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Evaluation report impact intergenerational learning areas GUTS on social inclusion

Generations using training for social inclusion in 2020 (GUTS)

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More information about the GUTS-project: http://www.guts-europe.eu/

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Table of contents

1. Introduction

Generations Using Training for Social inclusion (GUTS) is a European project measuring the impact of intergenerational learning on social inclusion. One of the main goals of the GUTS project was to combine the strengths of older people and youngsters so that they can learn from each other and increase their skills in order to face daily problems in society. GUTS situates itself in the context of a greater life expectancy at European level and the consequent increasing need for active ageing, as well as of a greater separation among generations, especially younger and older people. Intergenerational and cultural learning aims to facilitate contacts and build communication bridges. Older people can acquire new paths of knowledge and will try to upgrade their skills in order to increase their social inclusion, while younger people will develop key competences in order to orient and join their position in the labour market. In line with the Europe 2020 Strategy GUTS aimed to decrease social exclusion via intergenerational learning projects. 10 learning areas (LA) were organized in five countries, to mention: Belgium, Croatia, Germany, Latvia and The Netherlands.

Belgium

LA 1: Multimedia lessons for seniors

This LA was based on the finding that older people often own a device like a smartphone or a tablet, but do not always know how to use it. Young adults on the other hand have already acquired a lot of knowledge on the function of smart phones, tablets and laptops. The 3 most important results were: (1) seniors received a clear answer on their practical questions and feedback on their skills of handling a technological device; (2) young adults improved their informal teaching skills; (3) seniors and young adults interacted and there was an exchange of knowledge between the generations, as well as within the generations.

LA 2: Stop motion animation and etching

A group of older and younger people created a stop motion animation movie and etching. All the learners worked together on a bottom-up creative process in order to obtain shared creative results. The 3 most important results obtained were: (1) learners got the chance to interact in an informal way and exchange skills and knowledge; (2) learners were the owner of their creative process; (3) at the end of the workshop, all the learners obtained a concrete, creative result.

Croatia

LA 1: Women talks: How do we want our society to look like?

LA 2: Sharing history and experiences

These learning areas involved methods for innovative and creative learning processes on intergenerational work and brought together 37 young and old women to express their personal reflections and views on actual problems caused by neo-conservatism, recent war, economic crisis and discrimination. The 3 most important results obtained were: (1) sharing the knowledge and experiences between young and older women about life and society they live in; (2) raising awareness in both generations on needs, strengths, weaknesses, capacities and bringing them together to learn about

each other; (3) statements collected to form the Platform for the action: How do we want our society to look like?

Germany

LA 1: Being outside

This learning area focused on the development of effective and successful participation processes to involve youth and younger adults on the one hand and the oldest old on the other hand. During the learning process they aimed to organise common activities using the public spaces in the neighbourhood where both groups are living and to create attractive and joyful learning environments outside formal education. The project is to be supported through different artistic approaches (visual arts). The 3 most important results obtained were: the "Regenbogenhaus" and their residents are more widely known as a part of the neighbourhood; (2) the contact between older and younger adults received a more obvious character; (3) intergenerational learning couldn't be organized in a standardized way with a fixed curriculum and / or course format but needs a structure offering opportunities for encountering and joint activities.

LA 2: Quartier 117: Learning programme for the 'New community of Generations and Cultures in the Neighbourhood'

The basic concept of this learning area has been developed in co-operation with specialists from educational and social work and the housing industry, artists, as well as a large number of volunteers from various professional fields. The 3 most important results obtained were: (1) creating the awareness of being a community although being highly heterogeneous; (2) integration of refugees in existing groups; (3) developing a low level orientation programme for refugees.

Latvia

LA 1: Latvian Folk Tradition Group "BUDELI"

The project prepared the learners of the folk group BUDELI for the Latvian Christmas traditions. They learned new and repeated games, songs, beliefs and customs from previous year. The 3 most important results obtained were: (1) satisfaction of the fact that the learners learned / repeated Latvian traditional Christmas songs, games and customs; (2) through our presence in the Latvian winter solstice, we received the blessing of the people who attended, watched, and simply stayed home; (3) we delighted children with games and songs.

LA 2: Advancement

The learning took place in an informal environment by using discussions, practical examples and role plays focussing on improvement of social skills. During the learning area the learners worked in teams from different ages and socio-cultural backgrounds. This in order to solve common problems and agreeing on optimal solutions. The 3 most important results obtained were: (1) the self-confidence of the learners has grown; (2) the learners feel more at ease among people of different age and background; (3) the learners discovered that they enjoy communication, learning and sharing.

The Netherlands

LA 1: Ipad-lessons Vughterstede

In this learning area young people gave I-pad-lessons to the older people. A youngster (14-21 years) and an older person (79-88 years) formed a solid couple. The lessons occurred weekly in a room at the

local nursing home, or at the home of the older person. The 3 most important results obtained were: (1) the youngsters and older people enhanced their social contacts and their exchange of knowledge; (2) the youngsters also increased their possibilities on the labour market; (3) the youngsters also increased their enthusiasm to start a vocational training.

LA 2: Work experience placement

The project 'Work experience placements' has been established in cooperation with the municipality of Vught. Learners with a great distance to the labour market have been asked to join the project. These learners were offered a work experience in order to increase their chances of a paid job on the labour market. These, mostly younger learners were linked to older experienced workers in order to guide them during their work at Vughterstede. The 3 most important results obtained were: (1) several learners showed a positive development in learning a normal daily routine, manners (e.g. treatment of clients and colleagues with respect) and competencies to increase the chances of employment; (2) in most cases there was a good match between the employee with a work experience placement and the employee of Vughterstede; (3) the generational difference (gap) between the employee with a work experience placement and employee of Vughterstede was perceived as positive.

Research questions

This paper aims to examine whether the 10 different learning areas have an impact on the social inclusion of the involved learners. Besides this, the goal is to examine which elements of the learning areas influenced the possible increase of social inclusion. Furthermore the GUTS consortium would like to explore how the involved tutors / trainers perceived the process of intergenerational learning realised in the 10 different learning areas. Therefore the following research questions have been formulated:

1. How many learners (youngsters and older people) experience an increase on which element of social inclusion?
2. Which elements of the learning area seem to influence the increase on social inclusion among the involved learners (youngsters and older people)?
3. What is the perception of the concept of intergenerational learning of the involved teachers after providing guidance the different learning areas?
4. What is the perception of the concept of intergenerational learning of the stakeholders after organising the different learning areas?

2. Research methodology

Data collection and respondents

At the beginning and the end of the learning area the learners have been asked to fill in a quantitative questionnaire concerning social inclusion. Each learner received an oral and written instruction explaining the standardized procedure in order to fill in the questionnaires. 117 persons participated in the learning activities and filled in the questionnaire at both times: 24 in Belgium, 19 in Croatia, 9 in Germany, 38 in Latvia and 27 in The Netherlands.

68.4% of the learners were females (see figure 1), mainly due to the fact that some learning areas were exclusively addressed to them (e.g. in Croatia) and 17.9% of the learners were immigrants (see figure 2), due to the same reason (e.g. in Germany). The character of the intergenerational project is evidenced by the fact that the age structure is well balanced: the share of the groups 0/25 years old, 26/45 years old, 46/65 years old and 66/100 years old being of about 25%. Regarding the civil status of the learners the data indicate that about 40% of the learners were married, 46% were single, 3.4% declared they lived with a partner and 9.5 were widowed.

Figure 1: Participants' distribution of sex categories (N = 117)

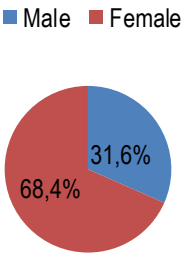
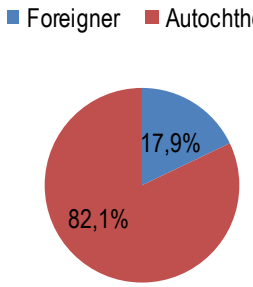


Figure 2: Immigrants' participation in the learning activities (N = 117)



Besides, 27.6% were secondary school graduates, over 20% of the learners were graduates of higher education institutions, 12.1% were graduates of vocational education and 6% graduated only of primary school. The longest duration spent in the educational system (including kindergarten) was of 11-15 years (46.6%), followed by 16-20 years with a share of 23.3%, 6-10 years with 18.1% and less than 5 years with 10.3%. Furthermore 71.4% has a qualification (see figure 3). Besides, 50.5% did not work being either retired (30.3%) or unemployed (20.2%) and 35.8% had paid work (see figure 4). 13.7% of the learners were only involved in volunteering activities (see figure 4).

Figure 3: Number of participants having a professional qualification (N = 117)

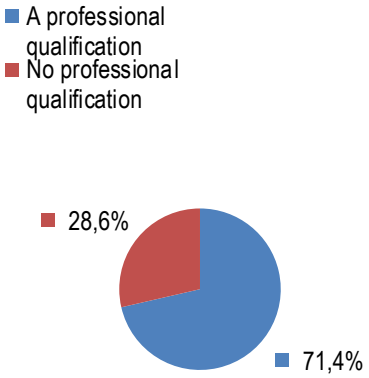
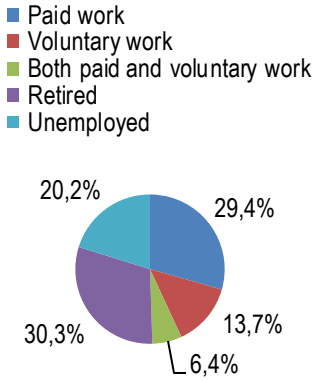


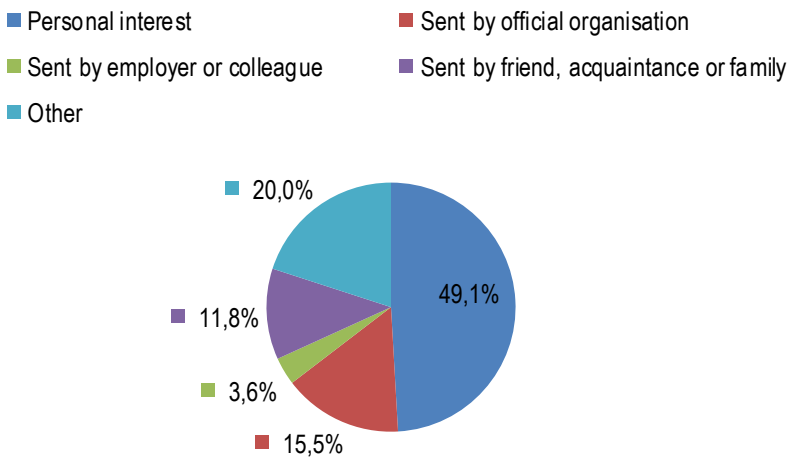
Figure 4: Occupational structure (N = 117)



The motivation to participate in the activities within the project was mainly personal (48.2%). 15.5% participated because they were sent by an official institution (e.g. municipality), 11.8% were encouraged by family to attend and 3.6% were sent by their employer or colleagues (see figure 5). Finally 20% indicated to have other reasons (see figure 5).

The personal motivation to participate in intergenerational, cultural learning activities, approximately 50% of all the learners, supports such an initiative as important for community members. The interest of organizations in such activities is highlighted by the 16% of the learners that were encouraged to participate by such institutions.

Figure 5: Motivation to participate in the learning activities (N = 117)



According to the quotations of some participants themselves there are several motivational factors to join:

- *"... Actually, I didn't have many expectations or [...] even any expectations about this. […] I already said beforehand […] that I will see how it works out."*
- *„…I didn't expect anything special […] But what happened was that I got much more.[…] The lessons, what we are working on here - I like this much more than I expected".*
- *"When I came here I thought that I might get to know new people and that I can speak the language (German) with them."*
- *"I had different expectations with reference to content and subject […] And I was disappointed at first […] And later on, I was pleased, of course, because it was such a sensual, holistic experience […] I am satisfied and all is well."*
- "*What is special to all the four days of the project was that the work was mainly practical and that we went out…"*

Measurement instruments

The research used 2 standardised questionnaires:

1. One for learners at the beginning and the end of the learning area
2. One for tutors / trainers at the end of the learning area
3. One for the stakeholders during the learning area

First the questionnaire for the learners included personal characteristics: e.g. age, gender, marital status, educational level. In order to measure social inclusion the SIT-instrument (Social Inclusion after Transfer) of De Greef, Segers and Verté (2010) has been used. Table 1 provides an overview of the variables used (including number of items, example items and Cronbach's Alpha's).

Table 1: Cronbach's Alpha values for the questionnaires applied to learners

Variable	Nr. of items	Example of statement	Cronbach's Alpha
Influencing factors of training design			
Support teacher	8	I felt appreciated by my tutor for participating in the course	0.924
Learning contents and -activities	4	During the course there were practical demonstrations of problem solving	0.785
Direct surroundings	9	Since completing the course people around me notice when I do not use my new skills or knowledge	0.640
Transfer possibilities	3	Since completing the course people around me think joining a course is very worthy	0.619

Upbringing and work	4	I am retired/ I am unemployed	-0.116*
Care	3	I am happy with my life	0.357*
Social inclusion (dimensions)			
Digital skills	3	I can use the internet	0.943
Assertiveness	5	I am a confident decision maker	0.872
Intergenerational competency	2	I have good interaction skills with people in my generation	0.957
Meeting and attempting	5	I meet plenty of people of different generations	0.893
Private contacts	4	I often visit friends and acquaintances	0.761
Nature and sports	4	I join sport activities	0.417*
Arts and culture	2	I join artistic activities (theatre, movies, painting, craftsmanship, music, dancing and singing)	0.658

**This value is too low and this scale is excluded from further analysis*

Furthermore the tutors / trainers have been asked to fill in a questionnaire afterwards focusing on their vision on intergenerational activities, to mention:

- Perception of intergenerational activities
- Main barriers in intergenerational communication
- Efficiency of co-creative intergenerational activities for specified groups and learning areas
- Competencies of the specific organised learning area
- Efficiency of learning approaches in during intergenerational learning
- Usefulness of criteria of co-creative space during intergenerational learning
- Desirable changes concerning organised learning area

Third, the involved stakeholders have been asked to fill in a questionnaire including 20 statements concerning intergenerational learning in order to describe their perception on the concept of intergene rational learning.

Besides the quantitative part in 5 of the 10 different learning areas one organised a focus group among the involved learners and possibly some involved stakeholders. This questionnaire includes (see annex 1):

- 4 general questions not related to the learning activity;
- 5 specific questions concerning the learning activity itself;
- 2 closing questions concerning achievements and improvements.

These focus groups have been organised in order to gain more in-depth knowledge concerning intergenerational learning, the learning process and influentials of the learning area and the achievements of the learning area. Most of the persons involved in the learning areas participated in the focus groups. This type of evaluation was selected in order to complete the general image on the activities through an open approach, as all participants express themselves freely. By means of this type of evaluation, the results indicated by the quantitative evaluation can be improved, there may emerge new information and the specific features / particularities of each type of learning area are better expressed. This form of evaluation allowed us the access in the participants' social, emotional sphere. The results are not the product of statistical

processes and methods, but the aim was being to perceive and to understand the variables of various backgrounds, cultures, relationships between different processes and the achieved connections due to the activities performed within the project.

Data analysis

The analysis of the quantitative results has been achieved in SPSS. After entering the data, several steps were undertaken. First, the reliability of the scales has been checked by calculating the Cronbach's Alpha coefficients for the considered variables for the questionnaires applied to the learners (see table 1). The analysis emphasized excellent values in terms of the statistical reliability of the questionnaire for the following questions regarding the “support teacher”, “digital skills” and “intergenerational competency”. Other variables like “assertiveness” and “meeting and attempting” also registered a good score (between 0.8 and 0.9) involving direct answers on the respondents’ ability to interact with each other and the trust that they have in their own actions. Acceptable results were registered in case of the variables “learning contents and activities”, “direct surroundings”, “transfer possibilities”, “arts and culture”, all with Cronbach’s Alpha’s above 0.60. Less conclusive results from the point of view of statistical reliability were registered by the following variables: “upbringing and work”, “nature and sports” and “care”. Consequently, these variables are excluded from further analysis.

Second in order to calculate the perceived increase in the social inclusion variables change-variables have been calculated as the scores on the post-test minus the scores on the pre-test. Third, by conducting a non-parametric correlation analysis by means of Mann-Whitney tests followed by a logistical regression analysis the influence of the elements of the learning area on the perceived increase of social inclusion has been discerned. Furthermore, descriptive statistics were used to describe the perception of the tutors / trainers and the stakeholders on the concept of intergenerational learning and the perception of the learning activity itself of the tutors / trainers.

The results of the qualitative results has been analysed and quotations of the learners has been used to describe possible comparisons with the results of the quantitative analysis.

3. Results

1. How many learners (youngsters and older people) experience an increase on which element of social inclusion?

Figure 6 gives an overview of the percentage of the learners experiencing an increase of social inclusion. First, the variable "digital skills" explains the learner's skills related to the utilisation of the computer and the Internet. Most of the learners used computers mainly to get information and to communicate. In case of this variable, 25.2% of the learners experienced an increase in their digital skills at the end of the learning activity.

Second, the variable "assertiveness" registered the highest values with regard to the impact of the participation in the learning activities: 48.3% of the learners gave higher scores on the questions related to this variable. There was an in personal trust, ability to manage and solve conflicts, ability to solve problems and trust in personal capacity to make decisions.

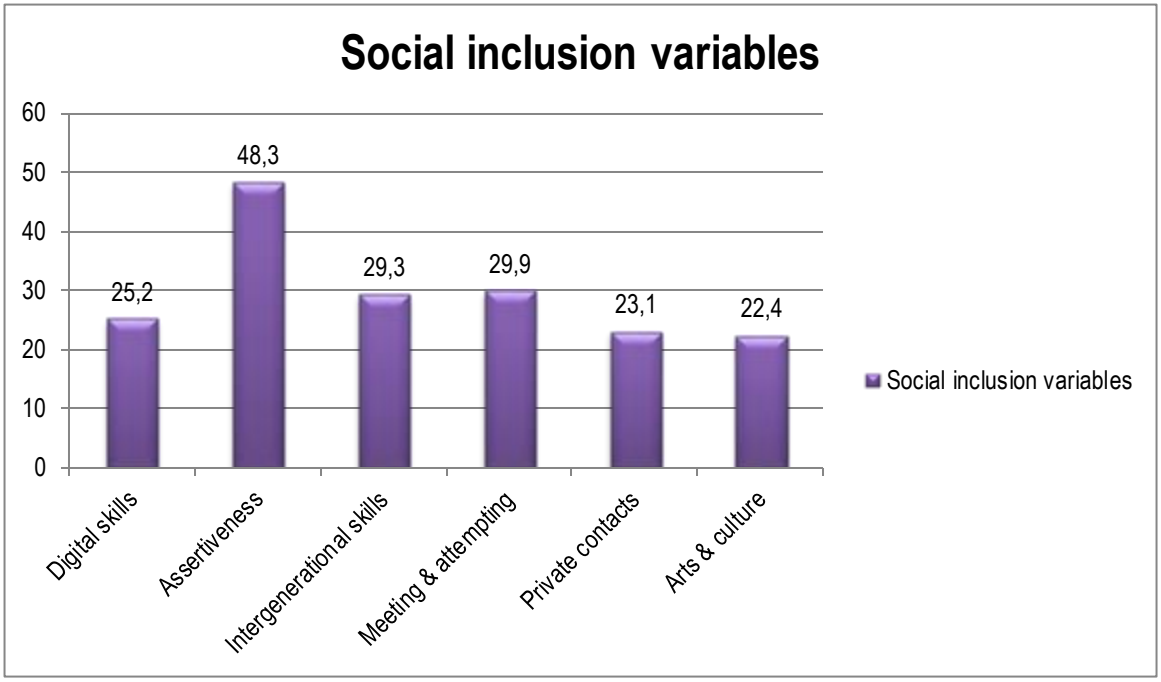
With regard to "intergenerational skills", there was an increase among 29.3% of the learners. There are two quotations of the focus groups of the learners, which supports this increase: *"... Yes. Older people, younger people and women and men and ... everyone"* and "*...that is, people that are pensioners and who use their professional experience, their experience of life in order to promote children that are children from different cultures, at the schools, that is where younger people work together with the older people."*

The interaction between the learners and the natural and social environment was evaluated by the variable "meeting & attempting". 29.9% of learners noted an increase in scores after attending the learning activities. This increase actually refers to a perceived increase of the participation in activities outside the house, meeting people of the same or different generations, a greater number of acquaintances or new friendships.

Furthermore the relationship with family and close friends was also evaluated by the variable "private contacts", for which 23.1% of the respondents rated higher scores on the post-test questionnaire at this variable. This means that these learners registered increases in the number of visits to the family, friends and in the satisfaction degree with regard to their relationship.

Finally, the last variable "arts & culture" aimed at measuring the impact on practice / participation in cultural activities (like theatre, film, painting, music, dance). 22.4% learners participated more in such activities after the learning area.

Figure 6: Share of the increase of social inclusion dimensions between baseline and follow-up



2. Which elements of the learning area seem to influence the increase on social inclusion among the involved learners (youngsters and older people)?

In a first phase we calculated bivariate relations. The analysis of the influence of the considered learning environments on the results of the aforementioned variables has been achieved by conducting a non-parametric correlation analysis by means of Mann-Whitney tests. According to table 2 it has been found that there is a significant correlation between "teacher support" and two dimensions of social inclusion, namely "meeting & attempting" (U = 845,500; p = 0.002) and "private contacts" (U = 746,500; p = 0.024), between "transfer possibilities" and "meeting and attempting" (U = 781,500; p = 0.009 and between "learning contents and -activities" and "assertiveness" (U = 1179; p = 0.046).

Table 2: Significance levels of bivariate analyses between training design characteristics and increase in social inclusion

Training design characteristics → / Increase in social inclusion per variable ↓	Teacher support	Learning contents and -activities	Direct surroundings	Transfer possibilities
Increase in digital skills	0.613	0.776	0.246	0.456
Increase in assertiveness	0.610	0.046*	0.170	0.144
Increase in intergenerational skills	0.194	0.583	0.241	0.961
Increase in meeting & attempting	0.002**	0.773	0.053	0.009**
Increase in private contacts	0.024*	0.977	0.948	0.144
Increase in arts & culture	0.617	0.355	0.639	0.820

**: Correlation is significant at the 0.05 level (2-tailed).*

***: Correlation is significant at the 0.01 level (2-tailed).*

In a second phase the significant variables were included in a logistic regression analysis with increase of social inclusion as a dependent variable. Table 3 shows the results of this logistical regression analysis and indicates that "teacher support" is a significant predictor for two variables of social inclusion, namely "meeting & attempting" (-0.320) and "private contacts" (-0.201). Learning contents and activities, and transfer possibilities were not significant.

Table 3: Logistic regression results with social inclusion variables of as dependent variables

	Increase in assertiveness			Increase in meeting and attempting			Increase in private contacts		
	B-coëf-ficient	S.E.	*p*	B-coëf-ficient	S.E.	*p*	B-coëf-ficient	S.E.	*p*
Constant	-1.119	0.733	0.127	1.301	0.632	0.039	-0.112	0.569	0.843
Teacher support	XX	XX	XX	-0.320	0.120	0.007**	-0.201	0.092	0.028 *
Learning contents and -activities	0.152	0.099	0.124	XX	XX	XX	XX	XX	XX
Transfer-possibilities	XX	XX	XX	-0.058	0.099	0.555	XX	XX	XX
Chi-square (*df*)	2.497 (1)			15.489 (2)			4.811 (1)		
Nagelkerke pseudo R^2	0.030			0.195			0.065		

XX = not included in the logistic regression because not significant on bivariate level

**: significant at the 0.05 level*

***: significant at the 0.01 level*

There two specific quotations of the learners, which support the perceived positive influence of the intergenerational learning area itself, namely: *"... didn't have any specific expectations from working intergenerationally. For me, this is normal. And I think that it is enriching and it is very exciting. And I wouldn't want it otherwise"* and *"…. it is quite good to go outside, and working together with all generations and cultures is surely a fitness programme that prevents from ageing too fast."*

3. What is the perception of the concept of intergenerational learning of the involved teachers after providing guidance the different learning areas?

The evaluation of the development and achievement of the learning areas has been achieved based on the tutors / trainers' perception. As a result of the analyses of the focus groups two quotations described the learning process as follows: *"... It was very important to me that I could work in an area where I could be involved without the pressure of having to deliver good results. There is no one who immediately says [...]: Wrong. Or: Not nice. It was important to me that I was creative without immediate assessment... [...]"* and *"…that's how the topic was announced. EU project, generations and cultures, local area, neighbourhood - from that point of view [...] I think that this is a place of learning with creative methods. Just because we know*

something that is not enough in order to change something, you have to get started. I think that this is a place of learning like that."

With regard to the intergenerational activities, we asked them several components focusing on their vision on intergenerational activities.

First, according to table 4 the tutors / trainers' *perception* on the activities is predominantly focused on learning activities with the goal of social inclusion, this aspect registering the highest average of 7.83 on a scale out of 10. At the opposite side, the lowest score was obtained by the perception of the learning activities without aiming at social inclusion (4.64 on a scale out of 10). The following two quotations of the tutors / trainers give an impression of the learning process itself:

"I had hopes to learn more about different cultures or […] to get to know you […] on this level of cooperation. For me, this was a […] very pleasurable experience, working together […] having learned together here" and *"Can this work and can we develop and try out methods so that we start communicating with each other although we do not understand the languages very well? […] will it work, us working together like that. And then I was surprised because one can use specific methods to swap ideas."*

Second, the main intergenerational *barriers* are represented by the differences between generations, according to the highest score of 6.67 on a scale out of 10 (see table 4). The next barrier, according to tutors / trainers, is related to digital skills (6.58 on a scale out of 10). The last two positions are held by the low level of awareness regarding intercultural differences (4.18 on a scale out of 10) and illiteracy (3.55 on a scale out of 10). The following two quotations of the tutors / trainers support these perceived barriers: *"I was somewhat concerned about the speed. When very young people participate and relatively older ones, that one may not be able to find a good rhythm [for] both ..."* and "*I was somewhat concerned, since I, too, am responsible for this event […]. I know that young people […] address things differently […] being quicker[…] with new media. I didn't know whether we would find something interesting for all generations?"*

Third, table 4 shows that the tutors / trainers consider that the highest *efficiency* of co-creative intergenerational activities for different demographic groups is registered in case of the group of the oldest old and young adults (6.91 on a scale out of 10). The next group that is considered to be opportune for developing intergenerational activities is that of grandparents and grandchildren (6.83 on a scale out of 10).

Fourth, with regard to the *development of intergenerational activities* it seems that tutors / trainers consider that learning or improving a language is the most appropriate activity (7.17 on a scale out of 10). The next score of 6.82 on a scale out of 10 was indicated by tutors / trainers for ICT. Lifestyle (6.64 on a scale out of 10) and family topics (6.58 on a scale out of 10) obtained third and fourth place (see table 4). These quotations of participants support the perceived focus on increasing performance on language and communication: *"I now realised that I have difficulties with the languages"* and *"… [that] it becomes very exhausting when one has to enter such a long, communicative phase when not everyone has the same vocabulary ... You quickly miss something"* and *"This does show again how important it was to find methods with which we can communicate even when we don't talk like that."*

Table 4: Tutors / trainers perceptions on intergenerational learning

Questions for tutors / trainers	Mean score
1. How do you see intergenerational activities?	
Communication activities (without learning aims)	6.73
Formal activities, with specific learning outcomes	5.27
Activities inside family mainly	5.67
Learning activities without social inclusion aims	4.64
Learning activities with social inclusion aims	7.83
2. What are the main barriers in intergenerational communication?	
Generation gap	6.67
Illiteracy	3.55
Digital skills	6.58
Less developed intercultural awareness	4.18
Other particular factors (please specify):	Too less N
3. How do you rate the efficiency of co-creative intergenerational activities for the following groups?	
Grandparents and grandchildren	6.83
Older (still active) and younger professionals	6.55
Oldest old and young adults	6.91
'Old' (integrated) migrants (first generation) and 'new' migrants (second or third generation)	6.55
Other groups. Please specify:	Too less N
4. How do you rate the efficiency of co-creative intergenerational activities for the following learning areas?	
Gender issues	5.36
Family	6.58
Lifestyle	6.64
Scientific education	5.08
ICT education	6.82
Language skills	7.17
Intercultural awareness	6.08
Vocational training	6.00
Entrepreneurship	4.91
Other areas. Please, specify:	Too less N

Finally the tutors / trainers have been asked what they would change in intergenerational activities developed within the realised learning area. The tutors / trainers gave the highest score to strategy (5.17 on a scale out of 10). This means that they consider the development of the activities together with the learners according to a more rigorous planning as being important. The elaboration of an advertising strategy, implementation, teaching methods, teaching resources are just some examples of things that should be developed more before the start of the activities. In fact, the second component recommended by tutors / trainers to be improved is also related to strategy / planning and it refers to establishing clearer goals in terms of learners' skills before and after the activities.

4. What is the perception of the concept of intergenerational learning of the stakeholders after organising the different learning areas?

The evaluation of the responses of the stakeholders was performed on a scale of 1 to 5 and most answers scored higher than the average of 2.5. The highest values of 3.68 and 3.33 were registered for awareness of the concept of active ageing within the evaluated institution and involvement of the institution in intergenerational activities (see figure 7).

In formulating development plans, decision makers take into account the residents' need to develop their skills, interests and making new experiences. This aspect clearly emerges from the above average score (2.74 on a scale out of 5) and is justified by EU legislation, which specifically indicates the consultation of the residents with regard to political-administrative decisions. More specifically, at the item "intergenerational activities are facilitated by the authorities" according to figure 7 the scores are above average, but somewhat lower than the previous (2.68 on a scale out of 5). Regarding the long-term policies and facilities that they inspire in intergenerational education sphere, the score decreases to the value of 2.52 on a scale out of 5. This value implies a moderate consideration of these issues in the medium and long term policies affecting this type of activity and the sustainable policy in this field.

Besides according to figure 7 intergenerational education is not highly known at EU level, fact also demonstrated by a lower score. When asked if this concept is well known in their country, most of the responses were above average, but quite low (2.89 on a scale out of 5). The stakeholders' opinion is that the EU strategy is not clear in terms of intergenerational cooperation, which is clearly rendered by the score below the average (2.48 on a scale out of 5).

The perception of society's appreciation for the contribution of older people is also at a low level and the equity of the treatment enjoyed by people with the same qualifications but of different ages recorded the lowest score (2.04 on a scale out of 5). This seems to be an important aspect for social inclusion as it can be improved through intergenerational activities.

Figure 7: Evaluation of the stakeholders' perception with regard to intergenerational activities

Question	Mean (ranking 1 – 5) M = 2.5
Awareness raising intergenerational learning	**Relative low score**
1. Is intergenerational learning a well-known concept in your country?	2.89
2. In you opinion, is the strategy of the European Union clear in terms of intergenerational cooperation?	2.48
Intergenerational learning in organisation	**Relative high score**
3. Is your institution familiar with the concept of active ageing?	3.68
4. Is your institution involved in any intergenerational activities?	3.33
Facilitation of interg. learn. by policy-makers	**Relative low score**
5. When formulating development plans, do policy makers take into account people's developmental needs, abilities, interests and experiences?	2.74
6. Do local authorities facilitate the contact between young and old people?	2.68
7. Do long term policies on lifelong learning facilitate innovative and intergenerational learning processes?	2.52
Awareness raising in society	**Relative low score**
8. Do you think society values older people's contribution?	2.93
Equality	**Relative low score**
9. Are people with similar professional backgrounds and skills but different ages recruited and promoted equally?	2.04

Furthermore the secondary part of the questionnaires applied to stakeholders aimed to assess the potential impact of intergenerational activities through a series of questions with scores between 1 and 5. In this set of questions all the scores were above average, even close to the maximum of 5 (see figure 8).

Figure 8: Evaluation of the impact of intergenerational activities

Question	Mean (ranking 1 – 5) M = 2.5
Impact of intergenerational learning part 1	**Relative high score**
10. Do you think intergenerational activities really strengthen the ties between young and old people?	3.86
11. Among intergenerational activities, do you think friendly, informal meetings strengthen the ties?	3.75
12. Among intergenerational activities, do you think mutual cultural activities strengthen the ties?	4.25
13. Among intergenerational activities, do you think IT courses strengthen the ties?	4.14
14. Among intergenerational activities, do you think vocational training strengthen the ties?	4.18
15. Among intergenerational activities, do you think transfer of experience, knowledge, know-how and memories strengthen the ties?	4.14
16. Do you think cross-cultural cooperation in learning and education enhances social inclusion among disadvantaged groups?	4.14
17. Do you think intergenerational activities are an important tool that may indirectly prevent premature retirement?	3.61
18. Do you think intergenerational activities reduce the risk of economic and social exclusion?	3.43
Impact of intergenerational learning part 2	**Relative high score**
19. Do you think the participation in intergenerational activities increase young people's social and communication skills?	4.07
20. Do you think the participation in intergenerational activities increase young people's chances of finding a job?	3.29

Conclusions & discussion

According to the results of the analysis it became clear that a half of group the learners (22.4% to 48.3%) experienced an increase on several dimensions of social inclusion and especially on assertiveness, meeting & attempting and intergenerational skills. This means that these learners point out that they are more assertive, meet more and other people and have a better contact with people of their own and the other generation after joining the learning area. Furthermore it seems to be the case that teacher support is the only element of the learning environment that seems to influence this increase. More detailed due to the support of the teacher learners meet more and other people and visit their family and friends more often and are more satisfied about these contacts.

Besides the perceptions of the learners the tutors / trainers support these results due to the fact that most of them perceive intergenerational activities to be important in order to stimulate increase of social inclusion next to the improvement of communication. Most difficult to reach this according to the tutors / trainers is the gap between generations and the lack of digital skills. Finally tutors / trainers would like to improve the strategy used during the learning area in order to get better results.

Besides this also stakeholders point out that their institution is involved in intergenerational activities and that intergenerational learning can strengthen the ties between young and old people. Furthermore according to the stakeholders these ties will be strengthened, if informal meetings, mutual cultural activities, IT courses, vocational training, transfer of experience, knowledge, know-how and memories will be incorporated in intergenerational activities. Likewise the tutors / trainers these stakeholders also underline the fact that cross-cultural cooperation enhances social inclusion and that intergenerational activities increase social and communication skills.

Still some important things have to be taken into account in order to interpret the results of this study. First, it would be interesting to realise a qualitative analysis in order to explore the meaning of the different dimensions of social inclusion. For example what does it mean for the learners that they meet more and other people or that they are more assertive? Besides this it would be interesting to explore what the influential of the learning environment specifically contribute to this result? According to the results of the analysis it would be interesting to know why and how the support of the teacher influences the increase of several dimensions of social inclusion.

Second, this study neglected the influence of the personal environment of the learners. It is possible that the learners have some experiences in daily life outside the learning area, which possibly influence their increase of social inclusion next to the contribution of the learning environment. Therefore the influence of elements as care, upbringing and work should be analysed next to the influence of the different elements of the learning area.

Third, it is needed to analyse the results per generation. It would be interesting to analyse if the increase of social inclusion differ per sub-group and is different for older people than for youngsters in order to optimize the goal-setting of the different learning areas for each generation.

To sum up it seems to be the case that the intergenerational learning areas of the GUTS project stimulated the experienced increase in social inclusion of learners of both generations and that elements of the learning environment seem to influence this increase. More research is needed to explore the specific influence of these elements on both target groups older people and youngsters.

References

De Greef, M., Segers, M. & Verté, D. (2010). Development of the SIT, an instrument to evaluate the transfer effects of adult education programs for social inclusion, *Studies in Educational Evaluation (36),* 42 - 61.

Annex 1: Questions focus group

Moderator:
Representative of the Partner organizations in each country
Target groups:

- Young people: 6
- Old people: 6
- Tutor: 1

Research-nr.: ……
Country: ……
Organization who organized the learning area:……
Name of the learning area: ……

These questions refer to the learning process of the learning area you joined the last weeks? We are interested in your view, perceptions and opinion of this learning area.	
General questions	**Not related to the learning activity (20 minutes)**
Question 1	Have you ever been involved in any other intergenerational activities? If yes, please tell us what kind of activities.
Question 2	What were your expectations/goals when you decided to take part in such an activity?
Question 3	Can you find three to five words that better describe the concept of co-creation in intergenerational learning?
Question 4	Which is the criterion (inclusion, transdisciplinarity, community orientation, prevention oriented, and cultural orientation) that the co-creative space better satisfies in your opinion? Why?
Specific questions	**On the learning activity (30 minutes)**
Question 5	Have the activities met your expectations so far?
Question 6	Why should you want to going on with joining this learning environment?

Question 7	Were there any obstacles or reasons that made you be hesitant to attend intergenerational activities? If yes, please state them.
Question 8	What did you like the most during the learning process?
Question 9	Once the activity started, were there any situations that made you feel uncomfortable? If yes, please give us some details.
Closing questions	**Achievements and improvements (5 minutes)**
Question 10	In what ways do you feel that the present interaction helps you reach your initial goals?
Question 11	What are your suggestions for further improving the activity?