

**GE&iN**

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**GENERATIONS  
IN INTERACTION**

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*A Guide to Intergenerational Learning*



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# Introduction

Intergenerational learning is a form of informal learning, which is related to questions of cultural and local identity and social cohesion. According to ENIL (2014), it can be seen as “a learning partnership based on reciprocity and mutuality, involving people of different ages where the generations work together to gain skills, values and knowledge”.

This guide in your hands has been created in an Erasmus+ project called *Generations in Interaction – Intergenerational Learning As a Constructor of Identity and Culture* (2018–2020). It has been created for teachers and facilitators of intergenerational groups in the field of adult education, both in formal and non-formal sectors. It can be used either as background material for interest, or as a practical help for someone who wants to enhance intergenerational activity in their work or surroundings.

The premise is that learning in intergenerational context can promote an exchange of cultural values while enhancing social cohesion between generations. By transforming our pedagogical background into action, we have been drawing up an occupational image of a teacher, or facilitator, for intergenerational learning.

The first aspects to be tackled in this guide are the theoretical and pedagogical background. Then, we took a glimpse at the sociological state of mind in each project partner country. The project was carried out by an international team, consisting of people from Italy, Finland, Poland, Romania and Slovenia. There are many similarities, but also differences.

The third and the most practical part of this guide is the “Practical Tools and Activities” where we shared examples of how to facilitate intergenerational learning situations. The practical tools and activities have been described in a table format so as to ensure its practicality. “The Theory In Action” part will introduce stories of intergenerational learning contexts.

Please visit our e-platform ([ge-in.elogos.cloud](https://ge-in.elogos.cloud)) where additional learning material is available. We hope you will find new inspiration and ideas in this guide and identify yourself as a potential educator specialised in intergenerational learning!

# The Theoretical Foundations: Characteristics of “Intergenerational Programs”

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by Matteo Cornacchia and Malavika Jaikumar

The presence of two universities (University of Trieste and University of Eastern Finland) among the “GE&IN” project partners has enabled the development and sharing of a common theoretical framework on intergenerational learning, which also relates to the content and activities documented in this Training Guide. The main points are briefly outlined below.

## ***What is Intergenerational Learning (IGL)?***

According to the definition of UNESCO’s International Consortium for Intergenerational Programs, IGL can be defined as an approach aimed at the “purposeful and ongoing exchange of resources and learning among older and younger generations”. This is clearly a very broad concept that is intended to underline, in particular, the involvement of various generations and the possibility of establishing a learning process among them. When put in these terms, the question does not seem too dissimilar from other forms of education and learning that also involve people from different generations: this is easily illustrated by two expressions that are typical of instructive relationships, such as parent-child or teacher-pupil, which indicate an intergenerational dynamic. However, as has been correctly noted in the relevant literature, things need to be defined more clearly.

We can start by saying that when we speak of intergenerational learning, we are mainly referring to nonbiological relations between non-adjacent generations: this immediately shifts the field of interest from the family context to the social context, broadening the perspective to actions that address the community and which are realised according to the “social capital” paradigm.

Another consideration that is closely linked to this aspect is that the launch of intergenerational actions is in the public interest (and not just in the interests of the parties involved). Although it is true that education in itself is a political phenomenon, this is even more true when it is seen in terms of community vision and welfare policies. Forging connections between the younger generations and the older sections of the population means fostering an attitude of joint responsibility, which is the foundation of any form of promotion of “active citizenship”.

Finally, if we are to speak of an effective IGL, it is essential to assure reciprocal benefits. In the more traditional educational relationships it is mainly the educator (the adult) who helps the learner to learn, through a one-way model. On the other hand, with the intergenerational approach, all the generations involved in the process can benefit from the reciprocal exchange.

## ***Formal, non-formal and informal***

It is precisely because IGL initiatives seek to encourage connections between non-adjacent generations, and have the objective of developing a community, that the contexts and types of activity can be classified mainly as “informal” or “non-formal”. In this regard we can mention the Memorandum on Lifelong Learning from 2000, promoted by the European Commission. It asserts that “formal learning takes place in education and training institutions, leading to recognised diplomas and qualifications”; “non-formal learning takes place alongside the mainstream systems of education and training and does not typically lead to formalised certificates”; “informal learning is a natural accompaniment to everyday life and it is not necessarily intentional, so may well not be recognised even by individuals themselves

as contributing to their knowledge and skills”. In essence, IGL actions can certainly be structured and planned, but they are not intended to train people in specific skills or to lead to qualifications and certificates: learning in an intergenerational context is primarily about sharing experiences with different generations with a view to increasing personal and social growth. The main purpose of intergenerational learning programmes is that the tendency to interact with people from other generations gradually becomes a habit, a normal way of experiencing being part of society, and therefore, a way of learning from situations that appear in everyday life.

### ***Comparisons with experiential learning and constructivism***

The “informal” nature of IGL places this type of approach on a level with situational learning, in other words, learning that is facilitated by real activities where the learner experiences the process at first hand, actively, by deploying their own resources and skills. These practices can be categorised in the model of experiential learning, to which many educational experts and psychologists have contributed, starting with John Dewey and Jean Piaget. It also fits into the broader philosophical paradigm of constructivism, whereby knowledge is a process of constructing reality. In other words, with IGL, people learn not because there is somebody teaching them something (a teacher) but because they are given a chance to have actual experiences together with a person from another generation and they simultaneously become vehicles and recipients for a change of perspective and meaning. Experience, and constructing reality, are pillars of intergenerational programmes because it is in the day-to-day, hands-on application that the relationship between generations can become authentically generative, both for the individuals themselves and also for the contexts they live in.

### ***Further implications: Service Learning***

IGL, and in particular the perspective of learning in situations that are helpful to another generation (the elderly in particular), also shares various similarities with Service Learning (SL). Developed mainly in scholastic (formal) contexts, SL is an approach that allows learning to take place in real-life contexts aimed at developing disciplinary, cross-sector vocational skills which are designed to allow the learner to play an active part. In practice, these are support programmes through which a local or community need is transformed into an opportunity for young people to measure their abilities in an authentic way, and to convert the knowledge they acquire into effective actions. In this case, the affinity with IGL lies in the fact that both these approaches are active learning methods based on the learner taking a leading role, with a supportive dynamic in which the learning – in all its forms – is generated by taking responsibility for other people’s welfare.

# *Sociological States of Mind in Participating Countries*

## Sociological State of Mind in Italy

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by Gina Chianese & Elisabetta Madriz

### ***Population: An Overview***

Based on ISTAT data (2018) “Noi Italia” we can have the following overview about Italian population: the population amounts to around 60,000,000 residents.

The resident population followed a decreasing trend in 2018 meanwhile the migration balance increased. Births are down: in 2018 there were 449,000 births (9,000 fewer than the previous minimum recorded).

Total fertility rate was at the average of 1.32 children per woman in line with the previous year meanwhile the average age continues to grow, reaching 32 years. The fertility value is quite below the “turnover threshold” which would ensure generational turnover.

The elderly population is growing and the ageing index kept on increasing. As of 1 January 2019, there are around 14,000 people residing in Italy who have reached the age of 100 (women in 84% of cases). In ten years (2009–2019) the centenarians have increased from 11 thousand to over 14 thousand. The largest share of “semi-supercentenary” (105 years and over) is resident in Northern Italy (ISTAT, 2019).

To sum up, as of 1 January 2019, the amount of people over 65 is 13.8 million – representing 22.8% of the total population – young people up to the age of 14 are around 8 million (13.2%), active population representing 64% of the population – around 38 million of people.

To this scenario is important to add the data of the BES survey – Fair and sustainable well-being – (BES, 2018). This research recorded a picture of progressive impoverishment of social relations and people participation to community life: political participation touches a new low (59.4%, –3.4 percentage points compared to 2016) and the friendship and parental network to which to refer is also decreasing. The share of the population that claims to have relatives, friends or neighborhood network on which to count falls from 81.7% to 80.4%.

### ***Intergenerational Learning in Italy***

2012 was proclaimed “European Year of Active Ageing and Solidarity between Generations”. The final report on the conduct of the European Year reports that the actions aimed at fostering the connection between generations were the most represented among the initiatives implemented by European nations. Italy has implemented the requests of the European Year through 86 different initiatives, with an emphasis on the exchange of knowledge and experience, in order to encourage an increase in information and awareness in citizens. In this context, the Presidency of the Council of Ministers in 2012 financed the “Prize for the European Year of Active Ageing and Solidarity between Generations”, rewarding meritorious initiatives and financing the implementation of new ones. Thanks to this award, 49 projects dedicated to active ageing and intergenerational exchange were funded. But the value

generated by initiatives based on interconnection between generations, as the creation of new forms of social wealth and not just the simple addition of resources, has been grasped in Italy in the last fifteen years, even outside of initiatives linked to the Year European, giving life to many other initiatives based on generational exchange.

The most structured forms are present mostly in northern Italy, above all due to the fact that welfare policies in this part of the country have always been very attentive to the two poles of the course of life, childhood and old age. Furthermore, active policies for childcare services, where in fact the oldest experiences of encounter between generations were born, have enjoyed since the end of the 1970s a legislative apparatus that allowed the development of a pedagogical thought before and cultural then dedicated to the importance of caring for the 0–6 age group. In addition, the increasingly accurate studies on ageing and on how to adapt the places of care for elderly people to quality standards, have already given rise to the first intergenerational education experiments in the early 2000s.

Currently, it is possible to divide the different experiences into 4 areas of intervention:

- » occasional activities: these are related to intergenerational themes and working methods, but are carried out occasionally;
- » semi-structured activities: these have a link with intergenerational topics although there is no permanent and methodological(ly) founded structure;
- » intergenerational centers: these are places of continuous intergenerational practice, with its own reference theory and a clear and constantly evolving methodological approach;
- » co-housing and community experiences: these have the key elements of the theoretical intergenerational approach, but placed them on the aspects of urban regeneration, social housing and community.

## Sociological State of Mind in Finland

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by Raisa Laukkanen, Citizen's Forum

In the Finnish society and politics, the concept of generation is commonly used in two contexts. On the one hand, referring to the people born around 1945–1950, as the post-war baby boomers<sup>27</sup>. It has been the largest age group until 2018, and this cohort is also the one which people most easily recognise, either as being part of it or knowing what it refers to.

The large age groups are most often mentioned as a designated generation in media, politics and public discussion. The context is usually the growing need for public services and upkeeping the uneven care relationship since the birth rate is lower than ever in Finland. Moreover, since the concept of generation is political per se, the relationship and interaction of this generation and all the latter, even though not unanimously named, are charged with ideas of confrontation and separation.

On the other hand, generation and especially intergenerational in the familial context are the core concepts in research and surveys of the key factors of social exclusion, low level of education and mental health issues. In this context, generations are being seen in strong connection and based on research, many unwanted elements are transmitted via intergenerational learning. Consequently, a lot of value is being given to the effort of breaking the negative chains with the resources of public sector.

The benefits of intergenerational learning and interaction have been recognised in the field of care work and the third sector. Activities for enhancing intergenerational learning happen mainly in focused projects and the benefits are concretised in hyperlocal context.

## Sociological State of Mind in Romania

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by Anca Mile, ACTA

### ***Population: An Overview***

The total population of Romania is 22,201,702 according to the provisional data for 2017 provided by the National Institute of Statistics. Almost a quarter of this is represented by people over the age of 60. There has been a steady increase in the numbers of this age group over the past 10 years. The growing number of the elderly in the Romanian society brings along a slow but important change in attitude towards this age group.

### ***Intergenerational Learning in Romania***

Intergenerational learning is a novel concept on the Romanian scene, at least at a formal level. Democratic citizenship as well as participatory development are concepts that have been shaping up only lately in the transitory Romanian society.

When we consider generational learning, we must bear in mind the huge gap between the generations involved, which does not refer to age alone, as it does to the social contrast between the generations involved.

On the one hand we have the elderly, all born and brought up in totalitarian communist times, with a distorted system of social values, where everybody spied on everybody, thus leading to lack of trust and cooperation among the members of the society. Social trust, spontaneous association and civic participation were foreign subjects until 1990. And although 30 years have passed, the process of social restructuring has been rather slow and inconsistent.

The frail Romanian democracy which started to shape up in the 90s brought along massive social confusion. The sudden change of social attitudes, the need for tolerance and acceptance are still, to this day, 30 years after the revolution, hard to swallow for some of the older members of the society.

On the other hand we have the younger generation, born well into the democratic contemporary society, a generation which does not understand geographical limitations, a digital native generation, whose patience over small things is limited and whose dependence on gadgets is sometimes worrying. There are 40–50 years between these generations, but the difference in attitudes and social values is worlds apart.

However, the generation gap at social level is currently addressed by a series of actions at local and national level. There have been a number of lifelong learning projects and adult education which targeted this particular topic and as a result there have been actions implemented at local level in which intergenerational learning became an efficient tool.

Nevertheless, most programs focus on occupational activities for the elderly. There are very few examples of consistent courses in which generational learning is fully in function. There is plenty of room for improvement and innovation in terms of empowering generations to create a flow of learning which goes both ways.

# Sociological State of Mind in Poland

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by Aleksandra Pilat, Autokreacja Foundation

## ***Population: An Overview***

Based on the statistics of Research Poland Center the total population in Poland in 2017 was 37,8 million people with the average age of 41.4, with fertility index 1.31. In 2018 the total population was 37,858,000 with the average age of 41.6, with fertility index being 1.30. A year later, in 2019, the number of people was back to 37,800,000 with the average age of 41.9 and with the fertility index 1.29. As we can see, statistics show that for three years the number of births is at a level that does not include simple generational replacement and the index of elderly is growing in society.

## ***Intergenerational Learning in Poland***

The projects and ideas of intergenerational learning and education are based on a variety of projects implemented in the 1960s and 1970s, in which the elder generation would take care of children and youth with the educational and emotional deficits and difficulties. With the course of time, the programs were extended by self-help of adults and elders. Since the 1980s we can observe the growing numbers of research and discussions about the necessity of intergenerational learning and intergenerational practice's development in the Polish high education system. Political changes in the late 80s and 90s influenced the social and cultural creation of the country, which benefited intergenerational learning, especially in the fields of interdisciplinary high education like pedagogy, gerontology, sociology, psychology, nursery, medicine, and anthropology of culture.

Based on the aims of intergenerational learning we can observe increasing numbers of the educational facilities, social centres, cultural institutions, libraries, churches, hospitals, and medical centers, which are functioning on a local, national, and international level with promoting and practising intergenerational education and integrity. The increase in the number of formalised intergenerational education initiatives in Poland was probably due to, among others, shaping and implementing senior policy in our country, as well as the variety of the new activities, which are undertaken in 2012, as part of the Year of Active Ageing and Intergenerational Solidarity, as well as creating many opportunities for taking actions for seniors activities financed under EU's projects (e.g. from the European Social Fund). An example of formal intergenerational education was activities undertaken as part of a project entitled Intergenerational Academy of Activity – Experiences Connecting Generations, created in 2012–2013 and also, the Intergenerational University and the University of the Third Age and Children's University were established.

Intergenerational education makes it possible for people belonging to different generations to get to know each other better, and reduces stereotypes that still exist in social mentality. These are stereotypes occurring both in the attitude of young people about the elderly and old age, as well as in the attitude of older people about young people.

# Sociological State of Mind in Slovenia

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by Mojca Vukovič

## ***Population: An Overview***

According to Statistical Office of Republic of Slovenia data published on 1st July 2019, the population of Slovenia is 2,089,310 inhabitants. The average age of the population in Slovenia is 43.4. 15.1% of the population is between 0 to 14 years old, 64.9% of the population is between 15 to 64, and 20% of the population in Slovenia is over 64.

On the 1st of January 2019 Slovenia had 2,080,908 inhabitants, which is 14,000 more than a year before. The number of Slovenian citizens has decreased in 2018, but there has been an increase in the number of foreign citizens by 6.6%.

Slovenia is the third on the list of European countries where the population is ageing the fastest. The statistics show that every fifth citizen of Slovenia is over 65 years old. If the trend continues, the percentage of people over 65 will represent 25% of all inhabitants by the year 2030 and by 2050 every third citizen of Slovenia will be over 65.

## ***Intergenerational Learning in Slovenia***

In 2007 Slovenia created a Strategy for care of elderly – solidarity, coexistence and quality ageing of the population. The basic goal is to connect the service of governmental sectors with the economy and civil third sector so that it rises solidarity and quality of human coexistence among the third, middle and young generation, and ensures a quality ageing and care for the rapidly increasing number of ageing population. In the same year a Council of the Government of the Republic of Slovenia was established with the purpose of helping with reaching the objectives of the strategy.

There are several associations and events that cover the area of intergenerational cooperation in Slovenia, including Slovenska filantropija (organisation for volunteering), Association for social gerontology of Slovenia, Universities for third age across Slovenia, an event Festival for third age organised by the Association of Third Age Universities of Slovenia, and so on.

In 2014 15 of intergenerational centres were established in Slovenia as a result of a tender from the European Social Fund with the cooperation of the Ministry of Education, Science and Sport. This is a 5-year programme for informing, raising awareness, counselling, and education of all generations and offering support and preventing social exclusion of vulnerable groups.

# Practical Tools and Activities

In this section we represent examples on how to facilitate intergenerational learning situations. The practical tools and activities have been described in a table format so as to ensure its practicality. The following part, "Theory in Action" describes experiences on the presented activities.

<b>Session: "The last time when..." – A Warm-up Exercise for An Intergenerational Group</b>	
<b>Facilitator</b>	Group instructor, teacher
<b>Specific requirements to take under consideration, if any</b>	The exercise is a warm-up exercise for a group that will be working together on the subject of intergenerational learning. The focus is more professional rather than recreational.
<b>Planning and preparation</b>	Enough space for everybody to move around so that the pairs won't have to be too close to one another.
<b>Methodologies</b>	Orienting to the theme with a short discussion and an easy drama exercise.
<b>Key Goals</b>	<ol style="list-style-type: none"> <li>1. To get the group orientated to the theme of intercultural learning</li> <li>2. To break ice and start interaction</li> <li>3. To familiarise the people with one another</li> </ol>
<b>Benefits</b>	<ol style="list-style-type: none"> <li>1. More theme-oriented group</li> <li>2. More relaxed group</li> <li>3. Group will feel more interconnected to each other</li> </ol>

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<b>Time</b>	<b>Activity</b>	<b>Equipment</b>	<b>Purpose of This Activity</b>	<b>Additional Comments or Notes</b>
3 minutes	<b>Instructions to the group:</b> Make a queue or a row where you stand in order of ages/ birth years – but do it silently, don't talk! You can use your hands or body language to figure out where your place in the queue is. Don't be shy – all ages are fine and important! Form pairs (or a group of 3) with your closest person(s).		To form pairs that will discuss together	
3 minutes	<b>Instructions to the group:</b> Discuss with your pair for about 3 minutes: What is the latest thing you have learned from someone that is some other generation than you are? It can be for example a social skill, technological skill, ability to understand some phenomenon (cognitive skill), communication skill, learning skill etc.		To share learning experiences and get familiar with the concepts and your pair	
2 minutes	<b>Instructions for the group:</b> In 2 minutes, with your partner, plan and form a still statue that, in some way, describes/ represents the difference between you and your parents' generation. Statues are silent and still – they don't move.		To activate thinking and creativity around the theme, to provoke teamwork	
5–10 minutes	<b>Instructions for the group:</b> Let's look at all the statues one by one and guess what differences between generations they represent!		To activate thinking and processing the theme together, also to have fun with the group	
<b>Outcomes and/ or gained skills</b>	Co-operation/teamwork skills	Orientation/ focusing on the theme		
<b>Tools for evaluation</b>	The group should work better and be more efficient in going on with the group's task after doing the warm-up exercise.			

## Session: A Pedagogical Method for Introducing Service-learning

<b>Facilitator</b>	Teacher / educator
<b>Specific requirements to take under consideration, if any</b>	The session aims at acquainting the learners with the concept of service-learning, the theory behind the method and examples of practical applications of the same.
<b>Planning and preparation</b>	<ul style="list-style-type: none"> <li>» Setting the context through group activity</li> <li>» Groups of 3–4 students</li> <li>» Each group gets a cardboard chart paper, coloured markers /felt pens, sticky notes</li> </ul>
<b>Methodologies</b>	<ol style="list-style-type: none"> <li>1. Each group is presented with a hypothetical societal scenario, along with a contemplatory question, printed out on paper.</li> <li>2. The task attempts to engage students in brainstorming for 15 minutes to come up with plausible solutions to the scenario and create a small scale project proposal where the solutions can be implemented.</li> <li>3. They then map out their ideas and solutions on the chart paper using the additional resources.</li> <li>4. Finally, the students are encouraged to reflect on the overall activity. Guiding questions for the same are projected on the big screen.</li> </ol> <p><b>Example of a societal scenario and complementary question:</b> Public discussion in your hometown has been brewing around spare time activities for the youth. Recently young people have reported in schools and homes that they have experienced lack of space and things to do in the city. This has been discussed in the local newspaper as well. In the past few years many improvements in the city have been made keeping in mind families with children, the elderly and cyclists commuting to work, but nothing directly for school-aged children and the youth.</p> <p><b>Question:</b> How could you and other citizens start untangling this situation?</p>
<b>Key Goals</b>	<ol style="list-style-type: none"> <li>1. Group work</li> <li>2. To stimulate critical thinking, problem-solving</li> <li>3. To encourage learning-by-doing</li> <li>4. Post-activity reflection</li> </ol>
<b>Benefits</b>	<ol style="list-style-type: none"> <li>1. Collaborative learning, team work, tolerance and respect towards each other, better interpersonal communication</li> <li>2. Awareness of a social situation, sense of civic imagination and creativity, critical thinking, cultural awareness</li> <li>3. Stimulated sense of empathy, altruistic thoughts, self-awareness (in relation to response to the scenario)</li> </ol>

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<b>Time</b>	<b>Activity</b>	<b>Equipment</b>	<b>Purpose of This Activity</b>	<b>Additional Comments or Notes</b>
5 minutes	Group formation and collecting the presentation supplies	Cardboard charts, coloured felt pens, sticky notes (preferably in two different sizes)	Group work	
15 minutes	Reading the scenario, pondering and discussing, creating the presentation chart	Half of A4-sized paper with the hypothetical scenario printed on it. <b>Note:</b> Have at least 10 scenarios on hand, in case of facilitating a large group of students	To stimulate critical thinking, problem-solving	
5–7 minutes	Presentation and sharing of reflections			
10 minutes	Overall discussion	Questions for reflection to be projected on a large screen		
<b>Outcomes and/or gained skills</b>	Apart from the ones mentioned above in the Benefits section, skills gained are subjective. Please encourage students to share their personal perspectives during the overall discussion.			
<b>Tools for evaluation</b>	<p>The posters and group work are not evaluated by the facilitator. Group discussion can be assisted with the following questions:</p> <ul style="list-style-type: none"> <li>» What was your group's reaction to the situation and task at hand?</li> <li>» How did you approach the project?</li> <li>» While working with your team members, what did you learn? Any new skills?</li> <li>» What are your personal reflections after completing the activity?</li> </ul>			

## Session: Project-based Learning (PBL)

<b>Facilitator</b>	Teacher / educator
<b>Specific requirements to take under consideration, if any</b>	This is an example of project-based learning. This method can be utilised in both non-formal and formal education. The duration for this method varies from a few weeks to several months depending on the course schedule and organisation.
<b>Planning and preparation</b>	Preparing instructions and timelines for the method suitable for your educational purposes. Making sure that students have adequate skills for autonomous work and some prior understanding about intergenerational learning (IGL). The project should have an element of IGL, meaning that participants for example learn about the lives of people from different generations, learn skills from different generations, and gain more understanding of the diversity of generations and variety of needs and ways of living. The facilitator can provide the students with examples of previous projects and some practical tools for communication and organizing. Group work is preferred for this method.
<b>Methodologies</b>	Project-based learning. The learning objectives are related to both project-work and intergenerational learning. Students plan and implement a real-life project that is connected to intergenerational learning. The project should be aimed at solving a problem –for example “How to Promote Intergenerational Learning?” (Tynjälä, Välimaa & Boulton-Lewis 2006, 195). The project could be for example an event, a discussion group or a cooking course. Students handle all the practical issues in the supervision and tuition of the teacher. After the project, they report orally or in writing and present the process to other students. The whole process is student driven, only the thematic area of IGL being provided along with instructions for project implementation.
<b>Key Goals</b>	<ul style="list-style-type: none"> <li>» Students plan and implement their own project related to IGL</li> <li>» Establishing a connection to intergenerational learning in the project work</li> <li>» Students gain understanding and skills in project work, IGL and critical reflection</li> </ul>
<b>Benefits</b>	Project-based learning is a student-driven learning method that enables learning in a multidimensional way. Students work autonomously, but with adequate instructions and tuition when needed from the teacher/facilitator. During the process they learn skills and gain understanding in, for example, project management, collaboration and communication, problem-solving and reflection. Project-based learning is a participatory and communicative learning process that enables dialogic learning. (Leat 2017, 3–4; 58–84.) In project-based learning the process itself and the learning are more important than the goal itself, though the project itself is significant also and should have a real-life connection and actual purpose.

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<b>Time</b>	<b>Activity</b>	<b>Equipment</b>	<b>Purpose of This Activity</b>	<b>Additional Comments or Notes</b>
First meeting	Instructing participants on the overall assignments and giving a timeline for the work.	Presenting instructions in written and oral form.	Making sure that participants understand the method and can ask questions.	Be sure to give space to questions and comments from students. Ask open ended questions such as "What are your thoughts about the assignment?" and "What kind of questions do you have at this stage?"
Second meeting/ individual work	Deciding on a project and establishing goals. Students begin working on the project autonomously but within the given framework (IGL).	Presenting students with the requirements for the project and helping them to establish goals for it.	Starting the project work in line with the objectives and requirements.	Ask students to report their plans before taking actions to insure that the plans coincide with the course objectives. Give further instructions if necessary. Advise students to make notes or write their learning diary during the process.
Individual or group work	Planning and implementing the project.	Technological tools for communication and organizing the work.	Autonomous work within the given framework.	Participants plan the project autonomously, with tuition available if necessary. Preferably organise a follow-up meeting to make sure that students know what they are doing and can implement the project.
Aftermath	Reporting and group discussion.	Defining what to focus on in the reporting and whether it's an oral or written report.	Students reflect on both the learning process, the project itself and the impact of the project.	Provide students with introductory questions such as: » How did your attitudes or world views change during the process? » What went well in the project? » What would you do differently? » What new do you take with you for your future studies or work? etc.  Discussion about the process is vital to ensure profound learning.
<b>Outcomes and/or gained skills</b>	Students gain understanding and skills in » problem-solving, » communication, » organizing and making schedules as well as » the thematic area of intergenerational learning » deeper understanding about one's own worldviews and expectations towards other generations			
<b>Tools for evaluation</b>	» Establishing the level of knowledge with a pre-questionnaire. » Learning diary to reflect on the learning process. » A report about the project. Providing a template is possible with the specific requirements. » Group discussion to enable self-evaluation and reflection among students.			

Leat, D. 2017. *Enquiry and Project-based Learning: Students, School and Society*. Abingdon, Oxon ; New York, NY: Routledge.

Tynjälä, P., Välimaa, J. & Boulton-Lewis, G. 2006. *Higher Education and Working Life: Collaborations, Confrontations and Challenges*. Oxford ; New York: Elsevier.

## Session: Museum Walk

<b>Facilitator</b>	Any instructor or educator
<b>Specific requirements to take under consideration, if any</b>	<p>People of different ages are invited to a museum and grouped together for an informal and relaxed walk through an exhibition. Groups can be intentionally formed to include certain age groups, or put together randomly.</p> <p>The age groups present have an effect on the possible desired outcomes of the exercise – for example, if the desired outcome is thoughtful and deep conversation regarding the themes presented in the museum, the age groups should be selected accordingly.</p> <p>Conversation cards with different themes and prompts for conversation can be used to facilitate dialogue during the exercise. A set of conversation cards with possible dialogue themes is provided in this training guide. A blank card is also included for facilitators to create their own themes and prompts. The conversation topics should be modified to accommodate the age groups present during the museum walk exercise.</p>
<b>Planning and preparation</b>	<ul style="list-style-type: none"> <li>» The instructor selects a suitable museum or exhibition (based on the specific goals, needs and interests of the class/course/group), and familiarises themselves with the exhibition.</li> <li>» The instructor divides the participants into groups of three (3), aiming to compose intergenerational groups (e.g. one teenager, one adult, and one senior citizen), and invites them to the museum.</li> <li>» The instructor may give the groups a set of conversation cards to support generation of dialogue among the participants: general conversation cards may be used, or the instructor can create custom-made conversation cards based on the exhibition and/or the goals and needs of the class/course/group. The conversation cards may contain “easy” topics, but they may also guide the participants towards a deeper and more critical and analytical approach towards the museum exhibition.</li> </ul>
<b>Methodologies</b>	Dialogic learning/ learning conversations, museum learning
<b>Key Goals</b>	<p><b>Primary goals</b></p> <ul style="list-style-type: none"> <li>» Creation of a safe space for open conversation</li> <li>» Intergenerational interaction and learning in the form of exchanging knowledge, ideas, values, attitudes, experiences, and memories</li> <li>» Construction of individual and collective identities and cultures</li> </ul> <p><b>Secondary goals</b></p> <ul style="list-style-type: none"> <li>» Learning about the contents of the museum/ the topic of the exhibition</li> <li>» Generating interest towards culture, history, and the fine arts</li> </ul>
<b>Benefits</b>	<p>The museum walk exercise enables the generation of rather spontaneous and open intergenerational dialogue in an environment that stimulates conversation and learning. The informal setting and atmosphere encourage people to engage with the exhibition and with each other. Dialogue – both internal and external – positions the participants and their conception of their identity and culture in relation to themselves, the others present, and the contents of the exhibition, enabling them to further construct their own identity and culture. Dialogue with the other participants and the exhibition also potentially increases understanding between different generations and cultures.</p> <p>A positive experience during the museum walk may also encourage the participants to visit museums and other cultural heritage sites more often.</p>

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<b>Time</b>	<b>Activity</b>	<b>Equipment</b>	<b>Purpose of This Activity</b>	<b>Additional Comments or Notes</b>
5–10 minutes	Instructing participants	Spoken and/or printed instructions	Making sure that the participants understand what the idea and purpose of the museum walk is	
10–20 minutes	Participants get to know each other via a self-administered interview	Printed interview questions	To ensure that the participants of a group feel comfortable talking with each other	Premade interview questions are provided in the training guide. Instructors may also design their own interview questions, or another method for the participants to get to know each other.
30–90 minutes	Museum walk	The museum exhibition, conversation cards	Refer to the Key Goals section above.	Depending on the situation, the participants may be instructed to spend a certain, limited amount of time in the museum, or they can be told to spend as much time as they as a group want to. The use of the conversation cards is optional.
10–20 minutes	Debriefing		Sharing thoughts regarding the museum walk experience, wrapping up and saying goodbyes.	If the instructor wishes to evaluate and/or research the museum walk session, the debriefing time is optimal for collecting for example survey or interview data.
<b>Outcomes and/or gained skills</b>	<p><b>Outcomes:</b> Increased interest towards intergenerational interaction, history and cultural heritage, increased understanding of other people of different background, generations and cultures.</p> <p><b>Gained skills:</b> Communication skills (listening, argumentation, dialogue).</p>			
<b>Tools for evaluation</b>	The museum walk experience can be evaluated with, for example, surveys (pre- and/or post-museum walk), open-ended questions, interviews, and group discussions. The evaluation tool should be picked according to the goals of the evaluation process.			

## Session: Circle of Feelings with [Emotional Art Pictures](#)

<b>Facilitator</b>	Group instructor, teacher			
<b>Specific requirements to take under consideration, if any</b>	The exercise is a feedback exercise for a group of people that has worked together with any subject or participated in a seminar, course etc.			
<b>Planning and preparation</b>	<p>You will need:</p> <ul style="list-style-type: none"> <li>» Pictures of paintings/postcards/art pictures (remember copyrights of the artists) that are in some way emotional, for example: <a href="http://ryhmarenki.fi/tunteelliset-taidekuvat">ryhmarenki.fi/tunteelliset-taidekuvat</a> → Kuvasarja 1, 2 and 3. Depending on the group size, 30–60 pictures should be enough.</li> <li>» Enough space on the table or on the floor so that the pictures can all be spread out at the same time</li> </ul>			
<b>Methodologies</b>	Quiet reflection (alone), group discussion			
<b>Key Goals</b>	<ol style="list-style-type: none"> <li>1. To reflect and in that way learn more about the past activity</li> <li>2. To get a hold on the participants' own emotions and feelings of the past activity</li> <li>3. To share thoughts and feelings confidentially in the group</li> </ol>			
<b>Benefits</b>	<ol style="list-style-type: none"> <li>1. The use of non-verbal material (art pictures) makes it easier to express feelings, as the feelings can be distanced or mirrored with the pictures</li> <li>2. Equal opportunity to share feelings and thoughts about the past activity</li> <li>3. Group will feel more interconnected to each other</li> </ol>			
<b>Time</b>	<b>Activity</b>	<b>Equipment</b>	<b>Purpose of This Activity</b>	<b>Additional Comments or Notes</b>
3 minutes	Instructions to the teacher/instructor: spread out the art pictures/postcards on the table or on the floor.	Art pictures	Preparing	
3 minutes	Instructions to the group: pick a card/picture that somehow describes your feelings right now, after the group activity (the activity might be anything!).		To activate emotions	
5–10 minutes	Instructions for the group: form a group of 3 people. One by one, show the picture to your group and share your feelings briefly.		To share feelings and thoughts confidentially, to learn about each other's feelings	
<b>Outcomes and/or gained skills</b>	Reflection and evaluation skills	Emotional skills	Listening skills	

## Session: Drama & Applied Theatre

<b>Facilitator</b>	Maria Kwiatek, Autokreacja Foundation, trainer
<b>Specific requirements to take under consideration, if any</b>	<p><b>Drama &amp; Applied Theatre</b>, which is conceptualised in the frame of <b>Paulo Freire's Pedagogy of the Oppressed theory (and Augusto Boal's Theatre of the Oppressed)</b>. Applied Theatre is a term that consists of many theatre-based techniques beyond traditional understanding of theatre. The key element is the aim that refers to social needs and the space in which it takes place. The boundaries between the stage and the public are broken, the actors and spectators are together.</p> <p>It is an umbrella term to define theatre as a response to social challenges.</p>
<b>Planning and preparation</b>	<ul style="list-style-type: none"> <li>» Preparing printed instructions of the methods,</li> <li>» Preparing the place and the space (to make it safe for the participants)</li> <li>» Providing the materials</li> <li>» Providing the participants with information needed</li> <li>» Making sure that the participants are coming and they are well informed about the exercise</li> </ul>
<b>Methodologies</b>	<p><b>The method</b> consists of a big range of Theatre for Development practices and drama exercises in an educational, community or therapeutic context. During this pilot group therapeutic context is not taken into account, however different contexts will be discussed among participants to be aware of potential risks as well as advantages.</p> <p>The method is used in order to test its educational values, especially in intergenerational learning environment.</p>
<b>Key Goals</b>	<p>Transgeneration learning and dialogue</p> <ul style="list-style-type: none"> <li>» helps to discover skills and resources in intergenerational community,</li> <li>» to present the value of learning from each other,</li> <li>» creates a learning environment based on creativity and freedom,</li> <li>» shows the value of mindfulness and "moment to moment" learning,</li> <li>» emphasises climate of dialogue, respect and reciprocity,</li> <li>» enables discussion and open communication between participants</li> </ul>
<b>Benefits</b>	<p>The Drama and Applied Theatre gives an opportunity to</p> <ul style="list-style-type: none"> <li>» write and perform an important stories that emerge from the drama process,</li> <li>» communicate stories important for the special community,</li> <li>» develop soft skills and communications,</li> <li>» explore the abstract concepts and using image and body language.</li> </ul> <p>They are a channels to build transgeneration bridges and changing perspectives.</p>

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<b>Time</b>	<b>Activity</b>	<b>Equipment</b>	<b>Purpose of This Activity</b>	<b>Additional Comments or Notes</b>
1 hour	Columbian Hypnosis	Spoken and/or printed instructions	<p>Group the learning process</p> <ul style="list-style-type: none"> <li>» different roles (being a teacher and being a learner)</li> <li>» refer that discussion to the intergenerational context.</li> </ul>	<p>Divide the full group—or lets the group divide itself—into pairs.</p> <p>Each pair decides who is Player A and Player B in their small group.</p> <p>Partners check in with each other about any physical needs or limitations they might have today (e.g. "Getting up and down off the ground is hard for me").</p> <p>Set space parameters so students know where they can move in the activity to keep their partners safe.</p> <p>Then, ask Player A to hold the palm of his or her hand about six inches from Player B's face.</p> <p>Ask Player B to imagine that her or his partner's hand has hypnotised him/her and that s/he has to follow it anywhere it goes, keeping the same distance between her/his face and the palm at all times.</p> <p>As Player A moves around the room, Player B follows.</p> <p>After a set time, switch and let B's lead.</p>
30–45 minutes	Image Theatre - Family	Spoken and/or printed instructions	<ul style="list-style-type: none"> <li>» improv scene based on the image created.</li> <li>» to discuss different roles of characters.</li> <li>» to analyse the image in intercultural and intergenerational context.</li> </ul>	<p>An individual creates an image of a family.</p> <p>The rest of the people watch it and think about what to change in the image.</p> <p>This can be modified by the audience to create an agreed-upon image.</p> <p>Characters are asked to start a rhythmic movement to accompany their own image.</p> <p>Each character then adds a phrase or a word that relates to the character's situation inside the family image and his/her personality.</p> <p>The trainer asks each character to show the movement that would follow the original image.</p>
<b>Outcomes and/or gained skills</b>				
<p><b>Results</b></p> <ul style="list-style-type: none"> <li>» Learning values from each other</li> <li>» Created/ created learning environment based on creativity and freedom</li> <li>» Created climate of dialogue, respect and reciprocity</li> </ul> <p><b>Gained skills</b></p> <p>Communication skills (listening, argumentation, dialogue), performance skills (body language)</p>				

## Session: Learning English Video

<b>Facilitator</b>	Mojca Vukovič, Ljudska univerza Rogaška Slatina
<b>Specific requirements to take under consideration, if any</b>	Discussion about the importance of learning a foreign language.
<b>Planning and preparation</b>	Preparation of the video and the question for the debate about the video.
<b>Methodologies</b>	Using a video.
<b>Key Goals</b>	<ul style="list-style-type: none"><li>» Transgenerational learning and dialogue</li><li>» Comparison of different learning methods for learning a foreign language</li><li>» Comparison of reasons for learning a foreign language among children and seniors</li><li>» Learning new words for teaching materials</li><li>» Enables discussion and open communication between participants</li></ul>
<b>Benefits</b>	<ol style="list-style-type: none"><li>1. Getting to know each other</li><li>2. Eliminating the prejudices that seniors cannot learn</li><li>3. Bigger motivation for learning a foreign language among children</li><li>4. Learning new words in a foreign language</li></ol>

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<b>Time</b>	<b>Activity</b>	<b>Equipment</b>	<b>Purpose of This Activity</b>	<b>Additional Comments or Notes</b>
5 minutes	<b>Warm-up activity</b> Work in pairs » One person creates a short sentence, the other repeats it backwards		A warm-up activity and a memory stimulation game	The participants are divided into pairs, and the facilitator explains them that first a participant in the pair creates short sentences and the other repeats the sentences backwards. When the first member creates five sentences and they are repeated by the other member, they change rolls.
10 minutes	Discussion about the reasons for learning a foreign language	Support questions from the facilitator	» Practising oral skills » Getting to know each other more » Finding out common and different reasons for learning a foreign languages among different generations	Seniors and children talk about their reasons for learning English and they compare their reasons. Facilitator writes down the reasons. At the end of the exercise they try to find similar reasons for learning a foreign language among different generations.
10 minutes	Discussion about the techniques seniors and children use for learning a foreign language	Support questions from the facilitator	» Getting familiar with new ideas for techniques for learning a foreign language at home » Practising oral skills	Participants discuss about the techniques seniors and children use for learning a foreign language at school and at home – seniors and children compare the learning techniques in the past and now.
5 minutes	Discussion about the advantages and disadvantages of learning a foreign language	Support questions	» Practising oral skills » Learning new words » Increasing the motivation for learning of a foreign language	The facilitator encourages participants to try to name as many advantages and disadvantages of learning a foreign language. Facilitator makes a list of both.
10 minutes	Watching a video about a senior learning English	» Computer » Internet connection » Projector » Youtube	» Revising the new words for techniques » Creating a better connection between participants through fun activities	The participants watch a video about a senior learning English. The facilitator tells the participants to especially observe: the techniques used by the senior and the reason why he is learning English. After the viewing the participants have a discussion about the things seen.
<b>Outcomes and/or gained skills</b>	» New words in a foreign language » Improved listening and oral skills » Better understanding of reasons for learning foreign languages at different ages » Better connections among participants of different ages			
<b>Tools for evaluation</b>	Short questionnaires			

## Session: School Life Today and Yesterday

<b>Facilitator</b>	Teacher, educator			
<b>Specific requirements to take under consideration, if any</b>	<ul style="list-style-type: none"> <li>» Two groups – 7 grandparents and 12 students, 3 facilitators</li> <li>» This is the first meeting</li> <li>» Venue: the school library</li> <li>» Duration: 1 hour</li> </ul>			
<b>Planning and preparation</b>	The members of the two groups were announced to prepare both a factual and an opinion presentation of their school experience			
<b>Methodologies</b>	dialogical method, the comparison method, SWOT analysis			
<b>Key Goals</b>	<ul style="list-style-type: none"> <li>» To bridge the generation gap</li> <li>» To increase transgenerational tolerance and understanding</li> <li>» To acquaint participants with present and past aspects of school life</li> </ul>			
<b>Benefits</b>	<ul style="list-style-type: none"> <li>» Better understanding of the present by comparing it with the past</li> <li>» Improved transgenerational communication</li> <li>» Wider perspective on the social issues associated with recent history</li> </ul>			
<b>Time</b>	<b>Activity</b>	<b>Equipment</b>	<b>Purpose of This Activity</b>	<b>Additional Comments or Notes</b>
15 minutes	Watching a documentary about school life in communist times.	OHP, laptop	Acquaint participants with aspects of recent history.	Great interest from both generational groups. The elderly experience a sense of nostalgia while the young are curious and somewhat amused.
30 minutes	Open discussions about some aspects of the documentary.		Increase transgenerational understanding and tolerance.	The discussions are vivid, the dialogues flow freely.
15 minutes	Conclusions.		Increase transgenerational understanding and tolerance.	The facilitators conduct a QA series with the purpose of reaching the conclusions of the session.
<b>Outcomes and/or gained skills</b>	<ul style="list-style-type: none"> <li>» Both groups found the activity extremely useful and original</li> <li>» Both groups benefited immensely in terms of increased tolerance and open-mindedness</li> </ul>			
<b>Tools for evaluation</b>	<ul style="list-style-type: none"> <li>» The feedback forms were overwhelmingly positive</li> <li>» The topic for the next session is agreed</li> </ul>			

## Session: Talking About Jobs

<b>Facilitator</b>	Mojca Vukovič, Ljudska univerza Rogaška Slatina
<b>Planning and preparation</b>	» Preparation of support questions for discussions » Preparation of picture material for jobs for the charade activity
<b>Methodologies</b>	» Discussion » Theatre elements (charade)
<b>Key Goals</b>	<ol style="list-style-type: none"><li>1. Transgenerational learning and dialogue</li><li>2. Comparison of jobs in the past and in the present</li><li>3. Encouraging of communication between different generations</li><li>4. Learning about unfamiliar jobs</li><li>5. Getting to know each other more</li></ol>
<b>Benefits</b>	<ol style="list-style-type: none"><li>1. Getting to know each other</li><li>2. Learning about jobs that are less popular and familiar</li><li>3. Better communication among different generations</li></ol>

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<b>Time</b>	<b>Activity</b>	<b>Equipment</b>	<b>Purpose of This Activity</b>	<b>Additional Comments or Notes</b>
5 minutes	<b>Warm-up activity</b> Creating a story.		A warm-up activity and a memory stimulation game.	The participants are sitting behind their desks or standing in a circle. The first person starts a story by saying one word. The next person repeats his word and adds another one. The third person repeats the first and the second word and adds one more word and so on. The purpose is to add words that make sense in order to create a story.
10 minutes	Discussion about the jobs adults have or had in the past.	Support questions from the facilitator.	<ul style="list-style-type: none"> <li>» Practising oral skills</li> <li>» Getting to know each other more</li> <li>» Learning about different types of jobs in the past</li> <li>» Defining if all of these jobs still exist and how relevant they are</li> </ul>	Seniors or adults in general are talking about the jobs they had in the past or still have. They all add a short description of the jobs and what they liked about the job.
10 minutes	Discussion about the dream jobs that children have.	Support questions from the facilitator.	<ul style="list-style-type: none"> <li>» Practising oral skills</li> <li>» Getting to know each other more</li> <li>» Learning about new, modern jobs</li> </ul>	Children talk about their dream jobs, and in general about the new jobs that are on the market in the present time. They discuss with the seniors whether these jobs existed in the past or not and seniors learn more about the jobs that did not exist in the past.
10 minutes	Game of charade – guessing jobs.	Pictures with various jobs.	<ul style="list-style-type: none"> <li>» Practising oral skills</li> <li>» Practising non-verbal communication</li> </ul>	Participants are divided into groups of four, ideally two participants from one generation and two from another. Each participant gets 5 cards with pictures of jobs on it. One member of the pair is trying to mime the job he/she sees on the card and the other tries to guess the job. If he/she guesses it, this pair gets 5 points. The game finishes after all the cards have been used and the winner is the pair that gets the most points.
10 minutes	Debating about the jobs and the new information the participants received.	Support questions from the facilitator.	<ul style="list-style-type: none"> <li>» Practising oral skills</li> </ul>	The participants talk about the new information they learned at the session and try to find participants in the group that did or want to do the same job.
<b>Outcomes and/or gained skills</b>	<ul style="list-style-type: none"> <li>» Improved listening and oral skills</li> <li>» Improved skills in non-verbal communication</li> <li>» Better connections among participants of different ages</li> </ul>			
<b>Tools for evaluation</b>	Short questionnaires.			

# Theory in Action

## Museum Walk in North Karelian Museum Hilma (Joensuu, Finland)

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This pilot study was conducted as a part of the Ge&In project and a master's thesis research<sup>1</sup> during the spring of 2019. The aim of the study was to explore what kind of potential learning instances occur when an intergenerational group is asked to visit a museum exhibition together and talk about what they see and experience. Furthermore, these learning instances were examined from the perspective of identity and culture; what are the possible ways these intergenerational learning conversations function as constructors of the participants' identity and culture?

In total 17 participants were invited to Hilma, the North Karelian museum in Joensuu, to participate in the pilot study in March and April 2019. The participants, birth year ranging from 1944 to 2012, formed five groups of three people and one pair, the age differences within each group being 7 years minimum<sup>2</sup>. Some of the groups consisted of people who knew each other (e.g. family members or work colleagues), while in some groups the participants were complete strangers. To study the conversations of the participants, the museum visits needed to be recorded; participants' consent was asked and a voice recorder was given to each group during the museum visit to record the audio. Between the six groups taking part in the research, over 9 hours of audio was recorded, with the average length of a recording being approximately 1h 30mins, the range being from 1h 3mins to 1h 55mins. The participants also replied to some open-ended questions regarding the museum walk after the visit to the exhibition(s).

A museum was selected as the context of the pilot as museums are, by design, constructed representations of different cultures and identities, and as such provide visitors nigh endless opportunities for both conscious and unconscious identity construction by means of identifying oneself with and distinguishing oneself from the presented cultures, identities and phenomena (Kallio 2009; Urry 1996). In an intergenerational group each participant could therefore compare their own experiences both to the contents of the exhibition and to the revealed experiences, attitudes, and values of the other participants.

The recorded conversations vary, unsurprisingly, greatly in terms of content, but also in terms of "depth". In some groups the level of discussion remained rather straightforward and superficial, whereas other groups at times entered quite a deep and analytical level of discussion. The conversation cards that each group had with them through the museum walk were geared towards facilitating deeper and more analytical conversations, but they were rather little used by any group. This is likely due to the fact that their use was completely optional, and they were presented as an option if discussions didn't generate spontaneously.

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<sup>1</sup> The thesis is being written by Sari-Anniina Ikonen as part of their Master of Arts (Education) studies in the University of Eastern Finland, School of Educational Sciences and Psychology. The working title of the unpublished (as of January 2020) thesis is *Learning Conversations in a museum: An Intergenerational Approach*.

<sup>2</sup> The targeted age configuration of the groups was youngster (15–20 years old) + adult (25–45 years old) + senior (over 60 years old), but two of the groups also had very young participants, born in 2009 and 2012.

What kind of learning instances occurred during the museum walks, then? Throughout the visit, the participants engaged with the exhibitions (looking at items, reading display explanations both aloud and silently, trying some of the interactive elements available) and with each other. These interactions prompted, for example:

- » direct questions and answers;
- » memories of past experiences that were now shared;
- » explanations of personal history (e.g. family background);
- » connections between previously acquired information/knowledge and the displayed items and texts;
- » humoristic comments and stories.

Answers to the post-museum walk open-ended questionnaire revealed that the presence of multiple generations was considered to be a factor that brought variety and diversity to the conversations. The younger participants emphasised that they respected and valued the views and knowledge bases of the older participants. It was also reported that the diverse group configurations directed attention to things that an individual might otherwise have bypassed in the exhibition: the participants' different interests and experiences – their personal life histories and ways of looking at the world – had an effect on which features of the exhibition the groups stopped to look at, and what was talked about during the museum walks.

Identity and culture construction became especially apparent in the conversations through shared personal histories. As Hilma is a provincial museum, it displays specifically (North) Karelian history from prehistoric to recent times. A few of the participants explained that they or their families have roots on the Russian side of the border, in the Karelian area that was lost to the Soviet Union after the Moscow peace treaty in 1940. Discussions regarding the surrendered Karelian areas touched directly on the issues of identity from the perspective of displacement and lost or forgotten cultural heritage.

In the case of the (lost) Karelian heritage, identifying oneself as something similar as what was seen or experienced in the museum is an example of identity construction. However, also the opposite experiences occurred: participants could blatantly declare that they have no connection at all to a feature seen in the exhibition. In other words, by identifying oneself as something different as what an exhibition displays also has an effect on identity construction. Other topics that prompted such similarity/difference reactions were, for example, religion and music/youth culture.

According to Hans-Georg Gadamer's (2004) philosophical hermeneutics, each person has a "horizon", a sort of a filter through which an individual perceives, interprets and understands the world. This horizon is comprised of each person's life history – both the individual experienced history, and the larger social and cultural environment that shapes us. In effect, the horizon can be regarded as an analogue of a person's identity. Gadamer argues that understanding happens when a person comes into contact with "the other", in other words, when two different horizons meet in dialogue. The result of this dialogue of horizons is, at least ideally, a fusion of horizons. A fusion creates something new, it constructs. Through intergenerational conversations in a museum setting the participants were given opportunities for such fusions to occur – meeting "the other", be it another person or an unfamiliar item in the exhibition, and gaining understanding of the other created possibilities for construction of identity through identifying oneself with or distinguishing oneself from someone or something.

Gadamer, H-G. 2004. *Truth and method*. London: Continuum.

Kallio, K. 2009. *Museon yhteiskunnalliset tavoitteet*. In P. Kinanen (ed.) *Museologia tänään*. Jyväskylä: Suomen museoliiton julkaisuja 57, 105-131.

Urry, J. 1996. *How Societies Remember the Past*. In S. Macdonald & G. Fyfe (eds.) *Theorizing Museums*. Oxford: Blackwell Publishers/The Sociological Review, 43-65.

## Theory in Practice: Project-based Learning

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A pilot conducted in the University of Eastern Finland

In the Autumn of 2018, a group of eight students in the University of Eastern Finland took part in the Ge&In project and planned and executed a pilot as part of their University studies. The students were studying pedagogical studies for teachers, and were from a variety of study fields varying from different languages to history. The group joined the project meetings in UEF. General guidelines for the pilot were provided by the project and the curriculum – the pilot had to be connected to intergenerational learning and diversity in education. Students were in charge of the planning process as well as the final event. After the first few meetings to discuss the pilot guidelines and objectives, the students came up with an idea of an Easter ‘arts and crafts’ event in a local museum.

The group planned an *Easter arts and crafts event for families*, where the participants could make their own Easter decorations, cards and other crafts, and discuss the traditions and customs related to Easter. Participants could also write their ideas and questions on post it notes, and put them on the wall for others to see. The main role of the organisers was to facilitate conversation and handle the practicalities. The most popular activity was decorating willow branches for Palm Sunday tradition, in which children go from door to door dressed as witches or other costumes asking if they can say a short traditional rhyme and in return receive Easter eggs or other treats. This was also one of the interesting discussion topics – how this Easter tradition has changed in time and in what ways the older generations have transferred this tradition to the younger generations. In total, this event attracted *approximately 30 visitors in a few hours the age span varying between 2 and 65 years old*.

In addition to the intergenerational crafting event, this pilot was of course also about the students learning. The students’ reflections about the project were positive in general. Students reported that their understanding about diversity in education was broadened with the dimension of age. Related to project work, the group reported that they had learned about tolerating uncertainties and flexibility because their pilot was linked to a larger project. A large group also demanded flexibility and organizing from all students. Guiding conversation between different generations offered a possibility to learn about acknowledging diversity in dialogue.

## Theory in Practice: Applied Drama Methods

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A pilot conducted by Autokreacja Foundation

The Applied Drama Methods has been conducted as a part of the Generations in Interaction Project (Ge&In) by Autokreacja Foundation on two weekends, March 2–3 and March 9–10 of 2019. We had 16 participants in total in age of 3 to 73 years old.

### ***Our trainer used***

- » **Drama & Applied Theatre:** an umbrella term to define theatre as a response to social challenges.
- » **Theatre For Development:** a participatory theatre practice to write and perform important stories that emerge from the drama process.
- » **Community Theatre:** made by, with, and for a community based on stories important for that specific community.
- » **Applied Improv:** technique designed to develop soft and communication skills.
- » **Image Theatre:** technique developed by A. Boal, in which still images and body work to explore abstract concepts.

### ***The event's structure***

During the first day we focused on presentation of the context of Intergenerational learning. With our participants we discussed our experiences and good practices. The main activity of the day was the Community Theatre: Life Map (part 1).

The second day included the continuation of the Community Theatre: Life Map, and we focused on intergenerational – common Identity and the Applied Improv Theatre: Suitcase. The third day was about learning from each other and Community Theatre: Family photos & shared stories and creation of Image Theatre: Intergenerational meeting. In the last day we focused on the Columbian hypnosis: Reciprocity in learning, and on Matrioshka as a metaphor of intergenerational learning.

### ***IGL channels in DRAMA***

- » Memories and reminiscing – “This photo reminds me of my grandma. My grandma taught me...”
- » Reinterpreting and learning again – “I’ve discovered that this bad character I met in life taught me a lot”.
- » Changing perspective – “I had no idea I could look at that experience from this perspective”.
- » Building bridges – “I had to come to your workshop to learn ‘Deptak’ from my own daughter.”  
“I didn’t know anybody here, but I feel like coming to the closest family”.
- » Searching for and building on the resources – “*What we are doing here is magic*”.

*“I’ve learned the most from those little fellows and their energy”.*

### ***Why Drama in IGL?***

- » It enables discussion and open communication between participants.
- » It helps to discover skills and resources in intergenerational community.
- » It promotes the value of learning from each other.
- » It creates a learning environment based on creativity and freedom.
- » It shows the value of mindfulness and “moment to moment” learning.
- » It emphasises climate of dialogue, respect and reciprocity.

# Theory in Practice: Talking about Jobs

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A pilot conducted by University of Third Age Rogaska Slatina and Intergenerational Center of Ljudska univerza Rogaska Slatina

## ***General objective and background***

The main objective of the activity was to foster transgenerational learning and dialogue through comparison of jobs in the past and in the present, encouraging communication between different generations, learning about unfamiliar jobs and getting to know each other more.

## ***Participants and method***

The group consisted of 8 seniors, members of the University for third Age Rogaška Slatina, and 10 children between the ages of 8 and 13. The session started with a warm-up activity where the first person started a story with one word. The next person repeated her / his word and added another word. The third person repeated the first and the second word, adding one more word of her/his own and so on. The purpose was to add words and create a story.

After the ice-breaking activity the facilitator started a debate about jobs that senior participants had while they were still working. With the help of support questions, the facilitator encouraged the senior participants to talk about the details of their job, what tasks it involved and so on. After the description the facilitator encouraged the debate between seniors and children to find out which jobs described earlier the children already knew, and which are new to them and whether the described jobs still exist nowadays or not.

Afterwards the facilitator encouraged children to talk about their dream jobs and in general about the new jobs that are on the market in the present time. They discussed with the seniors whether these jobs existed in the past or not, and seniors learned more about the jobs that did not exist in the past.

After the discussion it was time for a fun exercise. Participants were divided into groups of four or five, half of each group consisted of seniors, the other half children. Each participant received 5 cards with pictures of jobs on it. The game started with one member of the pair miming the job he/she saw on the card and the other tried to guess the job in question. If he/she guessed it, the pair received 5 points. The game went on until every member of each group had shown/mimed all five of the jobs on his/her cards. The pair that received the most points was the winner of the game.

At the end of the session the participants talked about the new information they learned at the session and they found some senior participants that did the same job that the children would perhaps like to do when they grow up.

# Case study: Learning English video

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The case study was carried out as a part of the activities in University for Third Age Rogaška Slatina and Intergenerational Centre of Ljudska univerza Rogaška Slatina.

## ***General objective and background***

The main objective of the activity was to foster transgenerational learning and dialogue through comparison of different learning methods for learning a foreign language, comparison of reasons for

learning a foreign language among children and seniors, learning new words for teaching materials and enables discussion and open communication between participants.

### ***Participants and method***

The group consisted of 8 seniors, members of the University for third Age Rogaška Slatina, and 10 children between the ages of 8 and 13. The session started with a warm-up activity where the participants were divided into pairs. One participant in the pair created a short sentence and the other member of the pair repeated the sentence backwards. The first member of the pair created 5 different sentences, which the other repeated and then they switched roles.

Afterwards the facilitator encouraged seniors and children to talk about learning English and their reasons for learning English. The facilitator made a list of the reasons, which they then compared. At the end of the exercise they were able to find several similar reasons for learning a foreign language among different generations.

After speaking about the reasons for learning English, the participants discussed the techniques seniors and children use for learning a foreign language at school and at home. Seniors talked about how they learned English or other foreign languages at school in the past, how they are learning it now, and the children also talked about how they learn English at school and at home. The facilitator helped the participants to find similarities and differences of learning techniques and tools in the past and present.

Then the facilitator used some support questions to ask the participants to name as many advantages and disadvantages of learning a foreign language.

The participants watched a video about a senior learning English. The facilitator gave the participants some instructions on what to observe while watching the video: the techniques used by the senior and the reason why he is learning English. After watching, the participants had a discussion about the things seen, and compared them to their own reasons for learning English and the learning methods.

At the end the participants talked about which techniques they learned about during this session could work also for them.

# About the Project

This guide has been created as one of the outputs of Erasmus+ project called *Generations in Interaction – Intergenerational Learning As a Constructor of Identity and Culture*.

The two-year long project started in September 2018 and it had seven partner organizations from different parts of Europe, representing the field of adult education from different educational traditions.

During the project the partners met every half a year to check the results of their work and to agree on their tasks for the next period. In addition the monthly online meetings were used to ensure staying on schedule and to agree different details of the outputs and the project itself.

The project was very interesting exploration for the partners in different dimensions of intergenerational learning; its tradition, its future prospects, its opportunities and also its threats. In addition to the outputs, it provided ideas and new perspectives for members of partner organisations on their own work in the field of intergenerational learning.

You can find more information about the project from its website at [ge-inproject.eu](http://ge-inproject.eu) and all other outputs of the project from the web platform at [ge-in.elogos.cloud](http://ge-in.elogos.cloud).

# Project Partners

## ***Autokreacja | Poland***

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The *Autokreacja Foundation* aims at fostering the active participation in a civil society through various initiatives in the field of social economy. We contribute to the civilisational, cultural and economic development of Poland. We want to put the spotlight on problems of diverse social groups that are often marginalised, and that is why we focus on cooperation with long-term unemployed, youth from underprivileged regions, unemployed women, elderly people, immigrants and refugees. Many of our projects were designed to favour multiculturalism and intercultural exchange by bringing together different lifestyles, points of view and philosophies. Our conviction is that sharing, experiencing and debating are the best ways to progress as it permits us to be open to new initiatives and to welcome, with enthusiasm, possibilities of cooperation with organisations dealing with different domains in many countries and cultures all over the world. We are convinced that sharing experiences and dialogues are the best practices to make progress in connecting with and bringing people together. That is why we take initiatives aimed at different groups of socially disadvantaged people. Our projects concern the following fields:

1. Entrepreneurship / Labour market / Migrants
2. Media and digital literacy
3. Non-formal and informal education
4. Cooperation with Asian countries in Youth and Entrepreneurship field
5. Promotion of volunteering activities
6. Citizenship and Culture



## ***Kansalaisfoorumi | Finland***

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Citizens' Forum (*Kansalaisfoorumi*) is a Finnish non-formal adult education organisation working mainly together with culturally oriented associations. We get our funding from the Ministry of Education and Culture. Citizens' Forum has seven member associations. Each of these organisations has local member associations and/or individual members nationwide.

Cultural and communitarian work are two major strategic parts and specific areas of expertise in terms of Citizens' Forum's activities. Our aim is to promote participation and personal growth through communitarian cultural education and culture itself.

Our cultural work involves supporting the educational and cultural work of our member organisations and other cooperating partners through study groups, education, guidance and the production of studying material; organising own educational events, training and cultural happenings; participating in cultural happenings organised by member organisations when they relate to our own educational and civic task; and international cultural cooperation.



With our communitarian work, we aim at promoting active citizenship and developing citizens' activities and organisational work. Citizens' Forum inspires people to participate, to influence and to bring forth ideas and insights as members of their own community. This work involves developing civic and organisational activities through education; activating citizens and increasing their knowledge about participation and means of exercising influence; devising and testing activities that complement representative democracy; and activities that reinforce Finnish civil society and making them known to a wider public.

## ***The European Center for Socio-Professional Integration ACTA | Romania***

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*The European Center for Socio-Professional Integration ACTA* has the mission to promote educational activities, professional and social skills development of young people and adults in order to be able to adapt and integrate effectively into a dynamic society. Numerous and various European projects implemented by ACTA are focused on innovation, creativity, social initiatives, entrepreneurship and exchange of best practices. Due to these, ACTA brings partnership expertise for social innovation creation.



- » ACTA aims to contribute to the economic and civic growth of individuals, through lifelong education, and to draw attention to the importance of supporting the integration of disadvantaged and ethnic groups.
- » ACTA wishes to enhance people empowerment, entrepreneurship, creativity, social inclusion, and the acceptance of cultural diversity through intercultural learning. We encourage people to develop their ideas and initiatives into concrete projects and we tend to develop their creativity and entrepreneurship skills.

Our prime and foremost aim is to empower our people in the most efficient and holistic methods.

- » ACTA adopts and implements various innovative initiatives in the field of formal and non-formal education, providing information, counselling, training for young people, adults and professionals.

## ***University of Trieste | Italy***

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The University of Trieste:

- » provide the highest level of education and preparation for professionals and citizen of the future;
- » generate and disseminate knowledge;
- » commit itself with the local community to tackling the core issues of our times.



**UNIVERSITÀ**  
**DEGLI STUDI DI TRIESTE**

*The University of Trieste* (UNITS) is dedicated to the discovery, development, transfer, and application of knowledge in a wide range of academic and professional fields.

UNITS's goal is to provide high-quality undergraduate and graduate education, along with the development of new skills through research and creativity.

The University welcomes and supports men and women of all the ethnicities and geographic origins, with the aim to meet the needs of an increasingly diverse population and a global economy.

UNITS aims to be an active player on the European stage through an excellent educational system, as to contribute to make the society more educated, innovative, cohesive and sustainable.

Our academic activity must be oriented to transfer a large contribution of knowledge endowments, as to provide young generations with the appropriate skills for wide overviews and real innovation through a cultural process of knowledge integration.

### ***University of Eastern Finland | Finland***

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With approximately 15,000 students and 2,500 members of staff, *the University of Eastern Finland* (UEF) is one of the largest universities in Finland. The university has campuses in the cities of Joensuu and Kuopio.



UEF is a multidisciplinary university, which offers teaching in more than 100 major subjects. The university comprises of four faculties: the Philosophical Faculty, the Faculty of Science and Forestry, the Faculty of Health Sciences, and the Faculty of Social Sciences and Business Studies.

The activities of the university underscore multidisciplinary. The university's key interdisciplinary research areas are built around four global challenges: Ageing, lifestyles and health; Learning in a digitalised society; Cultural encounters, mobilities and borders; and Environmental change and sufficiency of natural resources.

UEF has concluded bilateral agreements with more than 100 universities abroad. The university is involved in several international networks and discipline-specific projects. A range of programmes are taught in English, and the university hosts about 1,700 international students annually. UEF offers its students an international and lively study environment and state-of-the-art facilities.

UEF seeks to be among the leading 200 research universities in the world and, in our strong research areas, among the world's leading 50 research universities.

We are known as a partner who takes the initiative, and as an influential participant in social dialogue. We engage in close cooperation with various research institutes, businesses and industries. We are a builder of open innovation ecosystems, and we promote the emergence of new business activities in eastern Finland in particular. Our researchers produce data to support societal decision-making and they participate in the work of several working groups in different fields.

### ***VITECO | Italy***

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VITECO is an Italian SME located in Sicily, Italy. Its staff is formed by professionals with engineering and business administration backgrounds. It's a software and e-learning provider working both with national customers and European partners in EU projects.



VITECO is a provider of technologies for long-distance training. It has its own e-learning platform and a solid expertise on open source platforms. Its core business is based on VET and development of web-based solutions for collaborative learning and educational content management with a special focus on issues related to hard and soft skills development.

VITECO supplies complete and integrated solutions built around different target users' needs. Its products are simple and intelligent platforms which give users access to a great variety of contents and to the "e-learning experience" without requiring specific IT competences. The company supports training institutions and companies either with eLearning platforms either with the design and production of SCORM-based courses and with educational games released by its business unit "Serious Games".

VITECO is fully engaged also with social networks, blogs and e-learning that supports learning initiatives of wide range groups. It is conducting training and e-learning courses for unemployed and disadvantaged groups of people.

VITECO European Project Office has been involved in several EU projects and many regional projects, both as a coordinator and a partner, thus, it is fully capable to provide both technical, operational and management support during the lifetime of the project.

### ***Ljudska univerza Rogaška Slatina | Slovenia***

*Ljudska univerza Rogaška Slatina* is a non-profit adult education and training provider for the community in the local region and wider with a rich tradition. Organisation offers its learners 10 formal educational programmes that include both secondary schools and vocational training programmes in the field of catering, gastronomy, cookery, sales, economy, childcare, or tourism. Ljudska univerza is constantly developing new programmes, and is adapting the existing ones in accordance with the needs and desires of the adult population for further training and education. Informal educational programmes are conducted in the form of seminars, courses, lectures, and literary evenings and similar.



L J U D S K A  
U N I V E R Z A  
R O G A Š K A  
S L A T I N A

The organisation also offers various personal growth programmes, various workshops, computer courses for the unemployed and elderly, language courses, computer courses and accounting and many educational programmes for adults with special needs for the local Care Work Centre. We have organised training programmes for other educationally and didactically deprived groups of adults, such as the immigrants, the unemployed, and foreigners.

Univerza also offers 19 programmes of National vocational qualification and organises various courses for unemployed people, such as language, computer and accounting courses, and language and dance courses for children in kindergartens. The organisation also has a very active University for Third Age, where we offer various lifelong learning activities to people over 55. The activities involve language courses, computer literacy courses, study groups, healthy lifestyle activities, lectures, workshops, trips, and many more.

Ljudska univerza Rogaška Slatina is also a licensed centre for Slovenian language as a second language and an Intergenerational centre. Since 2016 we are also involved in a national project for gaining basic and vocational competences for the Savinjska region and Counselling for the employees in Savinjska region.

Ljudska univerza Rogaška Slatina has a lot of experience in national and international projects, including Grundtvig and Comenius Regio Partnership Programme, and in over 20 Erasmus+ projects as partners and as coordinators.

Kansalaisfoorumi, 2020



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