



Action manual for professionals

Setting up innovative, intergenerational and co-creative learning projects.
Insights from the GUTS-project





Generations using training for social inclusion in 2020 (GUTS)

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Co-funded by the
Erasmus+ Programme
of the European Union

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

This project has been funded with support from the European Commission. Project number of coordinator (NL): 2014-1-NL01-KA204-001286. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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Introduction

GUTS is a project which has been co-funded by the Erasmus+ programme of the European Commission and is the acronym for 'Generations Using Training for Social inclusion in 2020'. The GUTS project contributes to one of the most important goals of the Erasmus+ programme and the Europe2020 strategy: the decrease of poverty and social exclusion, as well as an increase of employment. As most of the countries did not succeed in this during the last years, the GUTS consortium is convinced that common European knowledge is necessary to fight this problem. Our GUTS consortium consists of partners out of 7 European countries: Belgium, Croatia, Germany, Italy, Latvia, The Netherlands and Romania.

The GUTS project has realised new knowledge and innovative pathways in education and training for younger and older adults to increase their social inclusion. In total, 10 innovative, intergenerational and co-creative learning areas are developed. Using process and product evaluations, these innovative learning projects are scientifically investigated. These learning areas and the lessons learned will be presented within this action manual.

The goal of this action manual is 'to provide professionals tools' to develop intergenerational learning projects focussing on increasing social inclusion and employability of the participants. First, some key concepts of the GUTS-project are described (i.e. What do we mean with intergenerational learning, co-creation, and cultural activities). Second, the reasons why it is important to set up innovative, intergenerational and co-creative learning projects are discussed, focussing on the benefits related with intergenerational learning, co-creative projects and the incorporation of a cultural aspect. The third part of this action manual presents some inspiring practices, manners to recruit participants, and success factors for implementing innovative intergenerational learning practices. Finally, the last part provides tools to evaluate the projects.

What is not stated in the manual, but certainly worthy of mention, is the constructive way in which the GUTS partners have worked together and have shown a willingness to learn from each other.

I hope this action manual can give inspiration and aspiration to professionals throughout Europe.

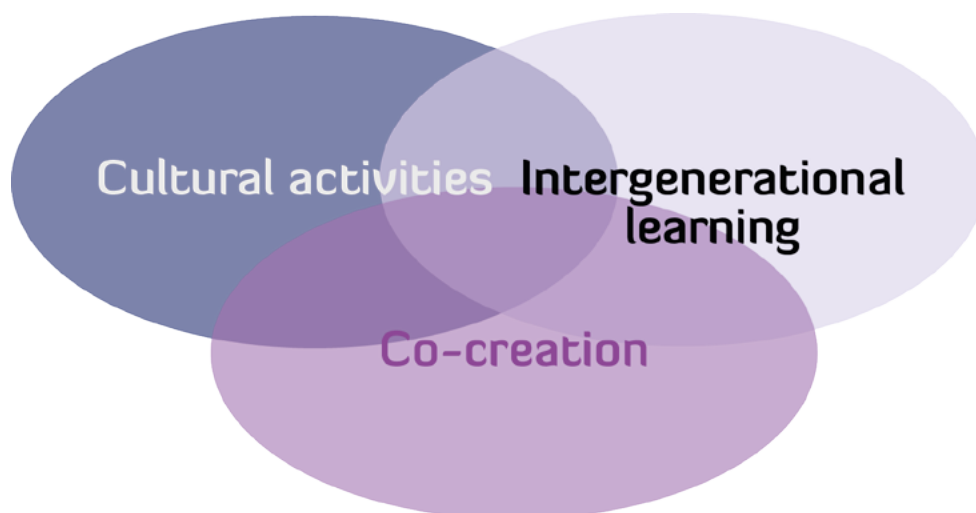
Prof. dr. Tinie Kardol
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Coordinator GUTS project

1. Key concepts of the GUTS-project

The GUTS project is based on 3 key concepts

1. Firstly, intergenerational learning can be defined as “the way people of all ages can learn together and from each other” (EMIL, 2016). According to Sanchez et al. (2008) there are 3 central characteristics of intergenerational practices: (1) people from different generations are involved, (2) participation has benefits for everyone involved, and (3) the relations between participants are based on sharing.
2. Second, co-creation refers to a collective creativity of a group of people. All members of the group are involved in defining the targets, priorities and concepts of the project (Grignoli et al., 2015).
3. Finally the GUTS-project uses a broad definition of cultural activities including arts, visual artists, dancing groups, folklore tradition groups, libraries, new media, etc.

Figure 1. Overview of key-concepts of GUTS



Within the GUTS project, these key concepts are interconnected. The GUTS consortium has developed 10 innovative, intergenerational and co-creative learning activities using cultural activities. The projects have an intergenerational aspect, are co-created by the participants and organisers use a cultural activity in the learning process.



2. Why setting up innovative, intergenerational and co-creative learning projects?

Innovative, intergenerational and co-creative learning projects entail diverse benefits, both for individual participants, organisations and as well for society. We give an overview of the benefits we encountered in our 10 learning projects.

Benefits of intergenerational learning

Participants meet people of other generations and learn to know each other. Getting into contact with other people leads to sustainable networking which increases the social cohesion between the participants of the project. Furthermore, people can also learn from each other, especially when the projects strive for equality between participants of the different generations. Skills and knowledge are transferred between people of different generations through which individual participants obtain new knowledge and skills that contribute to their personal development. In addition, bridging the 'gap' between different generations can lead to a higher acceptance of and having respect for 'the other generation'. Intergenerational projects increase the skills of people to interact with people of other generations. In other words, it has a positive influence on the development of social skills. In addition, participation leads to a mutual appreciation and understanding and strengthens the solidarity between people of different generations. Throughout the project, people learn to trust each other.

Benefits of co-creation of intergenerational learning activities

Members are involved in the development of the learning activity and think together about the targets, priorities and concepts. Although people might have different needs and expectations, they get insight into the needs and expectations of the other participants and come to a supported project. Co-creating the project can increase the willingness of the participants to continue the project or to be involved in future projects. Participants learn to work together, become a member of a team and become 'owner' of the project.

Benefits of using culture for learning

The cultural approach is an autonomous access path and a more open-ended process with some surprises and inadvertent effects. Creative processes using various cultural techniques and approaches are possibilities for common learning processes to respond to social challenges and to take an active role in the civil society.

Furthermore, participating in innovative, intergenerational and co-creative learning projects has some benefits for the individual participants that exceed these key concepts. For instance, it can increase the competences that are necessary on the labour market (e.g., being on time, take responsibilities) and people can become more assertive. More concrete the research results of the GUTS consortium concerning the quantitative research among 117 participants in 10 learning areas in 5 countries show that circa 48% of the participants are more assertive after joining the learning area. Besides this 30% got better intergenerational skills and met more people in their daily live. Finally circa 25% joined more activities in nature and sports.



Supervisors, coaches or teachers fulfil a crucial role in innovative, intergenerational and co-creative learning projects. They have to support participants to complete the project successfully, both practical as emotional. Besides, they can discuss with the participants how they can use the knowledge and skills that they have learned during the project in their daily life.

*“What a luxury that I am able now to make video calls and email with my (grand) children in Australia and France. The world has become greater”
(Older women, 79 years, project iPad-lessons, The Netherlands).*

“When I came here I thought that I might get to know new people and that I can speak the language (German) with them” (Refugee, project ‘Quartier 177’, Germany).



3. Inspiring practices: What can you do?

3.1. Overview of the GUTS projects

In the framework of the GUTS-project, 10 innovative, intergenerational and co-creative learning areas have been developed to increase the social inclusion and employability of their participants. The projects were spread over 5 European countries: Belgium, Croatia, Germany, Latvia and The Netherlands.

Figure 2. Overview of the countries in which pilot projects are developed



Table 1 provides an overview of the 10 learning areas that have been developed for the GUTS project.



3. Policy recommendations

First, the countries in which the pilot projects took place are presented.

Second, the target groups involved in the project are indicated: children (between 12 and 18 years old), teenagers (between 13 and 18 years old), unemployed youngsters (between 18 and 25 years old), youngsters with mental disabilities, adults (between 26 and 60 years old), and older people (60+).

Third, the intergenerational goals of the projects are presented. The possible results are based on the models of Penninx (1999) and Mercken (2002).

These authors make a distinction between three intergenerational goals:

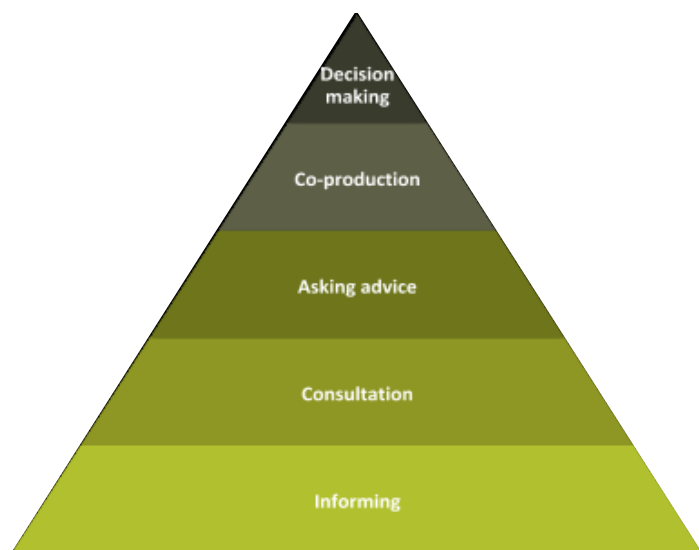
1. To meet each other: The goal is to have a spontaneous dialogue between people of different age groups that leads to a kind of understanding of each other. It is important to stimulate empathy between the different groups of people to decrease the existence of prejudices.
2. To learn to know each other: This is a deeper contact than 'meeting each other'. Central in a project that aims 'to learn to know each other' is doing things together and the transfer of skills. For instance, younger people can become coaches of older people, but also older people can transfer their skills to the youngsters.
3. To influence each other: The central question is 'how can both groups mean something to each other?' In this kind of projects, members of both groups have to offer something, but also have to learn something from each other.

Fourth, it has been demonstrated in what way participants participated in the development of the project idea.

The extent of co-creation is based on the ladder of citizen participation, developed by Arnstein (1969). Arnstein states "there is a critical difference between going through the empty ritual of participation and having the real power needed to affect the outcome of the process" (1969: p.216). Figure 3 is based on this ladder of citizen participation. The involvement of participants ranges over 6 levels, each indicating the degree of power citizens have in determining the end product. The bottom rung is the level where participants are not involved in the construction of the project. The next rungs are called 'informing', 'consultation' or 'asking advice'. Participants are informed, consulted or asked to provide advice, but the power holders retain the right to take the decisions. The last 2 rungs are 'co-production' and 'decision making'. At the level of co-production, participants negotiate with professionals, while at the level of 'decision making' participants have full control over the process of decision making.



Figure 3. Pyramid of citizen participation (based on Arnstein, 1969)



Lastly, the types of cultural activities used in the projects are presented. We make a division between arts (e.g., painting, theatre), cultural heritage (e.g., history, traditional dancing), and media and entertainment (e.g., radio, movie, photo, new media). In all the projects that had a cultural aspect, participants were actively involved. This means that they were creators/ performers and not spectators/ consumers.



Table 1. Overview of the 10 innovative, intergenerational and co-creative learning projects

	Multimedia lessons for seniors	Stop motion animation and etching	Women talks	Sharing history and experiences	Quarter 117	"Being outside"	Folk tradition	Advancement	iPad-lessons	Work experience placements
COUNTRY										
Belgium	X	X								
Croatia			X	X						
Germany					X	X				
Latvia							X	X		
The Netherlands									X	X
TARGET GROUPS										
Children (6-12 years)							X			
Teenagers (13-18 years)	X						X		X	
Unemployed youngsters (18-25 years old)		X	X	X	X					X
Youngsters with mental disabilities						X				
Adults (25 – 60 years)		X			X		X	X		X
Older people (60+)	X		X	X	X	X	X	X	X	
INTERGENERATIONAL GOALS										
To meet each other										
To learn to know each other		X	X		X	X	X		X	
To influence each other	X			X				X		X
LEVEL OF CO-CREATION										
None participation										
Informing	X	X								
Consultation			X						X	X
Asking advice					X					
Co-construction				X	X	X	X			
Decision making					X			X		
CULTURAL COMPONENTS										
Arts					X	X				
Cultural heritage							X			
Media and entertainment	X	X							X	



3.2. Projects in Belgium

Project 1: Multimedia lessons for seniors

Authors: Liesbeth Goossens
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Partner organisations: UiThuis Hoboken, Don Bosco Hoboken, Digipolis, CVO Antwerpen
City: Hoboken

Description of the project

In the fast evolving world of multimedia, older people are not always 'up to date' with the newest technological devices. They might 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 been working with technological devices from a young age. They have already acquired a lot of knowledge on the function of smartphones, tablets and laptops.

In order to match the knowledge of young adults with the needs of older people, the seniors are invited to a workshop where they got the chance to meet with students from a local secondary school (Don Bosco Hoboken). The seniors and youngsters got the chance to interact in an informal way, exchange knowledge and engage in a conversation.


Prior to the workshop, the students from the secondary school received a training from an employee of Digipolis, an ICT company. During this training, they learned how to answer a practical question on technology in a comprehensive way. In cooperation with UiThuis, the leisure centre in Hoboken, an employee of CVO Antwerpen was present at the workshop to observe the course of the workshop and the process developed between the participants.

Objectives

1. The seniors learn how to work with their device and get an answer on practical questions like 'How do I send out an e-mail?'
2. The young adults learn to interact with the seniors and to provide a clear explanation on how to operate a specific device.
3. The seniors and young adults get the chance to interact in an informal way and exchange knowledge and skills.

The 3 most important results

1. The seniors received a clear answer on their practical questions and feedback on their skills of handling a technological device.
2. The young adults improved their informal teaching skills.
3. The seniors and young adults interacted during the whole session.



There was contact and exchange of knowledge between the generations, as well as within the generations.

“I have a smartphone, but I don’t know how to use it. When I ask my children to explain it, they do it really fast and afterwards I forget again. Here, I get a step-by-step explanation.” (Older participant)

“I very much enjoyed this afternoon, more than I expected.” (Younger participant)

Project 2: Stop motion animation and etching

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Partner organisations : CVO Antwerpen, Academie Hoboken
City : Hoboken

Description of the project

A group of older and younger people engaged in two artistic activities: creating a stop motion animation movie and etching. All the participants worked together on a bottom-up creative process in order to obtain a shared creative result. Together, they made a stop motion animation movie and etches. You can watch the stop motion animations on Youtube:

<http://bit.ly/1Tt2nE9>

<http://bit.ly/1rJFfdX>

<http://bit.ly/1s6X6Ms>

<http://bit.ly/1QWdofl>

Objectives

- To create a space for interaction between people from different generations.
- To let the participants work on a shared, creative goal.
- To create a shared, bottom-up creative process between the younger and older people.



The 3 most important results

1. The participants got the chance to interact in an informal way and exchange skills and knowledge.
2. The participants were the owner of their creative process.
3. At the end of the workshop, all the participants obtained a concrete, creative result.

3.3. Projects in Croatia


Projects: "Women talks – How do we want our society to look like?" and "Sharing history and experiences"

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Partner organisations	: CESI in cooperation with Foundation "Zajednički put" - Senior center Zagreb, University of Law, Zagreb and Union of Retired Persons in Zagreb.
City	: Zagreb

Description of the project

The project 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 project focused on collaboration and collective action by asking target groups to develop an activist/action strategy for addressing the issues raised by the topic of their choice. Central themes during the meetings were education and lifelong learning, work and professional development, health and healthy community, activism and politics, and culture of living. The process was inclusive, building on the positive resources that both the younger and older generations had to offer each other and those around them.

During December 2015 and January 2016 13 meetings/ talks were organised. The meetings in December 2015 were meetings of the first project: "Women talks" and the meetings in January 2016 of the second one: "Sharing history and experiences". Central questions during the meetings were for instance: How do you see our working condition and rights? What are the main advantages and disadvantages for women in the labour world? How



accessible is the health service? How do we see politics today? What is important for you to have in your community?

Objectives

Following the GUTS objectives in general, the project aims to increase social inclusion of younger and older women. By using a participatory process, exchange of knowledge and skills and building on the strengths and competences of both generations, the project seeks to create solidarity and links between young and old women as well as to promote greater understanding and respect between generations.

The 3 most important results

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?

“I want to live in the world which respects the differences and is treating equally all members of the society.” (Younger woman)

*“I want to live in tolerant society with more harmony and positive thinking, to be happy and live in peace. With ageing I have less need for material things but I need closer connection with the family and surroundings. I want more positive topics in media.”
(Older woman)*



3.4. Projects in Germany

Project 1: Intergenerational project "Being outside"

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Partner organisations:

bbb Büro für berufliche Bildungsplanung, Dortmund – www.bbb-dortmund.de
Intercultural neighbourhood network 55plus - <http://unser-quartier.de/meerbeck55plus/>
SCI Moers (agency for vocational assistance measures for disadvantaged young people, housing and care service for young people with mental impairments, located in the Meerbeck district - <http://www.sci-moers.de/xd/public/content/index.html?pid=24>
Artist Rüdiger Eichholtz, Moers - <http://www.kreativ-mobil.de/>

City : Moers

Description of the project

Two different target groups are involved in the project:

Participants of the intercultural neighbourhood network 55plus in the district of Moers Meerbeck. The intent of this network is to deal with the demographic changes facing the district, including an aging population and a high concentration of immigrants. The network initiates and accompanies decentralised activities in the community, starting from an intergenerational and intercultural perspective. All participation is in various self-selected and self-organised volunteer activities.


Youths and young adults, particularly young people with mental impairments, living in an ambulatory supervised flat-sharing community located in the Meerbeck district, called "Regenbogenhaus".

Development of effective and successful participation processes to involve the youth and the young adults on the one hand and the oldest old on the other hand to organise common activities using the public spaces in the quarter 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).

We have done several things:

Being outside event: getting in contact - eat together - being outside together using some kind of games and movement exercises - and a creative, cultural activity with the title "What means to me being outside?" This event took place at a natural bathing lake in the Meerbeck district.

The young adults from the "Regenbogenhaus" and the volunteers of the 55plus network



have participated in an event within an exchange with young adults from Vinkt in Belgium in November. One issue of this exchange was the time of the Second World War because the SCI Moers is working on the care of cemeteries and memorials for war victims in Belgium and Italy.

Several outside activities with the young adults and the volunteers of the 55plus network.

Objectives

Following the GUTS objectives in general the project aims to increase social inclusion of younger and older generations. By using cultural learning and education and building on the strengths and competences of both generations, the project seeks to create solidarity and links between young and old.

The 3 most important results

The “Regenbogenhaus” and their residents are more widely known as a part of the neighbourhood.

After a sceptical phase the contact between the elderly and the young adults became a more obviously character.

It is confirmed that the 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 encounter and joint activities.

“How would it be possible to make old and young to meet? And the answer was: of course outside. Yes, because outside there would be chance for common experiences!”

“There are people that really helped to find an idea with our outside-area in the “Regenbogenhaus” and go along with all the work that needs to be done. We are not alone, but there are a few in a way crazy elderly who are interested in us outside the fence of our house.”



Project 2: Quartier 117 – Learning programme for the ‘New community of Generations and Cultures in the Neighbourhood’

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Partner organisations	: eeb nordrhein/ Evangelisches Erwachsenenbildungswerk Nordrhein e.V.
City	: Düsseldorf

Description of the project

The basic concept of this project was 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. It was based on the “Keywork4 approach” and encompassed numerous creative modules to encourage and enable people of every age group to participate actively in shaping social life, and to assume responsibility. Young and old people were enabled to actively contribute to planning and shaping the future: in families and communities, the local area, and the neighbourhood.

Düsseldorf is confronted with a huge amount of especially young refugees in the summer of 2015. Initially, the young people were temporarily housed in mass-accommodation. Usually, they had no idea what would happen to them until their asylum requests had been granted. How could we meet these new neighbours? How could we help them? How could we communicate with them and get into contact with people who were neither familiar with our language nor our habits? This gave us the chance to develop a concept geared to support the German Willkommenskultur (Welcome Culture) and create a new community of generations and cultures.

Objectives

Programme Q 117 attempted to achieve several goals. Some of them were:

1. Developing a learning programme to promote the social and cultural community of generations and cultures in the closer social context (neighbourhood) with a particular focus on the current challenges of the refugee work in Düsseldorf, developing and testing methods for the promotion of joint learning.
2. Gathering ideas to create a future community within the neighbourhood.
3. Allowing and promoting the meeting of people from different generations and cultures, new residents (refugees) and long-term residents in the neighbourhood.

The 3 most important results

1. The working arrangement and doing together was often full of moments of inspiration and evoked empowerment and more self-confidence for the participants. It created an awareness of being a community although being highly different, diverse and heterogeneous (concerning social situations, age, gender, educational level, migration background or even being refugee).
2. Integration of refugees in existing groups, promoting activities with refugees and learning together is an important milestone of an inclusion strategy in the quarter, in the community and the city.
3. Based on these experiences eeb nordrhein is developing a low level orientation programme for refugees. In addition, eeb nordrhein will pass the experiences and methods of project Q 117 to professional and voluntary workers from social, cultural, and educational work within the framework of further training programmes.

"... I didn't have any specific expectations from working intergenerational. For me, this is normal. And I think that it is enriching and it is very exciting. And I wouldn't want it otherwise. I am young with the younger generation, I am like them with the older people, and each time of life needs occupation. And when you are busy, that's so great. In your life, you have to do something for life. If you are sitting at home, that's no life".

"... 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..."

3.5. Projects in Latvia

Project 1: Latvian Folk Tradition Group "BUDELI"

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City	: Riga



Description of the project

BUDELI is an Latvian Folk Tradition Group with both young and older people. The project prepared the participants of the folk group BUDELI for the Latvian Christmas traditions. They learned new and repeated games, songs, beliefs and customs from previous year. The folk group also participated in two events. First, they took part in the Mummers Parade during Winter solstice event December 21, 2015 in the Old City of Riga, organized by National Culture Centre. Second, they participated in the Christmas Tree event for the children of Staff of Institute of Solid State physics, organized by Trade Union of institute.

Objectives

1. Keep alive Latvian traditions in both young and old people.
2. In the weekly repetitions: to teach young people to listen to the experiences of older members, as well as to teach the oldest to sing along with young people.
3. To use the traditions, games and songs in the Winter solstice practical events, working together with youngest participants, youngsters, matured and also the oldest people.

The 3 most important results

- Satisfaction of the fact that the participants of the folk group BUDELI have learned / repeated Latvian traditional Christmas songs, games and customs.
- Through our presence in the Latvian winter solstice we thickened itself in the Mummary march, received the blessing of themselves and bless others who attended, watched, and simply stayed home.
- We delight children with games and songs. Children also lived up to the characteristic personage of Winter solstice mixed with traditional Christmas and their initiated games, plays, dances, and songs.

*"I together with my classmate liked very much the Mummary march - we could thoroughly made noise, sing and jump up!"
(Eduards Vaivods, 12 years)*

*"After all the Winter solstice events I not feel tired, but full with considerable energy to survive the winter`s dark time, until spring Shrove Tuesday."
(Dzintars Gerics, 79 years old)*



Project 2: Advancement

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uniting dle-aged	people and youngsters. The strategic goal of RASA is an active participation of senior citizens to promote the well-being of a democratic and inclusive society.
City	: Riga

Description of the project

The group was been formed based on voluntary choice principle. The age range of the participants varied between 25 and 72 years of age. The learning took place in an informal environment – in the form of discussions, by use of practical examples and role plays.

Learning topic : Improvement of social skills

Sub-topic:

1. Language as a tool for social inclusion.
2. The reasons for intergenerational misunderstanding (conflicts) and their prevention.
3. Team work in addressing problems.
4. Development of skills for dialogue to improve skills for argumentation and exchange of opinion.

Objectives

Acquiring the skills for forming a team and operating as a team – uniting people from different ages and socio-cultural backgrounds – for solving common problems and agreeing on optimal solutions

Promoting skills and methodologies for organising and implementing intergenerational communication in the form of a ‘dialogue forum’ on social activities and social inclusion issues – based on the knowledge and skills acquired during the practical classes.



The 3 most important results

According to the feed-back from the participants:

1. Their self-confidence has grown.
2. They feel more at ease among people of different age and background.
3. They discovered that they enjoy communication, learning and sharing.

*"I can conclude that the joint learning has reached its intended aim. The social skills have been enhanced and improved, and this is something useful for a person's everyday life."
(Terezija Mackare)*

*"Intergenerational learning can be fun. I discovered that I can not only learn from young people but also give back my knowledge and experience, and young people accept it!"
(Silvija Simane, 59 years)*



3.6. Projects in The Netherlands

Project 1: iPad-lessons Vugherstede

Authors : Regy van den Brand
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Partner organisations : Stichting Vugherstede
City : Vught

Description of the project

During the project “I-Pad-lessons Vugherstede” young people give I-pad-lessons to the older people. A youngster and an older person formed a solid couple. The six young people are between 14 and 21 years old and the six older people are aged between 79 years to 88 years.

Four young and four elderly people met weekly in a single room at Vugherstede. These lessons were given after school. Two youngsters gave the lessons at their home. It pleased them. The atmosphere between the youngsters and the older people was excellent. A high learning level, enthusiasm and hospitality characterized the lessons. The youngsters also helped each other when needed and the tutors gave extra support. Noteworthy was the patience during the explanations of the youngsters. They took the time to explain things and repeated actions when necessary. The presence of the project manager during the lessons led to a sense of belonging, recognition, hospitality and stability. Questions were answered immediately and it ensured a good organization of the lessons itself.

Objectives

The project aims to bring the two generations together in order to learn from each other and to strengthen the solidarity, mutual appreciation and understanding.

The 3 most important results

The youngsters and older people enhanced their social contacts and their exchange of knowledge. As a result the youngsters also increased their possibilities on the labour market and their enthusiasm to start a vocational training.

“I would like to have contact with people outside Theresia to remain in mainstream society”.

“What a luxury that I am able now to make video calls and email with my (grand) children in Australia and France. The world has become greater.”



Project 2: Work experience placements

Authors	: Dis Kusters
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Partner organisations	: Stichting Vughterstede / Municipality of Vught
City	: Vught

Description of the project

The project 'Work experience placements' has been established in cooperation with the municipality of Vught. Together with the municipality Vught participants with a great distance to the labour market have been asked to join the project. These participants were offered a work experience in order to increase their chances of a paid job on the labour market. It was generally quite easy to recruit the participants for a work experience placement.

Causes of the distance to the labor market were among others:

- Long-term unemployment;
- Lack of a focused training;
- Low educated;
- Single with child (ren);
- No usual daily schedule;
- Immigrant descent.

These, mostly younger participants were linked to older experienced workers in order to guide them during their work at Vughterstede.

Objectives

These employees of Vughterstede have accompanied the employees with a work experience with different pursued goals:

Learning a normal daily routine: get up on time, to go on time to work, etc.;

To learn manners such as treatment of clients and colleagues, respect, listening, being tactful, take responsibility and contribute, serve, show interest in the other, work neatly;

Further development of competencies to increase the chances of employment (if applicable).



The 3 most important results

Several participants showed a positive development in one or more of the purposes described above. In most cases there was a good match between the employee with a work experience placement and the employee of Vugherstede. The atmosphere was generally good and friendly. The employee (assistant) of Vugherstede was in most cases seen as a “good teacher.” Overall the generational difference (gap) between the employee with a work experience placement and employee of Vugherstede was perceived as positive.

“The curiosity of the participants is striking.”

“The interaction gave me a better picture of working in elderly care in order to make an informed choice on the labor market.”



4. How to develop a successful innovative, intergenerational and co-creative learning project?

4.1. How to recruit participants?

Various recruitment channels can be used to recruit participants for intergenerational projects. We make a distinction between written and oral communication channels. It is essential to adapt your communication strategies to the target group you want to reach. In intergenerational projects that means that some communication channels are more appropriate for older people, while others are more suitable for younger participants.

4.1.1. *Written communication channels*

One way to reach people is to make use of various written communication channels.

For instance:

- Publishing an article about the project in a local or regional newspaper.
- Making use of social media (e.g. Facebook, Twitter, LinkedIn).
- Young people are easier to recruit through social media than older people.
- Announcing the project via the website of the organisation.
- Hanging posters in the buildings of the organisation where the project will take place.
- Distributing flyers.
- Web portals, webpages.
- Radio stations.
- Announcing during other courses.

4.1.2. *Oral communication channels*

More effective ways of recruiting participants, however, are oral communication channels. Personal contact is essential to reach people, it offers directly the opportunity to provide more information about the project. A good way to recruit people is to invite them personally.

Possible oral communication channels are:

- Word of mouth advertising.
- Presenting the project on a meeting where the target group is present (e.g., meeting of the senior/youth council/ language school for refugees).
- Contacting organisations for unemployment youth, welfare foundations, institutes for vocational education, senior network, municipality, etc.
- Leisure counsellor of the neighbourhood.
- Peer-ambassadors of the project.
- Contact via foundations.
- Contact via schools.

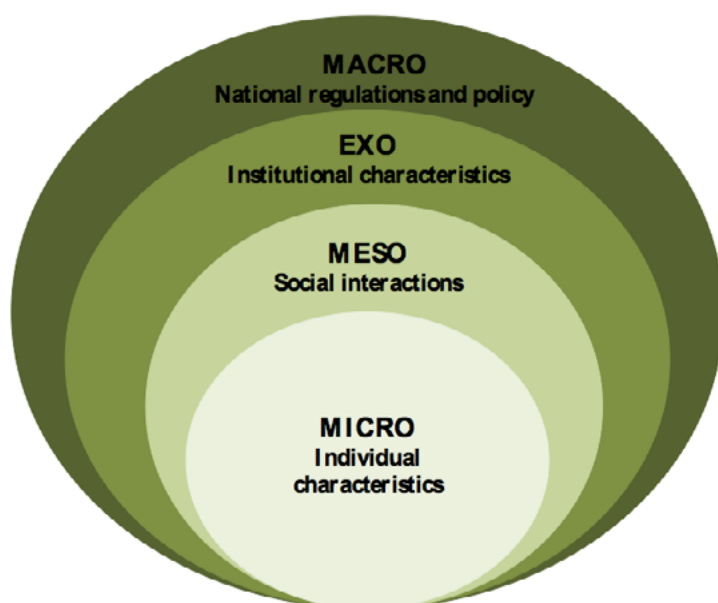


4.2. Have insight into the motives of (possible) participants

People can have different motives to become/ stay a participant of an intergenerational project. A useful model for classifying the motives is the ecological model of Bronfenbrenner (1979) (see figure 4). This model clarifies the interconnectedness between the behaviour of an individual and the environment wherein a person lives. Several levels of the environment are considered to affect our behaviour: micro, meso, exo and macro level. The micro-level is the first level and refers to individual characteristics. The meso-system refers to social interactions in the immediate environment. An exo-system is defined as an extension of the meso-system beyond the immediate environment, recognising the role of organisations. Finally, the macro-system stresses the importance of broader culture, norms, values, policy, etc. (Bronfenbrenner, 1979).

Figure 4.

An ecological model of motives to participate in intergenerational learning programmes





Motives on micro-level

First, some people were motivated by the fact that they were interested in the project: the topic, goals, activities, etc. Second, also making oneself useful was a motivating factor for people to become involved in intergenerational projects. For instance, some of the younger participants liked it to give explanations about the use of digital devices to older people. Furthermore, the possibility to develop oneself by acquiring knowledge and developing new skills was mentioned. Some people ask the question “What is in it for me?” Related with this is the motive sharing knowledge/ transmit culture with other generations. For instance, several projects made use of digital media (e.g., I-pads, photo, stop motion). The project gave older people the possibility to be up to date with these new technologies. Also having time to get involved and take up a role in the project was a motive on micro-level. Lastly, the fact that people could create and develop their own project (i.e. co-creation) motivated them. Older people also mentioned that they participated in a project because they wanted to come out of their houses, stay fit, both physically as mentally. One project was especially directed to unemployed youngsters. These youngsters mention that they participated because they got the opportunity to gain work experiences and to increase their possibilities on the labour market.


Motives on meso-level

Being personal contacted and invited to become involved in the project was important. Through personal contact, people were informed about the project. Especially stakeholders, key figures and peer-ambassadors were important to establish personal contact. If someone trusted the person that informed him/her about the project or invited him/her to become involved, the project got greater credibility. Furthermore, people were also motivated to become involved in the intergenerational projects because of the fact that they could meet other people and broaden their own social network. This was also mentioned by one of the participants of the I-pad project: “I would like to have contact with people outside Theresia (= the care facility for older people) to remain in mainstream society (Older women, 88 years)”.

Motives on exo-level

It was essential that people were informed about the practical arrangements: When will the project take place? How to subscribe? What is the participation fee? A very clear communication about the project can convince people to take part. The fact that participation in the project was free of charge was a motivating factor for some participants. Besides, also the time schedule can motivate people. For instance, older people were motivated to participate in an activity when it took place during the day.

Previous research has shown that participation motives appear to be dynamic and change over time (e.g. to volunteer – Butrica et al., 2009; to use social media – Hopp et al., 2013). Consequently, it was essential to keep on motivating people. In one of the GUTS-projects,



the participants were called before every meeting/ session to remind them and motivate them to come. The dynamics of motivations has also been showed in the projects for GUTS. For instance, the fact that it was an intergenerational project was not a motivating factor from the beginning for participants of some learning areas. People did not start participating because it was a project with younger and older people together. Some projects even kept that secret. The organizers of the projects mentioned that it was not easy to search for common interests. Afterwards, it became important as participants recognised the added value of meeting people of other generations.

4.3. Success factors for implementing this new approach in learning

In this part of the action manual, the success factors of setting up innovative, intergenerational, and co-creative learning projects are described. Also the barriers and risks the GUTS-partners experienced during their projects are presented. First, more information is given about how to design an intergenerational project. Second, the manners to set up a participatory project are presented and lastly some additional points of attention are discussed.

4.3.1. How to design an intergenerational project?

*“Intergenerational learning is a relatively complicated process, since it has to address and deal with the peculiarities of various age groups.”
(Participant of the intergenerational project ‘Advancement’ in Latvia)*

When developing or designing an intergenerational project, you have to think about the goals you want to achieve. As stated by Penninx (1999) and Mercken (2002) projects can have three intergenerational goals: (1) To meet each other, (2) to learn to know each other, and (3) to influence each other. The learning areas of the GUTS project all focused on one of the last two goals: to learn to know each other or to influence each other.

If the goal is ‘to learn to know each other’, the project is directed at doing things together and to transfer skills and knowledge between people of different generations (Penninx, 1999; Mercken, 2002). Communal activities are the central focus of such projects. By doing things together, participants of different generations learn more about each other in an informal way. They learn more about each other’s vocabulary. “Younger people, for example, use words as YOLO (you only live once), and BFF (Best friends forever)”. However, some of the learning areas have shown that ‘being together’ is not enough or that they are confronted with barriers.



For instance:

In the project 'Being Outside', young people with mental disabilities were involved. Older participants mentioned that they wanted to be more informed about the disabilities of these people. Sometimes it happened that one of the older participants got physically very close and talked loud, while some of the youngsters did not like that.

The project 'Quartier 117' is strongly characterised by the participation of refugees and migrants. This made the communication between the participants difficult. Knowledge of the German language was rather low among the refugees and migrants and not all these people spoke English. However, some refugees who could speak German or English took the task of interpreting. The project used some creative activities as photography, music, etc. to overcome language barriers and to create a sense of empowerment.

While setting up communal activities, it is essential to find common interest of the participants. The project 'Advancement' has shown that younger people are willing to participate in sport activities, while older people are more reluctant to engage in such activities. Older people prefer, for example, to attend or participate in cultural activities.

Projects aimed at influencing each other go a step further. Members of both generations have to offer something, but also have to learn something from each other (Penninx, 1999; Mercken, 2002). These projects strive to equality between the participants. These projects are not always easy to set up. Some example: The project 'work experience placements' offered the chance to young, low educated, long-term unemployment people to gain work experiences in a care centre for older people. While setting up this project, they were confronted with some difficulties. For instance:

Some single participants with child(ren) took part in the project. For these participants, it was often difficult to show up at work if there was something going on with one of their children (e.g., due to illness, or at the times that the children did not had to go to school). Some participants were frequently absent and they not always had/ gave a reason for their 'no show'.

Not all participants respected the agreed working hours.

Besides, project leaders must think about the time schedule: when will the activities/ workshops/ lessons take place?

Some projects were confronted with a time table conflict:

older people prefer to come out of their houses during the day, while youngster prefer the evening hours.



4.3.2. How to set up participatory processes?

Participants can be involved in the development of the project idea. Their involvement can range between no participation to having full control over the decision-making (Arnstein, 1969). Before setting up a project, it is necessary to decide how involved participants will be. It is likely that different participants want to engage at different levels, because of varying interests or competing priorities.

For the process of co-creation, having the time to get to know each other first is essential to establish relationships between people of the different generations. During the process of 'getting to know each other', people get more information about the interests of the other persons and afterwards they can find ways to bring their interests together and to co-create the project.


Projects are developed step by step; the co-creation evolves over time. A first step is to define the goal and direction you want to achieve with the project. Recruitment of participants becomes easier if you let people develop their own project and goals. Over time, a sense of co-ownership will be created. In general, we can state that the participants appreciated being active involved. For instance, when the project had a cultural component, the participants really wanted to create something, actively produce things (e.g., painting a wall, making a movie, poems, field trips, photos). Having this output was valuable for the participants as it is the result of the cooperation within the group. If desired, this output can be presented during exhibitions to make more publicity.

Once participants are involved, it can be a challenge to keep them interested in the project. Their enthusiasm may wane over time. Out of the projects for the GUTS project, we have learned that it is essential that participants do not feel a pressure to come to the activities/ workshops/ lessons.

Using the words of some participants:

*"My goal is not to have a stabile group over time, but a continuing process of sharing activities between generations without the pressure of you must be here, you must come."
(Older participant of the project 'Being Outside', Germany)*

*"It was very important for me that I could work in an area where I could be involved without 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."
(Participant of the project 'Quartier 117', Germany)*



During the time of the project, it can happen that people (decide to) quit their participation. For some projects this caused problems, for others not. The project 'iPad-lessons Vugherstede' for instance, has been confronted with an older person that stopped his participation due to medical reasons. If the fact that one person quits participation is a problem depends on the kind of project. For instance, projects in neighbourhoods aiming to increase social inclusion among their inhabitants have no fixed group of participants. The group of participants can be different every meeting.

4.3.3. Other points of attention

Appoint someone as the project leader to ensure a smoothly running of the project. The project leader has to be present during every activity, lesson or workshop in order to follow up the evolutions. The presence of a project member can lead to a sense of belonging, recognition, hospitality and stability. Questions can immediately be answered. The project leader should act as a facilitator in order to ensure the success of the project.

Give publicity to your project. Use various media as Facebook, Twitter, the website of the organisation, and local and regional newspapers to reach as many people as possible.

Recruitment of participants

In the beginning of the project: It is necessary to underline the benefits of participation in the project. People have to combine participating in the project with other activities (e.g., going to school, caring for grandchildren).

To recruit addition participants when the project is already running: It is essential that the activities look attractive and that the benefits are underlined. Make clear what the project expect from them and pay attention to their integration in the group.

Cooperation with other organisations: If you want to cooperate with other organisations, start to inform them on time and look for ways to co-create the project in order to reach a sense of co-ownership.

The role of policy makers: In some countries it has been shown that policy makers pay too little attention to intergenerational learning and how people can develop within these projects. Both federal as local policy makers have a role to play in supporting intergenerational learning.



5. Evaluation toolbox

5.1. Need to secure quality intergenerational and cultural learning environments

Broadly speaking, quality-learning environments are seen as:

Learner-centred: learners' needs and interests are given priority. They allow for learner empowerment (as a tangible benefit), i.e. the freedom to learn outside the formal teaching context, in informal and non-formal settings, and the ability to continue learning. Knowledge and learning are recognized as major sources of competitive advantage.

Knowledge-centred: meaningful/situated learning takes place and the information that is delivered and acquired is retrievable in real-life and problem-solving contexts;

Assessment-centred: assessment is also integrated to the task that learners have to solve; there are numerous opportunities for learners to express their understanding and for tutors to respond and orient learners' thinking;

Community-centred: learning is social, interconnected and intergenerational, it creates solidarity and networking.

Furthermore, we should envisage intergenerational learning as dynamic, discarding frozen age group membership - the members of the same age group may vary considerably (e.g., life experience, gender, ethnicity, social class, knowledge, skills). Integration of learners of different ages (mixed-age groups) will result in a positive message on the value of education and fluid lifelong learning. In line with Brooks (2005), we advocate the "wider benefit", i.e. overcoming age-related stereotypes (increasing mutual understanding and respect), development of interpersonal skills of use in the workplace.

Intergenerational and cultural learning are transformative in nature, based on individual experience, critical (self-) reflection, dialogue, authentic and supportive relationships (partnership, coaching, scaffolding), a holistic orientation and context awareness and sensitivity (Mezirow, 2000, Cranton & Taylor, 2011). They also generate collective knowing due to collaboration and acceptance of others' views (Belenky & Stanton, 2000), activation of cognitive and affective processes alike ("see-feel-change" - see Brown, 2006), and the trainer/tutor becoming a learning companion (Cranton & Wright, 2008).

5.2. Objectives of evaluating intergenerational and cultural learning processes

To determine their efficiency and effectiveness (teaching and learning);

To foster reflection, accountability and growth-orientation;

To produce actionable results.



5.3. Evaluation toolbox design

The design of the evaluation toolbox is premised by the idea that original investigation is undertaken so as to gain knowledge, in-depth understanding and improved insights into intergenerational and cultural learning processes for older people and youngsters within the GUTS framework, yet, also enhancing a large-scale European impact. It equally involves the critical and creative exploitation of existing knowledge and practices in order to produce new or improved products and processes.

The evaluation toolbox consists both of quantitative (questionnaires) and qualitative (interviews) methods. Therefore, data collection raises the following questions:

1. The kind of data to be collected - what can the data tell us about and what can they not tell us about?
2. The strength of claim: how well do the data convey the information we need and how convincing are they?
3. How far can we integrate the qualitative and quantitative data?

With respect to both qualitative and quantitative evaluation, sampling embraced three forms:


1. Cluster sampling - all the groups of learners in the selected courses will be administered the questionnaires;
2. Convenience or opportunity sampling - all the respondents are selected according to their availability and willingness to volunteer;
3. Criterion sampling - all the respondents are selected according to the objectives of the evaluation process (see above).

5.3.1. Questionnaires

In point of respondents, questionnaires can be administered to Learners:

Questionnaires 1 at the beginning of the learning activities (course);

- Questionnaire 2 at the end of the learning activities (course).
- Stakeholders (policy makers):
- Questionnaire 3 at the beginning of the learning activities (course).
- Educational providers (tutors):
- Questionnaire 4 at the end of the learning activities (course).



Questionnaires are based on:

- Numerical scales;
- Closed-ended item types;
- Open-ended questions;
- Specific open questions;
- Clarification questions.

Questionnaires are meant to inform on:

- Teaching and learning quality;
- Clarity of goals and standards;
- Authenticity of the learning experience;
- Motivation to learn;
- Functional autonomy and self-awareness;
- Adequacy of assessment;
- Workload;
- Acquisition of transferable skills;
- Process factors - how learners approach individual and collaborative learning;
- Product factors - the learning outcomes (cognitive, affective or behavioral) which learners derive from the learning process.

5.3.2. Discussion groups - structured interviews (single sessions)

Discussions groups will be administered to:

- Trainees and tutors: Discussion group 1 - at the midterm of the course;
- Education providers: Discussion group 2 (partner organizations) – towards the end of the evaluation period.

The moderators will be:

- Discussion group 1: A representative of the project partners that organize a learning activity and is not involved as tutor
- Discussion group 2: Project leader



Discussion groups are meant to provide:

- Contextual information: identification of the form and nature of what is already in place;
- Diagnostic information: examining the reasons for, or causes of, what is already in place;
- Evaluative information: praising the effectiveness of what is already in place;
- Strategic information: identification of new theories, policies, plans or actions.

Discussion groups cannot inform on:

- Individual preferences and achievements;
 - Capacity for change/ how things have changed over time;
 - General frameworks applying to other groups of people.
- (See Ritchie, J. and Spencer, P., [1994] 2002)

5.4. Data interpretation – a stepwise process

- Closely read individual utterances rather than their global significance;
 - Detect implications and possibilities by meta-observation;
 - Interrelate observations with other observation sets;
 - Identify of themes and their interrelation;
 - Review the conclusions.
- (See McCracken, 1988; see also Miles & Haberman, 1994, Herrington & Oliver, 2000)



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Generations using training for social inclusion in 2020 (GUTS):

Setting up innovative, intergenerational and co-creative learning projects.
Insights from the GUTS-project



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