

European Network for Intergenerational Learning - Conference 2011

The EAGLE Toolkit for Intergenerational Activities

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The EAGLE Project

European Approaches to Intergenerational Lifelong Learning

The EAGLE premises:

- the existing segmentations in individual human lives, society at large and in learning across age groups and generations;
- increasingly ageing population;
- substantial demographic changes;
- the constant need for re-qualification and regeneration within the concept of LLL.

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Focus:

Intergenerational
field

Later life learning
processes

in formal, non-formal, informal and autonomous
learning frameworks.

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Aim:

Generating insight into:

- The potential as well the limitations of intergenerational formal and informal learning;
- The policies, the concepts, analyses, frameworks, experiences in place and empirical evidence available
- The model of good practice developed in order to formulate policy and practice recommendations.

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Activities:

- to pilot and validate a set of intergenerational learning sets and a toolkit (not only) for practitioners;
- to support the exchange of ideas and experiences of learning between the generations;
- to create professional dialogue between researchers, developers, practitioners age group representatives, policy consultants and policy maker;

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- to encourage innovative and alternative learning pathways of LLL and LWL;
- To support the intergenerational contract in private and professional lives of European citizens.

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Outcomes and results:

- EAGLE Portal ;
- EAGLE Observatory;
- EAGLE Toolkit for Intergenerational Activities;
- EAGLE Advisory Committee & Working groups;
- Intergenerational Learning in Europe – Policies, Programmes & a Practical Guide.

The EAGLE Toolkit for Intergenerational Activities

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The EAGLE's Toolkit for Intergenerational Activities

- **purpose** is to provide a framework primarily for **practitioners** , but which may be also of some interest to **policy makers and educators**, to develop and/or implement intergenerational programmes based on a framework that is founded in analysed good practice.
- **framework** is supported by a resource bank on analysed intergenerational case studies drawn from six European countries: Greece, Italy, Romania, United Kingdom, Germany, Finland.

A Process Model for Intergenerational Activities

Stages:

1. Positioning & Project Identification
2. Planning
3. Recruitment of Partners, Staff & Participants
4. Implementation & Management
5. Monitoring & Evaluation
6. Organisational Learning

Stage 1. Positioning and Project Identification

This stage is designed to identify appropriate local projects or opportunities for a local area and community in broad detail.

At the end of the stage you will have:

- written a proposed project title;
- identified aims;
- identified objectives;
- agreed proposed outcomes;
- written a supporting commentary;

Questions to be asked:

- You have developed or are you developing an intergenerational project? What does it make it intergenerational?

- Why the intergenerational approach or work is important to you?

- Does your project involve young and old in planning? Are they given a proper voice in shaping the project?

- Does your project really try to break down the barriers between the two generation?

Stage 2. Planning

- In original consideration you have decided on the groups you want to work with;
- You need to lay down the foundations for a proposed project or revise your plan in the light of experience if it is an existing piece of work.

Useful documents in Toolkit:

Project Assessment Questionnaire
Intergenerational Activities in the Centre
Centre Self-Evaluation

Stage 3. Recruitment of Partners, Staff and Participants

Questions:

- How can you recruit the right people and give them training they need if you and them don't know what their role involves?

- Is it clear who is responsible for what and who people can turn to if they need additional support?

Stage 4. Implementation and management

- Requires the translation of plans into activities.

Advices:

Don't be afraid to be flexible!

Listen to people, respond to their ideas and opinions!

Make sure that everyone feels they have a part in activities!

Stage 5. Monitoring and Evaluating

Examples of instruments:

- Participants feedback sheet
- Record evidence & statistics;
- Produced materials/objects;
- Monitoring reports;
- Questionnaires;
- Evaluation reports;
- End of Programme Report;
- Data/Evidence Collected
- Case studies.

Stage 6. Organisational Learning

(the reflection stage of the project cycle)

Learning is acquired through:

- Testing ideas;
- Finding solutions;
- Reflecting upon what went wrong or good in our programme and if we should go further in developing the idea or improving it.



Thank you for your
attention!