



# European *Generation* Link

Promote European Citizenship  
through Intergenerational and Intercultural Learning

*The concept behind it*



# EGL GUIDELINES

- *The Guidelines explain the project's didactical core concept, which is based on intergenerational and intercultural learning*



# LEARNING FROM EACH OTHER

- Intergenerational and intercultural learning to encourage innovative and alternative learning pathways of Lifelong Learning
- Assumption that *not only do the young have much to learn from the old but they also have much to teach them.*



# TANDEM TEAMS

The project's core concept was based on the formation of tandem teams and intergenerational learning:

- o YOUNG interviewers &
- o older interviewees with multicultural background



# TANDEM TEAMS MOTIVATION

How to motivate and sensitise the **younger generation**?

- Personal interests as basis guaranteed the motivation to learn and teach:
- Students wanted to learn about things important and relevant to them.



# TANDEM TEAM MOTIVATION

What to ask **older people** to tell about their multilingual and multicultural life?

- Background
- Migration
- School, work
- Being a migrant- everyday life
- How important is it for you ...
- Final words
- Background Information
- (Recording) audio and video files, pics



# TANDEM TEAMS MOTIVATION

- How to motivate **older people** to talk about their multicultural life?
- to show them ICT learning as a process to reach an individual goal:
  - getting into contacts with grand children, relatives and friends;
  - learning to save old photos by scanning them,
  - learning how to generate and store files,
  - how to document the history of the family etc.



# TANDEM TEAMS

- How to find **older people** who can contribute to the library?
  - Personal contacts
  - National clubs of diverse countries represented in each country
  - Teachers - Native speakers
  - Universities for Seniors
  - Touring clubs for seniors
  - Adult education centres
  - Old people's homes, senior complexes etc.





# TANDEM TEAMS SUPPORT

- Intergenerational learning to be accompanied by a continuing tutoring in order to provide according information and support the well-directed development of knowledge, skills and competences.
- Teachers didn't need to be controlling, but in control.



# TANDEM TEAMS SUPPORT

How to conduct an interview with older people who could contribute to the library?

- The EGL partnership elaborated the **“Interview Guide”**.
- The worksheet provided a set of information and advice for the young part of the intergenerational EGL tandem and enabled the learners to use their resources.



# TANDEM TEAMS SUPPORT

## INTERVIEW GUIDE

If the interviewee agrees, please, have the interview recorded. If you want to take notes during the interview, it is ok. If taking notes hinders your concentration, you do not need to do it. \*/

The interview takes up the whole life of the migrant. If the interviewee would like to elaborate on a topic, let him/her do so. If you feel that certain topics are not touched upon it is best to ask questions such as : “Please tell me more!, he seems to be an interesting person, what else do you know about him.” Most interviewees will tell stories.

....



# TANDEM TEAMS SUPPORT

- o **1st step:**
- o The tutors would ask the learners to read through the worksheet first and then clarify misunderstandings
- o They would discuss aspects within the group.



# TANDEM TEAMS SUPPORT

- o **2nd step:**
- o The teacher would offer the possibility to exchange ideas and experience:
- o Every student would receive a short profile or a photo of a senior citizen, plan an interview and write all questions she/he would rise.
- o The outcomes then would be discussed in the group and the participants would receive a fairly nuanced feedback from their colleagues and the teacher.



# TANDEM TEAMS SUPPORT

- o **3rd step:**
- o The teacher would ask the learners to prepare and conduct appropriate role-plays.
- o The video recording of the role plays could be designated to one member of the group.
- o Again the participants would receive a nuanced feedback from their colleagues and the teacher.



# TANDEM TEAM INTERVIEWS

## innovative learning pathways

- o equipped with a simple small audio player with voice recording function
- o Interview Guide
  - Transfer ICT
  - bring the existing competences and resources to their own and their learners' minds,
  - and appreciate them as a source of energy for individual and group learning processes



# EGL Library







# EGL Library

- Interactive platform
- Internet based content management system (CMS)
- Templates for a structured input of the information
- Registered users may add, edit and remove content from the EGL library



# EGL Library

## The last chapter

- The last chapter is the “**Interview**”
  - It tells how the interview was conducted,
  - what the tandem teams of young and old people learned from each other,
  - which aspects they reflected,
  - which benefits they realized etc.



# TANDEM TEAMS

## Some Benefits

- During the process of interviews young people learned about Europe and transferred ICT skills to older people.
- Young people learned how to address people and run interviews, they improved their social skills and learned new working techniques...
- All members of the tandem team could improve their self-esteem



# 3 MAJOR SUCCESS FACTORS

- ...affected the learning outcomes and satisfaction of the interviewer-interviewee tandems in process of knowledge transfer, awareness of learning/teaching success, learning pace, reflection of intergenerational roles etc.:
  - short and well-defined learning contents
  - time for exercises and repetitions
  - open and trustful atmosphere allowed to reflect and manage age related barriers.



# Thank you for your attention!



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