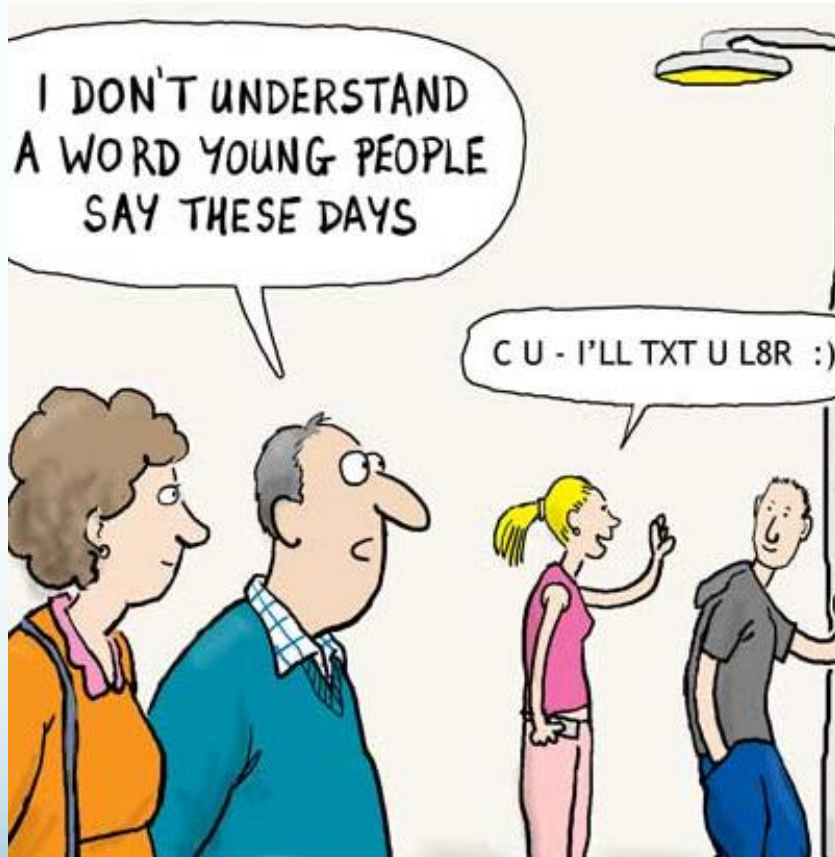


Equipping Adults for the 21st Century

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Vilnius, 9 December 2013

The eternal generation gap...



Context

- Europe 2020
- Education and Training 2020
- “New Skills for New Jobs” initiative
- The “Re-thinking Education” strategy
- Report on “Active Ageing and Intergenerational Learning”

Report: Active Ageing and Intergenerational Learning

- What are the immediate benefits of IGL schemes? Are there wider benefits of IGL?
- Promote the fact that Intergenerational Learning is primarily a purpose-driven activity and not an informal exchange, and encourage its use in enhancing partnerships between education and training institutions and the broader society.

How could policy makers see IGL?

- Intergenerational Learning covers all purposeful learning activity undertaken by members of two or more generations in a mutually beneficial way, occasionally or on an ongoing basis, with the aim of gaining, improving and transferring knowledge, skills and competences.

Proposal for a Memorandum on Intergenerational Learning

- Its purpose will be to **launch a European-wide debate** on a comprehensive strategy for implementing Intergenerational Learning at individual and institutional levels.
- Six **key messages**

Key message 1

- Intergenerational Learning is a flexible pathway to guarantee universal and continuing access to lifelong learning, for gaining, renewing and transferring the skills needed for sustained participation in the knowledge society.

Questions to be answered

- How can IGL be used to relieve current pressure on education budgets? How can it inform curriculum organisation and content in a spirit of partnership between sectors?
- Can the private sector be motivated to take part in IGL and update adults' skills and competences?

Key message 2

- Intergenerational Learning opportunities can be generated as close to learners as possible, in their own communities, lowering further the barrier to participation by using approaches that involve more than one generation from the same family, from the same neighbourhood or from the same workplace. New programmes and methods must be developed, but facilities already in place can be used through cooperation with social partners.

Questions to be answered

- What kinds of projects and provision already exist that could offer promising ways forward and examples of good practice?
- What kinds of incentives will encourage different entities to co-operate and exchange good practice at multiple levels, including transnational level?

Key message 3

- Intergenerational Learning can ensure that Europe's most important asset – its people – contributes to the re-launch of its economy and to ensuring high standards of living for all by encouraging them to invest their own knowledge, skills and time in the replenishment of Europe's skills pool, including skills related to entrepreneurship and social responsibility.

Questions to be answered

- How can young people's specific skills be integrated into workplace based training schemes? How can employers be motivated to support training for entrepreneurship?
- How can postponing retirement age be accompanied by a scheme to train new workers?
- In what kinds of ways do employers already provide models, time and flexibility for taking part in Intergenerational Learning?

Key message 4

- Intergenerational Learning can harness the efficient use of volunteers' time and resources to reduce the burden on the public budget, especially in relation to social costs and care.

Questions to be answered

- How much of the work already done by volunteers can be used as a flexible learning path and recognised formally as training and career development?
- Is a return to a mutual care model among population desirable?

Key message 5

- Intergenerational Learning can serve as basis for bringing generations with different economic status and different economic needs together for an exchange of knowledge and competences accompanied by mutual support in other areas of life, for example through intergenerational lodging schemes or social re-integration schemes.

Questions to be answered

- How can mutually beneficial “learning partnerships” between elderly and young people be developed safely and efficiently so that old people would agree to open up unused living spaces to young people or families in need of lodging in return for support in understanding and making best use of new knowledge in society?
- Should housing development schemes be required to include an intergenerational learning dimension?

Key message 6

- Intergenerational Learning is a way to support people re-establish a balance between work life and family life by creating opportunities for groups (families, community groups, clubs) to learn together in different contexts without the immediate expectation of a learning outcome but focusing on quality common activities.

Questions to be answered

- How can families be encouraged to spend quality time together through IGL methods?
- Can intergenerational learning be used to support all ages in their process of learning for a long life (transfer of skills and attitudes between generations)?