

ALL-LOCAL

INTERGENERATIONAL LEARNING AND PARTNETSHIPS AS A COMPLEX MATTER FOR SENIOR SOCIETY IN HUNGARY

DR. BALÁZS NÉMETH
PROFESSIONAL MANAGER

SZÉCHENYI 



HUNGARIAN
GOVERNMENT

European Union
European Social
Fund



INVESTING IN YOUR FUTURE

INTERGENERATIONAL LEARNING AND PARTNERSHIP DEVELOPMENT IN SENIOR SOCIETY

Relevant notions:

- Generation
- Family
- Community
- Society
- Culture
- Skills/Knowledge/Lifelong Learning
- Environment/Sustainable development
- Participation/Integration/Inclusion
- Work/Job/employment
- Ageing/Health
- Active Citizenship
- Human Capital/Social Capital
- Equity/Equality/Mutuality
- Role/Position/Status
- Voluntary activities/NGOs
- Learning city/region/cmmunity

INTERGENERATIONAL LEARNING

- Intergenerational learning can happen both in non-formal and in informal settings
- The most difference in between intergenerational learning (IL) and family learning(FL) is that intergenerational learning is not necessarily developed in the family.
- There are common components between the two forms of learning as both involve the transfer of skills or knowledge from one generation to another. However, FL also does not necessarily involve reciprocity.

INTERGENERATIONAL LEARNING LEADING TO THE DEVELOPMENT OF PARTNERSHIPS

- Intergenerational learning (IL) is a way that people of all ages can learn together and from each other. IL is an important part of Lifelong Learning, where the generations work together to gain skills, values and knowledge.
- Beyond the transfer of knowledge, IL fosters reciprocal learning relationships between different generations and helps to develop social capital and social cohesion in our ageing societies.
- IL is one way of addressing some of the significant demographic changes and is as a way of enhancing intergenerational solidarity and partnership through intergenerational practice

INTERGENERATIONAL LEARNING

- Intergenerational learning (IL), in another perspective, is defined:

“as a practice that aims to bring people together in purposeful, mutually beneficial activities, which promote greater understanding and respect between generations and may contribute to building more cohesive communities”

EAGLE project

INTERGENERATIONAL LEARNING AND PARTNERSHIP DEVELOPMENT – MAIN DIMENSIONS

- Intergenerational learning (IL/IGL) and partnership development has to indicate three significant aspects in the development of senior society:
 - involvement of more than 1 generation
 - activity planned prior to its implementation in a progressive manner
 - to involve mutually beneficial learning fostering greater understanding and respect between generations and, consequently, community cohesion

INTERGENERATIONAL LEARNING AND PARTNERSHIP DEVELOPMENT – CHALLENGES

- Main challenges to Intergenerational Learning and partnership development are:
 - the digital divide between the young and the old;
 - drop-out rates that are still worryingly high in some countries and literacy problems;
 - risk of social exclusion for vulnerable groups such as senior citizens, migrants and young people at risk.

INTERGENERATIONAL LEARNING AND PARTNERSHIP DEVELOPMENT – SKILLS DEVELOPMENT

Intergenerational learning and partnership development demonstrate a wide range of skills are enhanced when they are developed in an intergenerational study (teaching-learning) context.

Language, literacy and numeracy skills, vocational skills can all be supported and extended by IGL models if they are facilitated effectively.

IL/IGL provides a nonthreatening, reassuring learning environment and creates learning opportunities and partnership activities that are relevant to the learner, e.g. ***Tandem of VET skills*** in order to deliver knowledge transfer

INTERGENERATIONAL LEARNING AND PARTNERSHIP DEVELOPMENT – APPLICATION

- Intergenerational learning and partnership development is applicable in a multitude of contexts, lowering boundaries and eliminating rigidity.
- In this way, IL/IGL brings forward the possibility of involving senior citizens and young people at risk, and tackling issues such as literacy, active citizenship, social exclusion, employability or early school leaving.

INTERGENERATIONAL LEARNING AND PARTNERSHIP DEVELOPMENT

What is intergenerational?

Being or occurring between **generations**

In The American Heritage Dictionary of the English Language

INTERGENERATIONAL LEARNING AND PARTNERSHIP DEVELOPMENT

What is a generation?

Age

Family (position)

Landmark (assoc.)

INTERGENERATIONAL LEARNING AND PARTNERSHIP DEVELOPMENT - NEW SENIORS?

“New” Grannies



INTERGENERATIONAL LEARNING AND PARTNERSHIP DEVELOPMENT - WITH WHO?

“New” Grandchildren



INTERGENERATIONAL LEARNING AND PARTNERSHIP DEVELOPMENT - NEW FAMILIES?

“New” Family Models



INTERGENERATIONAL LEARNING AND PARTNERSHIP DEVELOPMENT - NEW SOLIDARITY?

Intergenerational gardening projects



INTERGENERATIONAL LEARNING AND PARTNERSHIP DEVELOPMENT - HISTORY REVISITED

“England is not a free people, till the poor that have no land,
have a free allowance to dig and labour the commons...”

Gerrard Winstanley, 1649



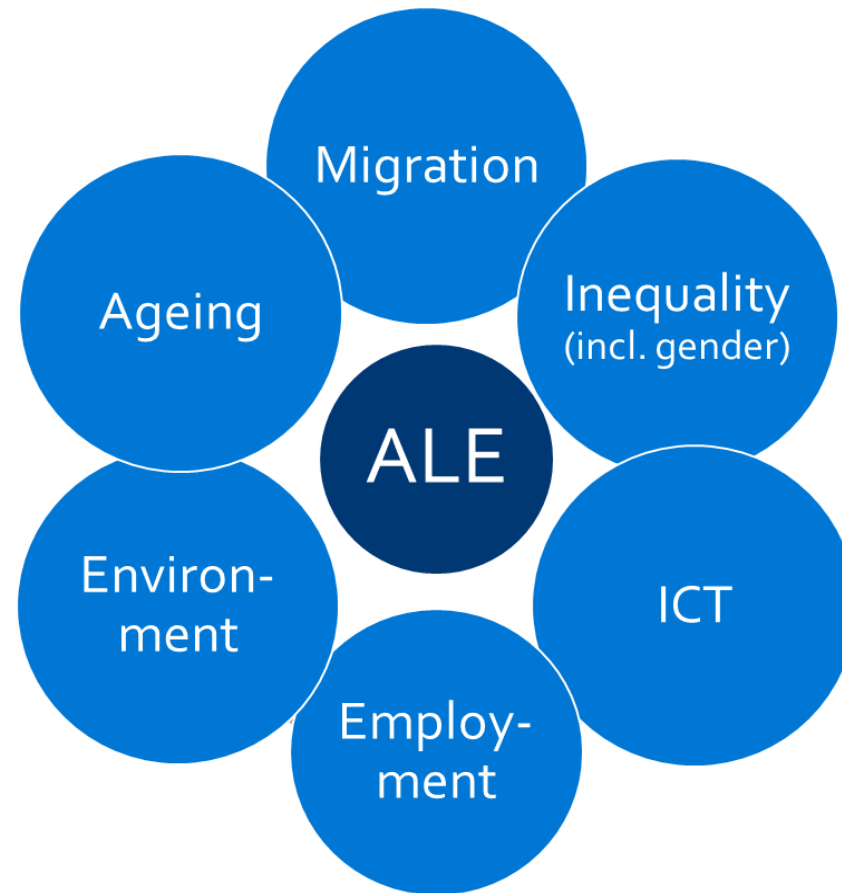
INTERGENERATIONAL LEARNING AND PARTNERSHIP DEVELOPMENT - HISTORY REVISITED



INTERGENERATIONAL LEARNING AND PARTNERSHIP DEVELOPMENT - HISTORY REVISITED



THE IMPACT OF UNESCO



AGENDA 2030 AND SGD4



SUSTAINABLE DEVELOPMENT GOALS
17 GOALS TO TRANSFORM OUR WORLD



THE IMPACT OF GRALEIII

GRALE III – ALE has benefits for Individuals, Employers and for Societies



HEALTH &
WELL-BEING

Healthy behaviours & attitudes
Longer life expectancy
Reduction in lifestyle diseases
Lower costs for acute healthcare



LABOUR MARKET &
EMPLOYMENT

Skills & employability
Higher wages
Job satisfaction & commitment
Greater productivity & entrepreneurship
Increased tax revenues



SOCIAL, CIVIC &
COMMUNITY LIFE

Literacy & numeracy
Life skills such as resilience & self-confidence
Tolerance of diversity
Attention to the environment
Social cohesion
Political participation

THE IMPACT OF THE EAEA MANIFESTO

Manifesto for **Adult Learning** *in the 21st Century*



EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS

THE IMPACT OF EU WITH REFERENCE TO ALE AND LLL

- **The role of EU and its strategic documents:**
 - a.) European Year for Lifelong Learning (1996)**
 - b.) Lisbon-protocol (2000) and the Memorandum on LLL**
 - c.) Education and Training 2010 (2003)**
 - d.) It is never too late to learn – Comm. from the EC (2006)**
 - e.) It is always a good time to learn – Comm. from the EC (2007)**
 - f.) Education and Training 2020 (2010)**
 - g.) EU Agenda for Adult Learning (2011)**

TIMELINE OF FOCUS REFERRING TO SENIOR EDUCATION IN HUNGARY

- **Hungary to enter into accession:**
 - 1991 to 1998/Pre-accession process
 - 1998 to 2003/ Accession stage
- **Hungary to become a full EU member state:** (access to ESF)
 - 2004 to 2006/ EU funded programmes in Socrates II Grundtvig programme and in national SR OP (TÁM OP)
 - 2007 to 2013/ EU funded programmes in LLP Grundtvig and national HRD OP (HEF OP)
 - 2014 to 2020/ EU funded programmes in Erasmus+ AL programmes and national Ops to target the development of Senior Learning and Education

THE IMPACT OF NATIONAL STRATEGIES ON LLL (2005 AND 2016)

- **National Strategy on LLL (2005)**
 - This strategy promoted the start of special trainings for seniors to develop basic ICT skills
 - Adult Learners' Weeks/ The role of HFHSS
 - The focus of HEIs on Senior Learning with the support of the Grundtvig programme – scientific analysis and matter of professionalisation
 - **Roles of NGOs and religious groups**
- **The Impact of European 'Active Ageing' initiative (2006)**
- **Post-2010 initiatives to promote Active Ageing**
 - The role of municipal bodies to form Local Councils dealing with Seniors' Affairs (Önkormányzati Időügyi Tanács)
 - Combination of social work, integration, employment, education and training and cultural focus

THE CHALLENGES FOR ACTIVE AGE PROGRAMMES IN HUNGARY

- Dominantly urban structures – senior communities, associations in silver age programmes
- National Govt. to focus on employment and social care
- Active age programmes promoted and organised mostly by civil society groups of senior citizens
- Limited funds available beyond learning programmes to be achieved through national and EU-supported initiatives
- Limited intergenerational programmes
- Lack of social recognition of LLL and learning through informal grounds
- The impact of voluntary work
- The impact of certain issues: environmental protection, healthy living, prevention, collaborative work, community development, etc.
- Improving digital channels – ICT, web, smart communities
- The HEIs' approach

GOOD PROJECT PRACTICES

- **Intergenerational Communication Active aging in a Rural Environment**
i-CARE project and its Hungarian leg
Source: www.i-ca.re and <http://i-ca.re/good-practices.html>
- **VITALIZE RURAL REGIONS BY SENIOR CITIZENS - Grundtvig Learning Partnership**
VITALISE (2011-2013) provided the framework for an exchange of experiences and ideas on this topic between eight regions in Europe.
Source: www.vitalise.regions.eu
number of articles in the journal of HFHSS at:
http://www.nepfoiskola.hu/mnt_ujsag-k2.html
- **SILVERCITY - EFFICIENT LOCAL PARTNERSHIPS FOR ELDERLY AND VULNERABLE PEOPLE** Good practice exchange of transnational cooperation projects funded by the CENTRAL EUROPE and the SOUTH-EAST EUROPE Programmes
Source: www.silvercity.eu
http://silvercity.eu/upload/SC_brosura_A5_p.pdf
- **Senior academies in Hungary** with reference to their specific web-links at host universities
e.g. http://www.uni-zsigmond.hu/nyugdijasok_akademiaja/akademiarol

SOURCES OF INFORMATION

E-sources:

- www.idostanulas.eoldal.hu
- <https://ec.europa.eu/epale/hu/themes/older-persons>
- <http://opuseteducatio.hu/index.php/opusHU>
- http://www.hier.iif.hu/hu/educatio_reszletes.php?id=114
- https://issuu.com/tka_konyvtar/docs/generaciok_kozti_tanulas_issuu
- <http://www.tka.hu/kiadvany/1280/generaciok-kozotti-tanulas>
- http://www.uni-zsigmond.hu/tudomanyos_elet/olvas/permalink:bibliografia
- <https://akademiai.com/loi/jalki>

Publications:

Andragogy and Cultural Theory – I./vol 2. 2013.

EPALE Magazin Dec/2017.

Művelődés – Népfőiskola – Társadalom – www.nepfoiskola.hu

http://eloa2012.pedagogika-andragogika.com/uploads/2/4/0/1/2401961/eloa12_e-publication.pdf

European platform:

<http://www.age-platform.eu/>

EU-fznded project-based activity on intergenerational learning:

<http://www.enilnet.eu/>

AIM OF ALL-LOCAL PROJECT - LONG-TERM GOAL

- **Long-term goal:**
 - **extending the average age of ageing (50+) and senior generation** to be spent actively, in health **through broadening access to lifelong learning in Pécs and its region in Baranya county;**
 - **Improvement of service-based practice of lifelong learning**, functioning in Pécs and in Baranya County, **to target ageing and senior generation**, the **development of currently applied methodologies**, and the **dissemination of new methodological implications.**

PROFESSIONAL SUB-TOPICS I. OF ALL-LOCAL

1. Extension of health-conscious way of life

- A – life skills/work-life balance
- B – dietary concerns
- C – sports and other forms of recreation
- D - Learning by doing
- E - Life, health, learning and community
- F - Food and water consumption concerns

2. Knowledge-transfer type of services

- **A - basic skills and key competences**
- **B - LM and/or citizenship focus**
- **C – formal, non-f and informal learning**
- **D – learning communities, cities and regions**

THE STRUCTURE OF THE PROJECT

1. Kick-off meeting
2. Workshops
3. Field-work
4. Study trips
5. Competence and capacity-building trainings
6. Research (one partner directly involved)

THANK YOU FOR YOUR ATTENTION INDEED!



SZÉCHENYI 2020



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