



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

The development of new learning areas: the summary of a desk research





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

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## The development of new learning areas: the summary of a desk research

The Guts project will 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. Most important in the European GUTS project is the realization of new strategic cooperation between local, regional and national partners in Europe in order to facilitate new pathways of learning. Policy makers should be aware of the possibilities and opportunities in education and training. In the intergenerational and cultural learning areas youngsters will provide older people with new paths of knowledge and will try to upgrade their skills in order to increase their social inclusion. On the other hand, the older people will stimulate the youngsters to develop their key competences in order to orient and to join their position in the labor market. Table 1 gives an overview of the percentage of youngsters and older people in the participating countries of the European GUTs project, to mention: Belgium, Croatia, Germany, Italy, Latvia, Romania and The Netherlands.

Table 1: Population by youngster age group and older age group, year: 2013.					
	15 - 29 years	65-79 years	80 years and more	65 years and more	Total
	(% of total population)	(% of total population)	(% of total population)	(% of total population)	
EU (28 countries)	12	12,3	5,1	17,4	505.674.965
Belgium	10,9	15,3	5,3	20,6	11.161.642
Germany	11,7	13,9	5,4	19,3	80.523.746
Croatia	9,9	14,9	4,3	19,2	4.262.140
Italy	12	14,1	6,3	20,4	59.685.227
Latvia	12,2	12,6	4,7	17,3	2.023.825
Netherlands	11,8	12,5	4,2	16,7	16.779.575
Romania	11,5	13,1	3,8	16,9	20.020.074

Source: Eurostat (2014).

## Population ageing: an Active Ageing Perspective

Europeans have a greater life expectancy than ever before and longer than people in almost every other region of the world. In 2012, life expectancy at birth in the EU-28 was 80.3 years, reaching 83.1 years for women and 77.5 years for men. Population ageing is also caused by lower fertility. Tables 2A and 2B show the life expectancy and fertility rates for the participating countries of the GUTS project.

Table 2. a) Life expectancy at age 65, by sex, year: 2012.			Table 2. b) Total fertility rate, year: 2012.
	Males	Females	Number of children per woman
EU (28 countries)	17,7	21,1	1,58
Belgium	17,7	21,3	1,79
Germany	18,2	21,2	1,38
Croatia	15	18,7	1,51
Italy	18,5	22,1	1,43
Latvia	13,6	18,5	1,44
Netherlands	18	21	1,72
Romania	14,5	17,7	1,53

Source: Eurostat, 2014 b

Source: Eurostat, 2014 c

*Ageing can be explained in two different ways:*

1. 'chronological ageing' (i.e. a change in age that people of all ages experience)
2. 'social ageing' (which is a social construct involving expectations as well as institutional constraints that affect people's actions as they age).

The active ageing concept links specifically with the social ageing phenomenon in which, considered the rising of life expectancy.

Furthermore is possible to define *Active Ageing* according to the World Health Organisation (WHO). In particular, the WHO provides a formal definition of active ageing, as: '*... the process of optimizing opportunities for health, participation and security in order to enhance quality of life as people age*' (2002).



## Social exclusion in Europe

In general in Europe, 24.4% of people risks being socially excluded. Croatia, Italy, Latvia and Romania are above the European average. Belgium and Germany score somewhat better, and Netherlands has the lowest. Table 3 provides an overview of numbers of people at risk of poverty or social exclusion by age group. In particular, what is striking are the differences when looking at the risk of social exclusion in the oldest age group, where numbers vary between 6,1% and 36.1% (see table 3).

Table 3: People at risk of poverty or social exclusion by age group, (%). Years: 2013.

EU (28 countries)	27,2	31,6	23,6	25,6	18,2	24,4
Belgium	21,5	24,2	19,9	21,2	19,5	20,8
Germany	19,1	24,6	19,2	25,2	16,0	20,3
Croatia	21,8	21,2	16,8	18,1	23,4	29,9
Italy	31,4	36,1	28,8	28,0	31,4	28,4
Latvia	37,0	38,7	31,6	37,0	36,1	35,1
Netherlands	17,0	25,7	14,8	19,3	6,1	15,9
Romania	48,3	47,5	37,3	40,1	35,0	40,4

Source: Eurostat, 2014 g

The GUTS project aims social inclusion among youngsters and older people. The consortium defines social inclusion as a multidimensional process of individuals, who try to control and to cope with resources and services, take part in society and its activities and connect to social relations and feel included in the (local) area. Thus, social inclusion refers to a multidimensional process of behavioural change based on the interaction of an individual with its environment in different situations (e.g. Endler and Magnusson, 1976).

To the contrary social exclusion can be explained as a multidimensional disadvantage in terms of a lack of resources and quality of life (Levitas et al., 2007). Besides the lack of resources and quality of life, Scharf et al. (2005) describe social exclusion as a lack of material resources, social relations, civic activities, basic services and neighborhood exclusion. Likewise, the indicators of social exclusion according to the European Social Survey refer to the regularity of meeting with friends and relatives, taking part in social activities, self-rated physical health and mental health, self-rated income and the quality of the local area.

Furthermore more and more countries are confronted with youngsters who are disconnected from the labour market (see table 4).

Table 4: Unemployment rate by age group, (%). Years: 2013.						
	Employment rate by age group (%).Year: 2013			Unemployment rate by age group (%).Year: 2013		
	16-24	25-74	Total	16-24	25-74	Total
EU (28 countries)	32,3	50,2	68.4	23,5	9,5	10.8
Belgium	23,6	41,7	67.2	29,7	7,1	8.4
Germany	46,8	63,5	77.1	7,9	5,0	5.2
<b>Croatia</b>	14,9	37,8	57.2	<b>50,0</b>	14,4	<b>17,3</b>
Italy	16,3	42,7	59.8	40,0	10,3	12,2
Latvia	30,2	54,8	69.7	23,2	10,7	11,9
<b>Netherlands</b>	<b>62,3</b>	60,1	<b>76.5</b>	11,0	5,9	6,7
Romania	23,5	41,5	63.9	23,7	5,7	7,1

Source: Eurostat, 2014 h

## The young, the old and their vulnerability

The awareness of this especially weak status, gave rise to the notion of intergenerational learning, where older and younger generations both represent an opportunity for the development of meaningful relationships. The European GUTS project will combine the strengths of older people and youngsters to reach mutual learning and increase their skills, for example in facing daily problems, with reference to the goal of the decrease of poverty and social exclusion, foreseen by the Europe2020 Strategy. More socially excluded people are offered innovative educational paths through which elderly and youths will be equipped to cope with the challenges set by the society nowadays.

“Intergenerational Learning (IL) defines the way people of all ages can learn together and from each other”. More concrete IL becomes a social phenomenon that arises from experience and active participation to the practices of the community, in which two generations learn together about and from each other, and/or share learning experiences and training activities designed to develop knowledge and skills in a co-creative manner rather than a mentoring one.



## Intergenerational Learning Educational dimension

In intergenerational learning-based educational programs the focus is on a principle of solidarity that combines the “know how” (tacit knowledge) and the “knowledge” (explicit knowledge), and may assume the form of a pathway to facilitate employability (Riley et al., 1984).

In this model IL as a knowledge creation process is about continuous transfer, combination, and conversion of the different types of knowledge, as users practice, interact, and learn

## Intergenerational Learning Working dimension

IL is characterized as an interactive process of knowledge transfer between generations that results in various learning outcomes. Besides this organizational IL is considered to be a planned, formal process and as such a type of workplace learning. But the question is: How is knowledge shared and created in the organization? The model of Nonaka and Takeuchi (1997) is based on the following elements:

- *socialization: tacit to tacit.*
- *externalization: tacit to explicit.*
- *combination: explicit to explicit.*
- *internalization: explicit to tacit.*

## Intergenerational programs

The intergenerational programs offer a mechanism by which persons of different generations purposefully collaborate to support and nurture each other.

They have addressed the following issues:

- social problems such as isolation, inadequate support systems, disconnectedness of both generations from each other and from their communities;
- economic problems, such as inadequate employment opportunities for the young and the old;
- political problems, such as competition for shrinking human service funds.



## Co-creation in intergenerational learning

In order to make IL successful co-creation preferable. It is a special case of collaboration where the intent is to create something that is not known in advance. The concept of intergenerational learning is directly related to co-creation.

### The criteria of a co-creative space are:

- Inclusion: the activities encompass different generations and cultures.
- Transdisciplinarity: connotes a strategy that crosses many disciplinary boundaries to create a new holistic approach and to develop a new solution for complex issues.
- Community orientation: have their places in concrete social environments (cities and municipalities, urban districts and neighbourhoods) and use local or regional networking.
- Prevention oriented: living and housing in daily life, 'salutogenese' (e.g. to look for ways to stay healthy, to cope with unusual situations).
- Cultural: Co-creative spaces are supported by successful and sustainable good working relationships with cultural organizations and protagonists (artists and artists associations, museums, libraries, theatres, music and arts schools, choirs or bands and so on).

According to the different experiences of the partners in the European GUTS project programs demonstrate that intergenerational learning is a tool that can integrate traditional and modern methods for exchanging ideas, knowledge, values and skills and create diverse communities in which individuals and systems can collaborate to reach the following aims: increase of life quality, active participation in the labour market for youths, active ageing, intergenerational solidarity specifically accomplished by means of co-creative and participatory learning programs, fight to marginalization and social exclusion. Table 5 provides an overview of which criteria of IL are present in good practices of the different partners of the European consortium. All these 14 European projects in IL aim an increase of inclusion of the involved target group(s) and besides this, in most cases, it is realized in a transdisciplinary context. According to table 5 it becomes clear that in IL it is a challenge to realize prevention oriented projects in a cultural context. Therefore the consortium of GUTS would like to focus on these criteria in future learning areas. A combination of these criteria with the criteria of inclusion, transdisciplinarity and community oriented seems to realize a good foundation for IL in co-creation.



**Table 5: The good practices and the presence of the comparable criteria of the co-creative space**

	Belgium		Croatia		Germany		Italy		Latvia		Romania		The Netherlands	
	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)
Number of project														
Inclusion	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Transdisciplinarity		X		X	X	X	X	X	X		X	X	X	X
Community orientation	X		X		X	X		X						
Prevention oriented							X		X					
Cultural					X					X				

In the contemporary society, social, economic and demographic changes contribute to the development of a new intergenerational learning paradigm. In this way, the GUTS project will combine the strengths of older people and youngsters in order to learn from each other and increase their skills facing daily problems in nowadays society. In particular, GUTS aims at realizing a new strategic cooperation between local, regional and national partners in Europe in order to facilitate new pathways of learning.

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Learning Model of the European project GUTS



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