsletter No.3



Intergenerational news

Generations, intergenerational relationships, generational policy – a multilingual compendium

Research in the analysis of the dynamics of private and public intergenerational relationships, including international and cultural comparisons, is a popular and important theme in the social and cultural sciences, politics, and practice. For this reason, an understanding of the conceptual foundations – one that takes into account the diversity of languages – is helpful. To this end, the members of the international network GENERATIONES (with support of the Center of Excellency, “Cultural Foundations of Integration” of the University of Constance) have created a multilingual compendium that is also helpful in teaching. It has been composed to make direct comparisons between the German, English, Italian, Spanish and French versions possible and to stimulate the exchange of ideas. The publication has been launched also on the web-site of the EMIL-network.

ECIL Pilot trainings in all project partner countries

Intergenerational Learning, Intergenerational Education, Intergenerational Training, what are they?

All participants in the pilot trainings in frame of ECIL project have been engaged in a discussion with these topics. During the pilots in UK, Slovenia, Spain and Bulgaria were tested the educational and training materials developed by Beth Johnson Foundation to encourage intergenerational learning. The most extensive part of the educational/training programme was devoted to the evaluation of intergenerational projects, activities and practices. ECIL is further meant to develop an educational/ training on-line programme that would help mentors (tutors), organisers, institutions, etc. to set up intergenerational practices and encourage intergenerational learning in different communities. Partners within the ECIL project have agreed that successful intergenerational practices, education/ learning/training programmes should be based on the knowledge about different settings and learners, their characteristics and issues. ECIL has touched upon an important burning social issue, the issue of loose social ties to be repaired and intergenerational education/training should enable generations to meet.



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Message from UK

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www.ugr.es

Message from Spain

On July 11th and 12th, a group of twelve professionals gathered in Madrid to help with the assessment of our draft training materials. Nine of our participants were experienced intergenerational practitioners, and four of them were particularly familiar with the formal Vocational Education and Training (VET) system in Spain.

After discussion, our group of experts was able to present its recommendations. Overall, it was suggested that the training materials should meet more closely average expectations among VET students in terms of clarity, implementation, relevancy, and how-to-do orientation. Likewise, an increased emphasis on the life course perspective was deemed to be introduced.

In the case of Spain, the online European Certificate in Intergenerational Learning in preparation within the framework of the ECIL project is being planned to serve VET teachers and students involved in the areas of social integration, early childhood education, and social health intervention. To this regard, one interesting conclusion from our pilot was finding out and improving the link between the professional profile of practitioners in those areas, and the profile of intergenerational practitioners.

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www.univerza3.si

Message from Slovenia

We had our ECIL pilot training in April. I have recently been engaged in a discussion with a group of Slovenian colleague's professors specializing in andragogy,. Mentioning ECIL and its objectives, the reaction of most of them was: "I have difficulties understanding what intergenerational education/training is. Principally I know what intergenerational learning is, but I do not know and I cannot imagine what it is". What is solidarity of generations, what is co-operation of generations what is active ageing and how is it related to the issue of intergenerational relationships. It seems that post-modern society has displaced all generations and simultaneously their well-established relationships.

This is a matter of further in-depth discussion, that intergenerational education approaches different disciplines, study fields, topics and intergenerational issues like understanding generations, their similarities and dissimilarities, overcoming generational stereotypes, alleviating generational prejudices and discrimination, intergenerational exchange and cooperation, transmission of knowledge between generations, creating new knowledge together. To this purpose, lasting intergenerational practices are needed, as well as stable settings which provide stable conditions for the meeting and cooperation

In some Slovenian cases this has been achieved by setting up intergenerational practices based on:

- *permanent cooperation of at least two institutions (each of them devoted to a different generation - a school and older people's homes),*
- *regular weekly sessions extending over a year or two,*
- *accredited formal educational programmes approaching different disciplines and topics with programmed intergenerational learning and co-operation,*
- *intergenerational education and learning in institutional settings*
- *permanent education of the staff of the two institutions, on-going public campaign raising public awareness as concerns intergenerational relationships.*

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www.generations-bg.eu

Message from Bulgaria

Is the intergenerational approach important for the adult education and in the business trainings? Should it be implemented it in VET trainings and how? What kind of training materials have to be used for this purpose? These were the main issues that were discussed during the ECIL pilot training in Sofia. In the training were involved 12 experts from various fields of adult education - vocational training centres, universities and training centres to big enterprises, freelance trainers, teachers in centres for foreign languages. As the topic is not well known in the country, Beth Johnson Foundation supported us by sending their representative - Ms. McKeever, trainer with extensive experience in the field of IG education who realized the training. Except the exchanged information on existing good practice in IG learning, as an especially useful part of trainings we should mention the development of new ideas about different IG projects prepared by the participants. Beth Johnson Foundation delivered to all project partners IG training materials. The participants gave their opinion about applicability in the environment in which they conduct trainings, as well as some valuable tips that will help to adapt these materials to the requirements set out in the ECIL project proposal.

Responsible for compiling of the ECIL newsletter –

Association Generations, Sofia

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