



**European Approaches
to Inter-Generational
Lifelong Learning**

**Country Report
GERMANY
2007**



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COUNTRY REPORT

GERMANY

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1 THE NATIONAL CONTEXT

Germany (officially called the Federal Republic of Germany) is a country in West-central Europe, bordered by 9 countries (i.e. Austria, Belgium, Czech Republic, Denmark, France, Luxembourg, the Netherlands, Poland and Switzerland) and by the Baltic and the North Sea.

Germany is a parliamentary federal republic of sixteen federal states (*Bundesländer*). The capital city and seat of government is Berlin. The official language is German.

The territory of Germany covers 357,021 square kilometres, consisting of 349,223 square kilometres of land and 7,798 square kilometres of water. Elevation ranges from the mountains of the Alps (highest point: the Zugspitze at 2,962 metres) in the south to the shores of the North Sea (*Nordsee*) in the northwest and the Baltic Sea (*Ostsee*) in the northeast.

Population

Germany has about 82.4 million inhabitants (around 231 persons per square kilometre). The majority of the population is female (51.07%), the average age is 42.6 years. Life expectancy at birth is 78.95 years.

Concerning the development of population number, on the one side there are 10.62 deaths per year per 1000 inhabitants, on the other side 8.25 births and a net migration of 2.18 persons. This leads to a shrinking population (since 2003; see also chapter 2). The fertility rate is 1.39 children per woman – one of the lowest in the world.

Ethnic Diversity and Faith

The number of foreigners in Germany reflects not only migration movements, but also the number of births to foreigners in Germany (so-called second- and third-generation immigrants), deaths and naturalizations. Of the approximately 7.3 million foreigners in Germany (as of 31 December 2003), about 2.34 million are citizens of one of the other 24 European Union member states (32% of all foreigners). The largest groups of foreigners are made up of Turkish citizens (1.88 million, or 25.6% of all foreigners), Italians (600,000 or 8.2%), citizens of Serbia and Montenegro (570,000 or 7.7%), Greeks (350,000 or 4.8%) and Polish (330,000 or 4.5%). Roughly one of every five foreigners living in Germany was born here (1.5 million persons) and is thus a second- or third-generation immigrant. Thirty-five per cent of the Turkish citizens living in Germany were born here, as were 29% of the Italians, 27% of the Greeks, 20% of the citizens of Serbia and Montenegro and 5% of the Poles.

The statistics on immigration and emigration offer a general picture of migratory movements in Germany: From 1991 to 2003, 14.2 million Germans and foreigners moved to Germany, while 9.6 million moved away. The high-water mark was reached in 1992, with 1.5 million persons immigrating to Germany; in 2003, this number dipped slightly below 800,000 for the first time. The high numbers of immigrants can be attributed mainly to increased immigration by ethnic Germans from Eastern Europe and the former Soviet Union up to the mid-1990s, to greater numbers of asylum seekers up to 1992, to refugees from war and civil unrest in the former Yugoslavia starting in 1991/92 (most of whom have since returned home), and to increased short-term labour migration from non-EU countries, especially by seasonal and contract workers.

Concerning religion, Protestants and Roman Catholics each comprise about 31% of the population. In total, more than 55 million people officially belong to a Christian denomination. Non-religious people, including atheists and agnostics amount to 28.5% of the population, and are especially numerous in the former East Germany. About three million Muslims live in Germany. Most are Sunnis and Alevites from Turkey, but there is a small number of Shiites. Despite the cruelties of the Second World War, Germany has Western Europe's third-largest Jewish population.

Economy

Germany has the largest economy in Europe and the third largest economy in the world, after the United States of America and Japan. It ranks fifth in the world in terms of purchasing power parity. The export of goods is an essential part of the German economy and one of the main factors of its wealth. According to the World Trade Organization, Germany is the world's top exporter with \$912 billion exported in 2005 (Germany's exports to other Eurozone countries are included in this total). It has a large trade surplus (160.6 billion euros in 2005). In the service sector, Germany ranks second behind the United States. Most of the country's exports are in engineering, especially in automobiles, machinery, and chemical goods. In terms of total capacity to generate electricity from wind power, Germany is first in the world and it is also the main exporter of wind turbines.

Although the economic situation declined over the last years (e.g. economic growth in 2005 has been 1.7% for EU-25, but only 0.9 in Germany; the public deficit has been higher than 3% for various years, thus failing the criteria of the Maastricht Treaty), the data for 2006 and the forecasts are rather positive: growth in 2006 raised up to 2.3%, the public deficit was minor than 2% and the number of unemployed went under 4 million (in April 2007). Despite the increase of VAT (from 16 to 19 per cent from January 2007 on), German economy is expected to grow around 2% this and next year. Similar positive outlooks and signals can be observed in the 'ifo Business Climate Index in Industry and Trade' (*ifo Geschäftsklima der Gewerblichen Wirtschaft*) of the 'ifo Institute for Economic Research' (*ifo Institut für Wirtschaftsforschung*), a widely observed early indicator for economic development in Germany – and in the 'GfK Consumer Climate Index' (*GfK-Konsumklima-Indikator*) of the company for consumer research 'GfK' (*Gesellschaft für Konsumforschung*), combining the expectations of consumers regarding the economic situation and future earnings.

2 EFFECTS OF AGING

Problems in financing the pension funds and the growing number of older people raised the attention of the public towards the fact that the German population is aging rapidly. In its 11th prognostic calculation 'The German population until 2050' (*Bevölkerung Deutschlands bis 2050*) the Federal Statistical Office Germany comes to the following results¹:

- The absolute number of births will decrease constantly, as the number of girls (as part of a low birth rate) born decreases constantly;
- The number of deaths will increase as the numerous age-groups are growing old soon;
- Thus, the deficit between births and immigration on one side and deaths on the other will grow; depending on other factors, the actual population of 82.4 million will decrease to a number between 74 and 69 million in 2050;
- In 2050, the persons older than 65 will double those aged 20 and less (at the moment, these age groups are about the same size);
- The group of young pupil attending school or vocational training will decrease substantially (e.g. the group of young people between 16 and 20 is now 4.0 million; it will be around 3.0 million in 2012);
- The working population (between 20 and 65) will stay at 50 million till 2015 (although the average age in this group will increase) and will drop down to 35 to 39 million in 2050;
- The age group of people older than 80 will increase from 4 million in 2005 to 10 million in 2050;
- The ratio between juveniles (younger than 20) and the working population (between 20 and 65) will drop slightly from 33 to 29 in 2050; the ratio between elder people (older than 65) and the working population will grow from 32 to 60 in 2050;
- The ratio between the non-working population (juveniles and senior citizens together) and the working population will grow from 65 in 2005 to 89 in 2050.

Although the Federal Government, federal state governments, regional and local administrations have taken serious attempts to face these demographic changes, the economic and societal effects are expected as in other industrialised states to be enormous and manifold e.g. an increasingly ageing society implies the rather urgent need for novel forms of generational re-qualification, re-engineering and re-generation within the concepts human capital, social capital, social inclusion and e-Inclusion.

¹ Under the conditions that a) the birth rate remains the same; b) life expectancy till 2050 grows by 7 years; c) Germany will have a net immigration of 100.000 to 200.000 each year.

Amongst the most prominent (and most controversially discussed) recently implemented measures are:

- The retirement age will gradually rise from 65 today to 67 in 2029²;
- The reform of the 'Compulsory Long-Term Care Insurance' (*Gesetzliche Pflegeversicherung*), which was established in 1995 in order to support people in need of in-house or stationary day and health care is in the political decision making process. Since then, the 'pay-as-you-go' financing principle was criticised (for the years 2003 to 2005, the system lost around 550 million Euro each year). The demographic change will increase the requisite financial cover – the German 'Federal Ministry for Health' (*Bundesministerium für Gesundheit*) estimates in its 'Report on the Situation of the Long-Term Care Insurance' that the number of elderly people in need of subsidies will rise from 1.9 million today to 3.4 million in 2040;
- The low birth rate in Germany has increased the discussions about the reasons and possible measures to encourage couples to become parents. A first reaction has been the establishment of a 'child credit' (i.e. one parent can stay at home for one year and receives up to 66% of its last income); another one is the plan to improve substantially the number of childcare facilities for children younger than 3 years. Today such facilities are only available for 39.8% of the children in Eastern Germany and remarkably low 9,8% in Western Germany).

Finally the currently prevailing deficit perspectives on demographic changes is gradually replaced by a resource oriented perspective perceiving old age as a repository of individual, professional and emotional knowledge, competence, intelligence and expertise, which is not yet fully utilised by society.

² Spiegel-Online (09.03.2007). Bundestag beschließt Rente mit 67. URL: <http://www.spiegel.de/politik/deutschland/0,1518,470794,00.html>

3 ADULT LEARNING POSSIBILITIES

The German educational system in general is not organised centrally i.e. the federal government only defines the framework and the basic structures of the educational system. The formulation of educational targets and curricula lies in the responsibility of each of the 16 federal states. Due to historical and political reasons, the educational systems resulting from this situation are rather diverse.

In contrast to school education, continuing education is regulated to a lesser degree by the state(s). The justification given for this is that the diverse and rapidly-changing demands on continuing education can best be met by a structure which is characterised by diversity and competition among the institutions and the range of courses and services on offer. The aim is that the wide range of institutions should meet the diverse interests of those in continuing education. A central principle of continuing education courses is that attendance should be voluntary.

Adult Education in Germany is remarkable for its diversity. Today we find adult continuing education organised by municipal institutions, in particular adult education centres (*Volkshochschulen* = *VHS*) as well as by private institutions, church institutions, the trade unions, the various chambers of industry and commerce, political parties and associations, companies and public authorities, family education centres, academies, institutions of higher education and distance learning institutions. Radio and television companies also provide continuing education programmes. In the area of vocational adult education association mainly enterprises, chambers of industry, trades and commerce, trade unions and commercial providers structure the supply side. Due to this diversity, it is nearly impossible to draw a comprehensive picture of the state of adult education in Germany.

The most important and single largest provider type is the VHS. In their capacity as public centres for continuing adult education they guarantee a curriculum designed to meet a wide range of needs. Their courses and programmes aim to impart knowledge in the most diverse fields. They offer participants the opportunity to remedy individual deficiencies in their educational backgrounds, enabling them to earn school leaving certificates, or even vocational qualifications. They foster personal development and stimulate participation of the learner and personal integration within society. In view of increasing retraining needs for people out of employment, which as a problem has increased steadily in the last couple of years, a substantial proportion of course-provision and guidance and counselling offers are funded by the public employment offices. It may be related to this latter phenomenon that VHS have for some years now started to make special offers to ethnic minority and migrant communities, who were most adversely effected by economic recession.

One of the most important data sources on general and vocational adult education is the 'Continuing Education Reporting System' (*Berichtssystem Weiterbildung* = *BSW*), which is published by the 'Federal Ministry of Education and Research' (*Bundesministerium für Erziehung und Forschung* = *BMBF*) every four years and which is based on interviews with a representative sample of around 7,000 adults between 19 and 64. The following Table gives a brief overview of the subjects and purposes addressed by adult education.

	1979	1982	1985	1988	1991	1994	1997	2000	2003
Continuing General Education									
Health	3	3	2	4	3	5	5	3	4
Law	2	2	2	2	3	3	3	2	2
Domestic science	1	0	0	1	0	0	0	0	0
Child care	1	1	1	1	1	2	2	1	2
Personal problems	1	1	1	1	1	1	1	1	1
Languages	3	4	4	7	5	5	8	5	5
Practical knowledge	3	3	2	2	2	3	3	2	2
Science and technology	2	1	2	1	1	2	2	1	1
Leisure pursuits	2	3	3	2	3	3	3	2	2
Literature, art, religion, history, geography	2	2	1	3	2	3	2	1	2
Environmental protection	-	-	-	-	2	2	2	1	1
Sports	3	4	4	4	2	3	3	1	2
Civics	2	2	2	1	1	1	1	1	1
Multicultural matters	-	-	-	-	-	1	0	0	0
Astrology, esoteric matters	-	-	-	-	-	0	0	0	1
Computer, EDP, Internet	-	-	-	-	-	-	-	7	5
Other purpose	3	5	5	3	2	2	3	2	1
Participation in at least one course	16	21	18	22	22	26	31	26	26
Continuing Vocational Education									
Retraining	1	1	1	1	2	2	2	2	1
Occupational promotion	2	2	2	3	3	4	3	3	2
In-firm training for a job	3	4	3	4	4	5	6	6	5
Adaptation to new occupational tasks	-	-	-	8	10	7	12	11	10
Other purpose	6	8	8	9	8	9	9	10	9
Participation in at least one course	10	12	12	18	21	24	30	29	26
Total percentage	23	29	25	35	37	42	48	43	41

Table 1: Participants in Continuing Education Courses according to Purpose of Education and Subject Taught (in %)

In order to get an impression of the different types of associations and institutes offering adult education, their market shares are presented in the following Table.

Institution	Participants (in %)				
	1991	1994	1997	2000	2003
Employers/Enterprises	25	28	27	33	30
Adult Learning Centres ('Volkshochschulen')	14	16	17	13	14
Private institutes	12	9	11	10	11
Chambers	3	4	6	6	5
Associations (not professional)	5	4	5	4	4
Professional associations	5	3	4	4	4
(Technical) colleges	4	4	4	4	2
Ecclesiastic institutes	5	5	4	3	4
Academies	4	4	3	3	4
Non-ecclesiastical charities	3	3	4	2	3
Employers' association	2	1	1	2	1
Labour unions	2	2	1	1	2
Occupation cooperation societies	1	1	1	1	2
Political parties	1	1	1	1	1
Distance education institutes	1	1	1	1	1
Technical schools	1	1	0	0	1
Other not-listed bodies (e.g. health insurance)	10	12	7	5	8
Not specified	1	0	2	6	4
Total	99	99	99	99	101

Table 2: Participants in General & Vocational Continuing Education & Training by Type of Institution (in %)

4 POLICY ENVIRONMENT

German National Action Plan against Poverty & Social Exclusion 2007

The '**National Action Plan**' (NAP) from 2007 against poverty and social exclusion summarises the current position and the future strategies for social protection and inclusion from 2006 to 2008 in Germany. The NAP addresses three explicit higher overarching goals:

- Encouraging Social Cohesion, Equality and Equal Opportunities for All;
- Effective Interaction between the Lisbon Targets;
- Improving Governance.

The German National Action Plan states in the beginning "the aim of the federal government and the Länder [i.e. the federal states of Germany] is a holistic policy that promotes and strengthens the cohesion of the generation and the society as whole." In terms of intergenerational learning the NAP has a number of key relevant objectives. These are:

- Increasing participation in the labour market (incl. employment of low skilled persons, older people, immigrants, persons with particular disadvantages; training and employment opportunities for young people);
- Removal of disadvantages in Education and Training (E&T; incl. mentoring, early and individual encouragement, all-day education and care for all age groups, language and other skills education before school, especially for the immigrant population, individual and flexible routes to vocational qualification and apprenticeship offers, second chance schools for truants);
- Modern child and family policy and eradicating child poverty (incl. changed measures to parental benefit, a newly introduced child bonus, provision of child care centres and pre-schools for all parents, improved work-life balance, setting up multifunctional family support centres, nationwide setting up of 'expertise agencies' for intensive and long-term case management of disadvantaged young people,
- Strengthening the integration of immigrants (incl. a new immigration act requiring country specific knowledge and basic language skills, new migration specific counselling, specific measures for women and girls from a migration background);
- Eradicating discrimination and strengthening the integration of disabled people (inc. act to combat unemployment, act to improve training and employment, 'General Equality Act', reducing barriers e.g. in tourism, in employment, provision of 'interdisciplinary personal budgets');
- Strengthening social services and involvement in civil society (inc. better legal recognition and expansion of voluntary work, self-help and honorary positions and charities);
- Improved governance (incl. the newly established 'Permanent Group of Advisors for Social Integration' bringing stakeholders from all levels and professions together, increased cooperation between federal government, federal states and within federal states including the involvement of non-governmental stakeholders)

The NAP on social integration is complemented by the National Strategy Report 'Security for Old Age' (incl. gradual raising of the retirement age to 67 years, employment pacts for older people in the regions, additional old age pensions to the existing statutory pension insurance,

old age pensions and the recognition of family work) as well as by the National Plan on 'Health and Long-Term Care' (incl. focusing on access, quality and financial sustainability of the health and care system in general; reform of the statutory and private health, accident and long-term care insurances, health prevention and rehabilitation, supporting home care, making all services more dynamic and flexible).

This set of objective measures can be addressed through intergenerational programmes. Intergenerational activities as reflected in current German policies and initiatives are described in the next Section (e.g. volunteering schemes, re-qualification and re-employing older workers and employees, mentoring projects, projects bringing the generations together in common spaces of interaction to promote participation and engagement across all ages).

Intergenerational Policies & Programmes in Germany

The **'5th Report on the Situation of the Older Generation in Germany'** (*Fünfter Bericht zur Lage der älteren Generation in der Bundesrepublik Deutschland*) published in 2005 by the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth' (*Bundesministerium für Familie, Senioren, Frauen und Jugend*) states that since at beginning of the 1980ies active citizenship and voluntary/honorary work of the older generation and intergenerational exchange appeared explicitly on the political arena and agenda, in accompanying research activities and in practical and model projects, either initiated top-down through public funding or bottom-up approach through private funding.

In the 1990ies the recognition of intergenerational practices intensified through the establishment of the so-called **'Commission for Reporting on the Older Generation'** (*Altenberichtskommission*; see above as well), two specific **commissions on 'Demographic Change' and on the 'Future of Active Citizenship and Participation'**, both aiming at collecting quantitative and qualitative data on the current situation (i.e. 'Survey of the Older Generation' [*Alterssurvey*] in 1996 and 2002 and the 'Survey on Volunteers' [*Freiwilligenurvey*] in 1999 and 2004; both surveys to be continued) and deriving recommendations for future actions.

In parallel to the commissioned surveys the 'Federal Ministry of Family Affairs, Senior Citizens, Women and Youth' launched the initiative **'Dialogue of the Generations'** (*Dialog der Generationen*) in 1994 and established a dedicated working group inside the federal ministry. The initiative organised two competitions on the **'Solidarity between Generations'** in 1994/95 and 1996/97 with approx. 1,000 participating projects. The third competition in 2000/01 was organised under the patronage of the Foundation 'Dialogue of the Generations' (*Dialog der Generationen*; not identical with project office of the same name) and the 'Federal Consortium of German Seniors Associations' (*Bundesarbeitsgemeinschaft deutscher Seniorenorganisationen = BAGSO*) in the framework of the '6th German Senior Citizens Day' entitled 'Shaping the Future with Senior Citizens'. BAGSO is the representative of the interests of the older generation in Germany providing policy consultancy on age-related topics and is a forum for initiatives by and for senior citizens. The aim of the Foundation 'Dialogue of the Generations' is to animate, strengthen and multiplying a new perception of the older age as well as the appreciation of the value creation created by integrating the human capital of the elderly in society and economy.

Already in 2000 the analysis of 218 projects showed the diversity, but at the same time their importance, impact and sustainability (assessed through indicators such as project stability; fluctuation of personnel; number of supporters and facilitators; external cooperation; transferability) of intergenerational activities.

Another milestone of the appreciation of intergenerational value creation was the 2002 implemented federal model programme '**Experience for Initiatives**' (*Erfahrungswissen für Initiativen = EFI*), which lasted until 2006. EFI focused on better using the potentials of older people in local communities by training older people as so-called 'Senior Trainers' (*senior-TraininerIn*). EFI was implemented in cooperation with 10 federal states and trained almost 1,000 senior citizens in 35 communities (see next chapter for more information).

In 2004 the BAGSO 'Group of Experts for the Development of a National Plan of Action' with respect to the European Commission's Green Paper 'Confronting demographic change: a new solidarity between the generations' stated: "With respect to the execution of educational events, we are in favour of promoting and further developing intergenerational and age group-specific educational programmes. This also includes support for the work of senior citizens universities."

In parallel the Federal Government, the 'Standing Commission of the German Government and the German Federal States for Educational Planning and Research Promotion' (*Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung = BLK*) as well as the 16 federal states (*Länder*) of Germany adopted in 2004 the new '**Strategy for Lifelong Learning in Germany**' (*Strategie für Lebenslanges Lernen in der Bundesrepublik Deutschland*).

The revised strategy builds upon and follows up the action plan 'Life-long Accompanying Learning for All' (*Lebensbegleitendes Lernen für alle*) launched by the 'Federal Ministry of Education and Research' (*Bundesministerium für Bildung und Forschung = BMBF*) in 2001. The action programme stays abreast of the changes society is facing nowadays, recognising the necessity of permanent training and further education and focussing on advanced training measures. The action programme, which ended in 2004 aimed at i) strengthening the self-responsibility and self-management of learners, ii) ensuring equal opportunities and equal access to learning opportunities for all citizens, iii) increasing the cooperation of learning providers and users and iv) strengthening the links between all 'Education & Training' (E&T) areas and 'territories'

The newly adopted strategy describes the necessary conditions for successful Lifelong Learning (LLL) along the life span of individuals i.e. from the support of children to learning possibilities for the elderly. It describes formal, non-formal and informal learning possibilities for all citizens in all areas of life, at different locations and with manifold different formats, in E&T settings and how Lifelong Learning contributes to individual development, active citizenship and social inclusion throughout life. The strategy emphasizes the importance of i) informal learning, ii) self-managed learning, iii) competence and skills development, iv) networking, v) modularisation of learning offers, vi) support and consultancy of learners, vii) a 'new learning culture' and 'making learning attractive and popular' and viii) equal access to learning opportunities.

The strategy explicitly acknowledges the importance of learning in later life as it contributes to decision-making, self-responsibility, independence, self-confidence, active ageing, self-managed living and meaningful social participation and inclusion; as its an important support function to maintain and to further develop individual competences; and as it helps to counterbalance the age-related decrease of cognitive and practical skills. The competences of the elder generation furthermore constitute important 'human capital' for the society, but available human capital should be on the other hand be better utilised within society. The strategy opts for the creation of adequate infrastructures and frameworks, which would allow older people to make their expertise available to other members of society. It is also sug-

gested to create open educational offers, which relate closely to the practical expertise and to the individual life worlds of the elderly in order to overcome perceptions of being 'useless' for the society and therefore not to engage anymore in learning activities and in societal aspects e.g. reflected in a lower motivation to learn and in low participation rates of seniors in Lifelong Learning (e.g. in 2003 only 31% of the age group 50 to 64 participated in continuing education; in 2000 only 6% of persons aged 65 years or more attend courses of adult learning centres).

The strategy suggests that new forms of learning e.g. through intergenerational dialogue and volunteering in social contexts and interactions could be probable and efficient ways to exchange knowledge, expertise and problem solving abilities between different generations and to increase subsequently human and social capital. Places of intergenerational dialogue could be amongst others schools, history associations, clubs and adult learning centers (*Volkshochschulen* = *VHS*). The authors perceive intergenerational exchange as balanced and bi-directional as older people take the role of 'educators' and 'learning facilitators' for the younger generation (i.e. downstream) but reciprocally learn new competences from and get familiar with perceptions of the younger generation.

In 2005 the 'Federal Ministry of Family Affairs, Senior Citizens, Women and Youth' launched the model programme '**Voluntary Services across the Generations**' (*Generations-übergreifende Freiwilligendienste*), which receives 10 million Euros funding from 2005 to 2008. The programme is aiming at establishing and implementing new and innovative and novel voluntary services for voluntary services under an age-comprehensive perspective i.e. voluntary service by and for all generations.

The '**5th Report on the Situation of Older Generations in Germany**' already stresses in its subtitle '**The Potential of the Old Age for Economy and Society. The Contribution of older People for the Cohesion of Generations**' (*Potenziale des Alters in Wirtschaft und Gesellschaft. Der Beitrag älterer Menschen zum Zusammenhalt der Generationen*) the increasing importance of intergenerational exchanges and practices for individuals and for the society. The report analyses the current situation and living conditions of older people (incl. migrants) in terms of employment status, educational achievement levels, household incomes and spending, the prospects of the developing economy for senior citizens and of specific importance the potential of the old age for family and private networks as well as the social participation, voluntary engagement and active citizenship of the older generation.

Similar to the new Lifelong Learning Strategy the report points to the benefits of a multigenerational perspective and to the profits of knowledge exchange and transfer between the generations, either during employment (e.g. professional competence development) or after retirement (e.g. personal development and citizenship). The report recommends fostering further intergenerational practices throughout all formal, non-formal and informal learning activities. Concerning the contribution of older citizens to families and private i.e. non-familiar networks the report focuses on emotional, instrumental support as well as on child and health care. In times of demographic change, substantially changing familiar patterns as well as structural and functional changes in external social networks, the report perceives the reciprocal responsibility of and between generations (within the family and beyond) as fundamental e.g. for widowed family members, health care patients living at home, one person households, day care for single parents etc. The report therefore encourages policy makers to open new perspectives for civic engagement and intergenerational support (i.e. "The Old for the Young, the Young for the Old") in families, private social networks, local communities and neighbourhoods.

During the European conference and learning festival '**New Horizons – Active Age: Intergenerational Dialogue**' in 2006 organised by BAGSO and the project of the same name, which is aiming at establishing a platform for innovative ideas in the areas learning and employability for the 50+ age and at overcoming usual separations between vocational training and general education the manifesto 'Learning in mature age. The interface between 'working life', 'learning' and 'retirement'' was adopted. The manifesto addresses the areas of productive ageing (e.g. the importance of older people in the development of intergenerational learning), adult learning, employment flexibility and older people as change agents.

The manifesto explicitly stresses the importance of contextualised intergenerational learning (i.e. the transfer of experiences between generations in different contexts e.g. societal, employment, cultural heritage, reminiscence) and calls for an increase and new learning opportunities and structures, continuing personal development for older people as it ensures intergenerational understanding, cooperation and solidarity; helps to maintain and develop families, communities and neighbourhoods. In particular the project consortium envisages the following benefits:

- Overcoming the stereotype of the older generation as a 'burden' without contribution to economic and societal benefits;
- Promoting the social responsibility of all citizens and communities by intergenerational support, respect and understanding;
- Breaking down the (perceived) barriers between generations, strengthening reciprocal exchange between and mutual benefit the generations.

The goal of the Lifelong Learning programme '**Learning Regions – Providing Support for Networks**' (*Lernende Regionen – Förderung von Netzwerken*) supported by the 'Federal Ministry of Education and Research' and the 'European Social Fund' (esf) of the European Commission is to find transferable and sustainable solutions for the structural challenges of Lifelong Learning in German regions. The specific goals are:

- Developing sustainable structures and organisations of regional networks for Lifelong Learning, quality development in networks;
- Lifelong guidance: qualification and education counselling, increasing transparency;
- New learning worlds: innovative forms of teaching and learning, new learning locations, mobile and e-Learning;
- New transitions between educational phases, recognition of informal learning, improvement of the permeability between educational sectors;
- Mobilising disadvantaged and 'hard-to-reach' groups in 'Education and Training' (E&T), target measures for violence prevention, intercultural education and language learning, especially for persons with a migration background;
- Education marketing: improvement of exchange processes between providers and users, advertising for Lifelong Learning, development of trademarks;
- Involvement of and co-operation with small and medium-sized enterprises.

In 2007 more than 80 networked learning regions are active in Germany. Within the framework of regional Lifelong Learning intergenerational aspects are gaining visibility and importance. The related publication series 'inform- The Network Magazine for Learning Regions' values since its beginning learning activities between the generations as well as the cooperation between traditional learning settings and novel local and community places for learning (e.g. opening and networking schools, companies and other institutions towards the society).

In the latest publication the magazine looks in detail into the transitions in education and training across the life span e.g. from kindergarten to schools, from schools to vocational training, from training to employment, re-integration into educational and employment processes, later life learning and learning and support between the generations.

The model programme '**All-Day Schools. Time for More**' (*Ganztagsschulen*) of the 'Federal Ministry of Education and Research' based on the capital investment program 'Future Education and Care' (*Zukunft Bildung und Betreuung*) is a measure of the federal government to support the federal states in building up and expanding all-day schooling in Germany. To date, about 3,000 schools profit from the program. The program builds upon the assumption that with more time spent in school, teachers have more time for supporting pupils, thus improving the quality of education. All-day school provides scope for creative work and for individual support of pupils. All day schools are as well a means to better interlock intra-, extracurricular education and leisure activities. Furthermore all-day schooling enables schools to expand to new educational environments and learning landscapes alongside with the involvement external actors of all generations (e.g. museums, businesses, citizen volunteers) into traditional Education and Training systems. The federal model programme is further supported by the accompanying program 'Ideas for More. Learning All day Long' (*Ideen für mehr! Ganztägig lernen*) of the 'German Children and Youth Foundation' (*Deutsche Kinder- und Jugendstiftung = DKJS*) aiming at establishing 'service agencies' for schools at federal state level. The service agencies are coordinating the development and promotion of suitable pedagogical offers for all day schooling. In 2007 service agencies are active in 14 federal states. Both programmes are in addition aiming at better linking schools and their local communities in order to broaden the learning offers available at school and to involve all actors, who are able to support 'traditional' teaching, hence aiming at making the intra- and curricular learning experience more attractive.

One example of funded projects within the programme 'Ideas for More. Learning All day Long' of DKJS is registered non-profit association 'TABULA - Citizen's Initiative for Education' (*TABULA – Bürgerinitiative für Bildung*), a volunteer community network of citizens, organisations and institutions of all ages and professions living in Bielefeld in North Rhine-Westphalia offering additional learning possibilities, mentoring, support and partnerships for disadvantaged or migrant schools pupils from primary and secondary general schools. TABULA is aiming at opening up schools to society at large and towards the local community and to create a 'regional educational learning landscapes' or 'learning villages'. Due it's high orientation towards intergenerational approaches and voluntary work TABULA will become the German pilot site for EAGLE.

A database entitled 'Schools & Partners – Cooperation of School Practices with One Click' (*Schule & Partner - Schulische Kooperationspraxis auf einen Klick*) of the 'German Youth Institute' (*Deutsches Jugendinstitut = DJI*) provides schools with good practice examples of cooperation possibilities of schools with external partners. DJI is aiming at listing and analysing more than 300 cooperation examples by the end of 2009 in order to facilitate the transfer of knowledge between schools (i.e. what works with whom under which condition).

The action programme '**Multigenerational Houses – Strengthening the Cohesion of the Generations**' (*Mehrgenerationenhäuser – Zusammenhalt der Generationen stärken*) of the 'Federal Ministry of Family Affairs, Senior Citizens, Women and Youth' is explicitly aiming at transferring the cooperation of the generations from private to public settings. Today already 200 houses are in place, until 2010 it is envisaged that 450 houses are active in Germany. The multigenerational houses are using the expertise and potentials of all generations

by being open community drop-in centres, where all generations can meet. The variety of the highly contextualised activities may include: i) supporting children, ii) consulting families, iii) activating civil participation, iv) providing citizens with sense-making and fulfilling tasks and v) developing services close to the needs of families and/or of intergenerational nature. This may be concretely implemented through: i) multigenerational cafés with healthy and cheap meals for all generations, increased social contacts and interactions for old people, elderly offering day care for children of working or single parents, ii) drop-in centre for consultancy from other citizens about daily life problems, iii) household services lowering the stress for the receivers and bringing formerly unemployed persons as providers back into job, iv) senior academies where the young teach ICT to the old and the old provide mentoring or teach local history/reminiscence. An example how the federal programme is implemented can be found in the Case Study Analysis Report i.e. the German case study on the Multigenerational House in Nürnberg.

Links to intergenerational approaches can be (though implicitly) found as well in the interrelated initiatives of the 'Federal Ministry of labour and Social Affairs' (Bundesministerium für Arbeit und Soziales), namely the initiatives and programmes '**50plus – Increasing the Employability of Older People in Germany**' (*50plus – Erhöhung der Beschäftigungsfähigkeit und Beschäftigungschancen älterer Menschen in Deutschland*), '**Perspective 50plus – Employment Pacts for Older People in the Regions**' (*Perspektive 50plus - Beschäftigungspakte für Ältere in den Regionen*), '**30,000 Additional Jobs for Older People**' (*Bundesprogramm 30.000 Zusatzjobs für Ältere*), '**Initiative New Quality of Work**' (*Initiative Neue Qualität der Arbeit; INQA*), '**Expertise is Future**' (*Erfahrung ist Zukunft*), the nationwide EQUAL network '**Age Management**' (*Altersmanagement*) and the online portal '**Economic Power – Old Age. Marketplace for All Generations**' (*wirtschaftskraft-alter.de. Marktplatz aller Generationen*). They are centring on increasing the employability of older workers and employees and are addressing current situation on the labour market, where older the participation rates of older workers in employment is low (i.e. 45.4% of the 55 to 64 year olds in 2005). The federal government aims at tackling the demographic change and to increase the human and social capital of the older workforce, the economy and the society at large with the means of combined payments (i.e. state agencies and employer), financial subsidies for companies for the re-employment of older workers and employees, supporting the continuous vocational training and competence development of older workers and employees, promoting organisational changes in companies concerning the work of the younger and older generation, health prevention inside and outside the companies, part time employment schemes for older people). The federal ministry emphasises within all these initiatives the twinning of younger and older people and the collaboration of the generations at the workplace as it allows the complementation and transfer of different levels and types of expertise within the framework of Lifelong Vocational Learning e.g. through learning partnerships in companies, qualification of older persons as mentors and supports for Initial Vocational Education and Training (I-VET) or the support of child care centres, schools and other institutions through older male craftsmen or engineers. Additional information for companies and citizens is summarised in the online portal 'Economic Power – Old Age. Marketplace for All Generations' of the 'Federal Ministry of Family Affairs, Senior Citizens, Women and Youth' and in the database on voluntary 'Initiatives of Senior Citizens' for, but not only senior citizens maintained by the 'Federal Working Group of Offices for Senior Citizens' (*Bundesarbeitsgemeinschaft Seniorenbüros = BaS*).

The latest expression of the recognition of intergenerational and later life learning was the congress **'Demographic Change as a Chance: Economic Potentials of the Older Generation'** (*Demographischer Wandel als Chance: Wirtschaftliche Potentiale der Älteren*) organised by the federal government in April 2007 in Berlin, Germany within the framework of the German EU presidency in the first half of 2007, where international experts, policy makers and participants discussed about the economic and societal potential of the older generation.

Sources of Investment & Funding

Similar to the situation in the United Kingdom, intergenerational projects in Germany can rely on a variety of funding sources, but mainly:

- Public funding (e.g. European, national, federal state level, to a less extent regional and local);
- Private funding (e.g. charities, foundations, to a less extent through sponsorships);
- Partnership funding (i.e. co-financing projects through partner organisations);
- Own Contribution (Organisations funded the projects from their own resources).

On organisational and institutional level, funding is received from different funding streams and used significant amounts of their own financial resources to implement, conduct and maintain intergenerational projects. On project level, the limited time of funding is hampering their continuation i.e. the sustainability after the end of the funding period. Commercial sponsorships are except within the framework of foundations not yet common, nor mainstreamed yet as an additional funding possibility.

Finally the funding of intergenerational activities (e.g. policies, public programmes, private initiatives, bottom-up projects) and their institutional embedding vary remarkably on federal state, regional and local levels (i.e. some front-running federal states have specific agencies for intergenerational dialogue). Due to the decentralised organisation or the German Education & Training (E&T) national programmes are mainly model programmes of a limited scale and time aimed at triggering innovation, fostering research and encouraging good practice. As the 16 German federal states are responsible for regulating the organisation and support of general continuing education (where intergenerational learning in the narrow would be located) the roll out of intergenerational learning and most crucially the funding of those activities towards federal state, regional and even local and community levels seems to be crucial for its mainstreaming, effectiveness, impact and sustainability.

5 INTERGENERATIONAL LEARNING ACTIVITIES

General Status of Intergenerational Programmes in Germany

The desk and field research shows that the landscape of intergenerational activities in Germany is rich, manifold and highly diversified. The variety of intergenerational activities in Germany on programme and project level is remarkable; they address almost the entire spectrum of possible themes and involve a multitude of different actors and stakeholders.

Own research validated by additional available research literature suggests that existing intergenerational policies, programmes, initiatives and projects aiming at re-uniting separated generations and sharing resources between them, can be categorised by the following aims and objectives:

- Learning from each other (e.g. skills and capacity development, digital literacy, employment, oral and local history, reminiscence, preserving cultural heritage);
- Helping and supporting each other (e.g. childcare support for single parents, mentoring and mediation for pupils and youngsters, support for migrants, interaction between day care centres for children and retirement homes, civic participation);
- Living together (e.g. multi-generational living, neighbourhood/community living);
- Experiencing together, opening up collaborative spaces (e.g. pedagogical initiatives in museums, community centres and work);
- Playing, acting and performing together (e.g. arts, theatre, music, festivals, workshops).

Measures to foster intergenerational practice in Germany are furthermore strongly related to programmes aiming at strengthening civil engagement, active citizenship and voluntary work as many programmes, initiatives and projects are trying to engage citizens of all ages on an honorary basis.

Examples of Projects

The following list of intergenerational learning activities is not intended to be an extensive and complete mapping of Germany, but should ensure an appropriate coverage as well as screen, illustrate and highlight examples of current intergenerational learning practices in Germany.

A description of the following federal programmes and initiatives and their related activities can be found in the previous chapter: the Lifelong Learning Programme '**Learning Regions**', the Model programme '**All-Day Schools**', the Action Programme '**Multigenerational Houses – Strengthening the Cohesion of the Generations**', '**Initiative 50plus – Increasing the Employability of Older People in Germany**', Initiative '**Expertise is Future**' and on the online Portal '**Economic Power – Old Age. Marketplace for all Generations**'.

Activities of the Model Programme 'Experience for Initiatives' (EFI)

The federal model programme 'Experience for Initiatives' (*Erfahrungswissen für Initiativen = EFI*), which lasted from 2002 to 2006 focused on better using the potentials of older people in local communities by training almost 1,000 older people as so-called 'Senior Trainers' (*seniorTrainerIn*) in 35 communities. The spectrum of involvement ranges from activities in the social arena until innovative new project ideas in the area of culture or politics. The concept for the use of the experience of older people is aimed at older people who are not (only) involved in traditional voluntary work, but who want to contribute their expertise and skills flexibly, shape their involvement for themselves and act as multipliers. The evaluation of EFI showed the diversity of the involvement of 'senior trainers' has resulted in mainly "four roles of responsibility in which older people contribute their knowledge gained through experience in community life as 'senior trainers'":

- Supporters and counsellors: by advising and supporting existing voluntary organisations, charitable institutions, initiatives, associations, self-help groups, businesses and institutions (e.g. schools, retirement homes, hospitals) e.g. in solving conflicts, designing communication and group processes, in matters relating to organisation and finance, in attracting volunteers, etc.
- Initiators of new projects: by developing project ideas and instigate new projects, groups or initiatives.
- Networkers in community life: by carrying out interdisciplinary activities to promote voluntary involvement in their local areas e.g. organising citizenship discussion groups, meeting places; founding councils of senior citizens, etc.
- Team coordinators and moderators; by supporting the self-organisation of the 'senior trainers' and 'senior expertise teams' and perform organisational, conceptual or moderating tasks.

Furthermore the majority of Senior Trainers are crosscutting the four roles as well as the areas of their involvement and engagement, which are: i) social sphere (28%), ii) educational work (16%), iii) leisure, company, tradition (i.e. local cultural heritage; 11%), iv) politics and lobbying, v) health, vi) culture, music, theatre (all at 8.5%), vi) engagement in schools, kindergartens, youth work (7%) and vii) sports and exercise (5%). More concretely examples include e.g. doing handicrafts with pre-school children, reading out in kindergartens, knowledge transfer at the transition from pre-school to primary school e.g. small natural science experiments, support, mentoring and conflict mediation for socially disadvantaged pupils in schools, an intergenerative pupils magazine, private lessons for low achieving pupils, training the ICT teacher, German language teaching for migrants, working with contemporary witnesses, preparation for transition from school to working life, job application guidance, all contributing to opening schools to society and external stakeholders. Furthermore Senior Trainers are actively encouraging civic participation of the younger generation, helping families in need for external support (e.g. so called 'grandmother services') and animating mutual exchange between the generations (e.g. cooking courses, multi-generational communication and living spaces).

In 2006 finally the 'Federal Consortium of EFI Germany' was founded in order to continue and sustain the activities of the model programme.

Activities of the 'Federal Consortium of German Seniors Associations' (BAGSO)

The 'Federal Consortium for German Senior Organisations' (*Bundesarbeitsgemeinschaft der Senioren-Organisationen = BAGSO*) is the representative of the interests of the older generation in Germany and provides policy consultancy on age-related topics and is a forum for initiatives by and for senior citizens e.g. through the 'German Senior Citizen Days'. Today nearly 90 nationally active associations work together, representing over 12 million German senior citizens. The mission of BAGSO is:

- To foster independence in old age;
- To assume political and social responsibility, and to support solidarity in general;
- To improve the image and position of senior citizens in society and within the family;
- To take a look at the difficult phases of old age such as illness and death;
- To promote learning about and in old age;
- To promote the interests of senior consumers.

BAGSO runs working groups and committees on volunteer work, health and nursing care, political developments, senior adapted living and housing, how society deals with life and death and on self-help of seniors. BAGSO is initiating and coordinating projects within the following broad four domains, often based on 'train-the-trainer' concepts in order to enable citizens to act as teachers, trainers, facilitators or multipliers:

- Mentoring (e.g. pupils at the end of school on occupational choices, coaching pupils during internships, integration of migrants of ethnic German origin);
- Strengthening and support (e.g. volunteers helping and accompanying patients with dementia, elderly people in retirement homes, people with low social contacts; transport services for seniors e.g. to concerts; family and child support through external elderly volunteers/grandmothers; seniors accompanying youngsters on their way to school);
- Collaborative activities (e.g. mentors for music, speech and physical activities for families, nursery and general schools; teaching local history and traditions in rural areas; joint activities between pupils and seniors in school);
- Dialogue of the generations and mutual beneficiary collaborative activities e.g. the young, sometimes pupils with special needs are training the older generation in 'Information and Communication Technologies', the older generation is providing mentoring and guidance for the young; community activities e.g. creating or maintaining public gardens; generational competence networks e.g. by ZAWIW; see below for more information.

Activities of the Model Programme 'Voluntary Services across the Generations'

The model programme 'Voluntary Services across the Generations' (*Generations-übergreifende Freiwilligendienste*) lasting from 2005 to 2008 is aiming at establishing and implementing new and innovative and novel voluntary services for voluntary services under an age-comprehensive perspective i.e. voluntary services by and for all age groups, for men and women, for employment and family phases in life and across all generations. Those novel approaches will better deploy the life experiences, expertise and knowledge of the older generation, will closely collaborate with existing 'traditional' clubs and associations,

both contributing to a new cooperation between generations and to a new culture of voluntary work. The model programme funds currently approx. 60 projects (or networks of projects), which are working in schools, families, community centres and stationary facilities (e.g. retirement homes, hospitals, hospices). The programme takes care that voluntary work will not replace regular employment in such institutions, but that volunteers are external supports and resource bases for professionals. The focal points of action are defined as follows:

- Support of disadvantaged children, teenager and families (12 funded projects): voluntary services e.g. for socially disadvantaged adolescents, young persons with special needs, young migrants, single parents, ill people; intergenerational learning and meeting places; twinning of volunteers to assist families in rural areas; 'drop-in' community centres for all ages with self-defined activities; mentoring e.g. on job related issues etc;
- New approaches to voluntary work in institutions (10 projects): cooperation of volunteers with pre-schools, schools, businesses; voluntary work in the areas of sport and culture; mentoring, mediation, support and consultancy; establishment of regional integrated care networks for persons with special needs;
- Creation of networks and quality improvements of voluntary work (12 projects): e.g. coordination of voluntary services on local, regional and federal state level; taster courses to promote and increase civil engagement; networking voluntary and social services on local levels; local networks for families; volunteering in Jewish parishes in Germany;
- Mutual support of and by all generations (21 projects): e.g. residential care for the elderly; local 'senior competence teams' (in continuation of EFI; see above); supporting the self-help competences of elderly people; voluntary 'companions' for poor families; external 'godfathers' and 'grandmothers' for families in need; all generations are helping in- and outpatient persons with special needs; mentoring at the transition between school and employment e.g. on career and life plans; conflict mediation through senior partners in schools; creation of intergenerational local meeting places;
- Voluntary services with an international perspective (2 projects): volunteering of Germans abroad; volunteering of foreigners in Germany;
- Environmental protection and nature conservation (2 projects): e.g. environmental education and practical work in protected areas

The programme will be scientifically accompanied and evaluated by the 'Center for the Development of the Civil Society' (*Zentrum für zivilgesellschaftliche Entwicklung = ZZE*). The evaluation of the voluntary services will address areas such as target groups, involvement of 'hard-to-reach' groups e.g. migrants, flexible adaptation of services to the needs of volunteers, transfer of services to new areas (e.g. local family networks, schools, socially excluded groups, child and health care, self-help groups), evaluation and quality assurance, immaterial and material remuneration of volunteers as well as insurance and legal issues.

Activities of the 'German Children and Youth Foundation' (DKJS)

The 'German Children and Youth Foundation' (*Deutsche Kinder- und Jugendstiftung = DKJS*) supports children and juveniles in shaping their future in a self-responsible and autonomic way. The DKYS was founded in May 1994 on the initiative of the 'International Youth Foundation' (IYF) in the U.S. and is a member of the IYF Global Network. The foundation is "joint initiative for youth and future". The goal of the foundation is to create an environment in a

democratic context where young people can develop self-initiative, entrepreneurial spirit and share responsibility. The equality of generations is an important and crosscutting aspect of their work.

The foundation funds projects and programmes that encourage and strength the self-competence of young people. Through "Participation instead of Intervention" the aims at creating opportunities for young people to gain experience and empowerment that in turn enable children and youth to play an active role in society, take on community responsibility and learn participatory democracy. All areas of life are covered and existing borders between home and school, school and leisure, school and career have been erased. By putting more emphasis on youth and development-oriented topics, the foundation also provides political educational impetus for social discussions.

The programs of the German Children and Youth Foundation focus on three main interlinked fields:

- Life at School - These programmes foster the development of a democratic school youth culture, by lifting the barrier between school and society through practical activities. At the same time they encourage self-initiative and entrepreneurship amongst youths.
- Learn Democracy - These programmes concentrate on political education and participatory democracy and strive to overcome xenophobia, intolerance and violence by allowing youths to actively shape the society they live in and for.
- To qualify for the Future - These programmes help to overcome youth unemployment and support self-help initiatives for unemployed youths.

Several of their programmes and projects include intergenerational elements, a small selection of them are highlighted below:

- The federal model programme 'All-Day Schools. Time for More' (*Ganztagsschulen*) is supported by the accompanying program 'Ideas for More. Learning All day Long' (*Ideen für mehr! Ganztägig lernen*; URL: <http://www.ganztaegig-lernen.org>) of the German Children and Youth Foundation aiming at establishing 'service agencies' for schools at federal state level. The service agencies are coordinating the development and promotion of suitable pedagogical offers for all day schooling. In 2007 service agencies are active in 14 federal states. Both programmes are in addition aiming at better linking schools and their local communities in order to broaden the learning offers available at school and to involve all actors, who are able to support 'traditional' teaching, hence aiming at making the intra- and curricular learning experience more attractive.
- The idea of 'Service Learning' (meaning 'Learning through Responsibility'; URL: <http://www.ganztaegig-lernen.org/www/web339.aspx> and <http://www.freudenbergstiftung.de>) is based on the observation that modern life becomes more and more complex e.g. scientific knowledge grows at exponential speed, soft skills and personal competences gain importance. At the same time, research shows that in German schools ex-cathedra teaching is still the predominant teaching style – although it's the least suitable for the learning of inter-personal skills. Thus, the project acts as a broker between pupils and community institutions where the children have to apply their knowledge and skills to practical problems. At the same time, they learn about the importance of personal commitment, democratic values and inter-personal skills. The project started at 10 pre-selected schools and has spread all over Germany after the initial successful testing period.

- The project 'Big Friends for Youngsters' (BIFFY; URL: http://www.biffy.de/ueber_biffy.htm) is based on and inspired by the idea of the American programme 'Big Brothers Big Sisters of America' to establish a relationship between a child and an adult mentor in order to enable children to exploit their potential. Nowadays, families are often scattered and family-internal supporters are rare. Thus, children and juveniles often are in need of an external person to support them with their activities. The project helped to establish this kind of relationships by organising meetings between both groups and by training the mentors. In 6 municipalities the networks and structures 'survived' the funding period and keep working.
- The project 'Seniorpartner in School – a Bridge between the Old and the Young' (*Seniorpartner in School – Brücke zwischen Alt und Jung*; URL: <http://www.seniorpartnerinschool.de>) is the name of a non-profit organisation established in Berlin with the aim to train senior citizens as mediators for conflicts in schools. On the one hand assuming that many senior citizens have the time, the knowledge and the motivation to help children and juveniles, on the other hand assuming that many children - especially those living in urban areas – lack to live together with their grandparents, this organisation establishes formal contracts between the schools and the trained senior citizens in order to formalise the presence of the senior mediators in the daily life of the school.

Activities of the Project Office 'Dialogue of the Generations' in Berlin

The Project Office 'Dialogue of the Generations' located in Berlin, Germany was funded with support of the 'Federal Ministry of Family Affairs, Senior Citizens, Women and Youth' in 1997. The Project Office is primarily concerned with intergenerational dialogue, practice and learning in Germany. The project office is in charge of coordination, information, providing advanced education for intergenerational projects and provides far-reaching services on intergenerational practice on local, regional, national and European level. The services of the project office comprise therefore the provision of a database on intergenerational activities (mostly) in Germany with more than 750 entries, the production and distribution of information materials and newsletters. It furthermore provides funding for and consults projects in their activities alongside with promoting dialogue between stakeholders on all levels.

The target groups are most prominently the old and the young as well as staff members of intergenerational projects. The project office cooperates with a wide of organisations active in the field of intergenerational exchange and learning (i.e. local and church organisations, welfare organisations, trade unions, youth and senior organisations, neighbourhood centres, technical colleges and universities, schools for advanced and further education, town, districts and state governments, the general public and the media). More specifically the project office cooperates or is member of the following organisations:

- Federal Network for Active Citizenship (*Bundesnetzwerk Bürgerschaftliches Engagement* = BBE; URL: <http://www.b-b-e.de> and <http://www.freiwillig.de>; see below for more information);
- Mentoring programme Big Friends for Youngsters (*Große Freunde für junge Leute* = BIFFY; URL: <http://www.biffy.de>; see below for more information);
- Generation Network Environment (*Generationennetzwerk Umwelt*; URL: <http://www.generationennetzwerk.de>; see below for more information);
- Intergenerational Consortium for Intergenerational Programmes (ICIP) of the Beth Johnson Foundation (BJF; URL: <http://www.centreforip.org.uk>; see Country Report England for more information).

- Learning partnership 'Network for Intergenerational Learning in Europe' (NIGEL; URL: <http://www.intergeneration.net>) and 'Intergenerational Learning in Schools in Europe' (ILSE);
- Participation and support of competitions and awards in the field on intergenerational learning e.g. Video of the Generations (*Video der Generationen*; URL: <http://www.video-der-generationen.de>; see below for more information), Award for Generational Fairness (*Generationengerechtigkeitpreis*) of the Foundation for the Rights of Future Generations (*Stiftung für die Rechte zukünftiger Generationen*; URL: <http://www.srzg.de/ndeutsch/indndt.htm>), the transatlantic award Usable with the topic Empowerment – Strengthening Persons (Empowerment. Menschen stärken; URL: <http://www.usable.de>) under the auspices of the Körber Foundation etc;

In summary the Project Office is aiming at fostering learning between the young and the older generations, promoting the dialogue between all involved institutional and private stakeholders incorporating a strong focus on voluntary work and the local and community dimension of intergenerational learning.

Activities of the Centre for General Scientific Education (ZAWIW) at the University of Ulm

The 'Centre for General Scientific Education' (*Zentrum für Allgemeine Wissenschaftliche Weiterbildung = ZAWIW*) was founded by the University of Ulm in Baden-Wuerttemberg in 1994. The foundation was a reaction on the increasing request for general multidisciplinary education for adults of any age, especially in the 'third age'. In recent years ZAWIW engaged more and more in intergenerational activities as well. The centre offers traditional continuing education twinned with innovative approaches e.g. virtual learning projects or intergenerational activities as well as wide scope of educational events and courses for all generations.

The main function of the centre is the development of innovative education programmes for adults, but especially senior citizens and scientific monitoring and evaluation of these programmes. The different programmes are based on the individual needs and interests of the participants and are firstly "intending to improve their autonomy in the sense of learning by research". Of further importance of ZAWIW is the development and updating of educational concepts and programs. In addition ZAWIW organises so-called 'Spring & Autumn Academies' (*Jahreszeitenakademien*) centred on a specific issue of social relevance. The objectives of ZAWIW can be summarised as follows:

- Encouraging the dialogue between science and citizens;
- Encouraging the dialogue between generations about urging social questions and social participation;
- Qualifying seniors for new tasks and activities in society, economy and science;
- Encouraging self-directed learning supported by new Information and Communication Technologies (ICTs);
- Showing the usefulness and improving the use of ICTs for seniors and organisations of senior education;
- Combining different resources of general scientific education to make them usable for organisations and for individual studies.

The Centre for General Scientific Education cooperates with a large range of local, regional, national, European and international stakeholders, organisations and projects, amongst them:

- 'Competence Network of the Generations' (*Kompetenznetzwerk der Generationen = KdG*; URL: <http://www.alt-jung-netzwerk.de>), a project, which aimed at intergenerational learning and teaching and at laying the foundations for the database Competence Network for Young and Old in Learning Exchange (see below);
- 'Competence Network for Young and Old in Learning Exchange' (*Kompetenzbörse für Jung und Alt im Lern-Austausch = KOJALA*; URL: <http://alpha.zawiw.uni-ulm.de/kojala/index.php>), a regional Internet portal for young and older citizens aiming at intergenerational dialogue, learning and problem solving in different areas e.g. ICTs, work, history, society, social aspects, health, arts etc;
- 'Service Agency Intergenerational Learning' (*Servicestelle Intergenerationelles Lernen*) under the programme All-day Learning in Baden-Wuerttemberg (*Ganztagslernen in Baden-Württemberg*; URL: <http://www.uni-ulm.de/uni/fak/zawiw/servicestelle/index.php?startseite.de>);
- Mentoring programme 'Big Friends for Youngsters' (*Große Freunde für junge Leute = BIFFY*; URL: <http://www.biffy.de>; see below for more information);
- 'Generation Network Environment' (*Generationennetzwerk Umwelt*; URL: <http://www.generationennetzwerk.de>; see below for more information);
- 'Institute for Virtual and Reality Learning in Adult Education' (*Institut für virtuelles und reales Lernen in der Erwachsenenbildung = ILEU*; URL: <http://www.ileu.net>) and 'Virtual and Reality Learning and Competence Network for Older Citizens' (*Virtuelles und reales Lern- und Kompetenz-Netzwerk älterer Erwachsener = VILE*; URL: <http://www.vile-netzwerk.de>), both partner institutes at the University of Ulm;
- Senior Initiatives such as 'Senior Online Editorial Office' (*Senior Online Redaktion = SOR*; <http://www.uni-ulm.de/uni/fak/zawiw/sor/index.html>) responsible for LernCafé (<http://www.lerncafe.de>), an online journal for general continuing education;
- 'Senior Internet Initiatives in Baden-Wuerttemberg' (*Senior-Internet-Initiativen in Baden-Württemberg = sii*) and 'Senior-Internet-Helper in Rural Areas' (*Senior-Internet-HelferInnen im ländlichen Raum = sih*; both at <http://www.senioren-internet-initiativen.de>);
- European Projects 'Learning in Later Life – A European Network' (LiLL; URL: <http://www.uni-ulm.de/LiLL>), 'e-Learning in Later Life – A European Project' (eLiLL; URL: <http://www.uni-ulm.de/uni/fak/zawiw/elill>), 'SeniorLearning' (<http://www.cric-projects.com/cric/front/index.jsp>), 'Open Doors for Europe' (ODE; URL: <http://www.gemeinsamlernen.de/ode>), 'European Computer Network' (EuCoNet; URL: http://www.gemeinsamlernen.de/euconet/index_html?language=en);
- Cooperation partner of JAZz – Young + Old = Future Together (*JAZz – Jung + Alt = Zukunft zusammen*; URL: <http://www.jazz-jung-alt.de>) preparing pupils at lower secondary schools through older, mostly retired mentors for the entry to the labour market.

Activities of the Foundation 'Dialogue of the Generations'

The Foundation 'Dialogue of the Generations' (*Stiftung 'Dialog der Generationen'*; not identical with the Project Office 'Dialogue of the Generations'; see above for more information) is focusing on animating, strengthening and multiplying a new perception of the older age, the appreciation of the value creation created by integrating the human capital of the elderly in society and economy and fostering intergenerational dialogue and exchange. Main lines of action are information, dissemination and communication (e.g. through events, press relations, publications, networking), funding pilot projects in different areas (e.g. businesses, working life, living, family, culture, education, traffic, health and security) and research, consultancy and lobby work (e.g. for enterprises, political parties, organisations, institutions on national, federal, regional and local levels). Concrete activities in the last years were the patronage of the competition 'Solidarity between Generations' (1999 – 2000; see above as well); the support of the 'Institute for the Dialogue of the Generations' at the University of Győr in Hungary researching and studying intercultural and intergenerational dialogue (1999 – 2004); the presentation of the book 'The Olymp of Life – the New Picture of the Old Age' incl. an accompanying conference (2003); patronage for generational congresses and the inauguration of the 'Forum of the Generations', a business centre focusing on psychological, medical and practical needs of older citizens in Bad Tölz, Bavaria; patronage of the thematic week 'Dialogue of the Generations' at the 'Federal Garden Show' (*Bundesgartenschau*) in Munich (2005); the biographic competition 'What a Life' in order to show the importance of 'regular' biographies in cooperation with the 'German Historical Museum' in Berlin, the 'Contemporary Witnesses Exchange Association' (*Zeitzeugenbörse*; see below as well) and 'ad.eo – cinematic biographies' (which produced a movie about the winning biography; 2006); and funding the 'Forum for Wealth Research' (*Forum für Vermögensforschung*) at the University of Münster, an innovative, international and interdisciplinary research centre on material and immaterial wealth of all generations and the exchange of wealth between the generations generating mutual benefits and creating intergenerational as well as societal prosperity (2007).

Activities of the 'Contemporary Witnesses Exchange Association'

The main aim of the 'Contemporary Witnesses Exchange Association' (*Zeitzeugenbörse = ZZB*) is to offer contemporary education, which is supporting the dialogue between the generations. The older people benefit from the initiative by staying in contact with younger people and by knowing their memories are useful and meaningful for the new generations. The young people get a lively impression of history and get to know individually experienced historical events or periods. The Contemporary Witnesses Exchange Association therefore contributes to intergenerational learning areas of history, reminiscence and to the preservation of cultural heritage and memory.

The elder citizens as 'contemporary witnesses' (*Zeitzeugen*) share their experiences about several historical periods with the younger generation. The older members of the ZZB meet young people in schools, universities, adult educational institutions and they talk to newspaper and magazine journalists and they appear on television and radio programmes.

The ZZB also maintains a website informing about their work, background and publications. The 'Letters from Contemporary Witnesses' (*Zeitzeugenbriefe*), a monthly publication of the initiative, can be downloaded from the website or subscribed via post or e-mail. Finally ZZB started an additional online service entitled 'Contemporary Pictures' (*Zeitbilder*) presenting videos of contemporary witnesses telling their story and their experiences about certain époques of the past.

Activities of the Initiative 'Media Education across all Generations' (Gen-Media) & Video of the Generations in North-Rhine Westphalia

The network 'GenMedia – Working with Media across the Generations' (*Generationenübergreifende Medienarbeit*) in the Ruhr area comprises all projects in North Rhine-Westphalia that are fostering learning activities between the generations in the field of Information and Communication Technologies (ICTs) or media in general. A special focus lies on learning processes in which the older learn from the younger generations. In this aspect, the new media are an excellent field, having in mind that many senior citizens have enormous fears to even touch new instruments, meanwhile their grandchildren find their way by using the try-and-error method. After a desk research on already existing initiatives and projects and after the selection of a number of best-practice examples, five round-tables (corresponding to five geographical areas within the Ruhr area) with media experts were established in order to improve the networking and to bring similar initiatives together. The initiative database contains about 80 projects working with video, PCs, radio and print media.

One of the projects mentioned in the GenMedia database is 'Video of the Generations' (*Video der Generationen*), a nation-wide video movie contest for video directors aged 50 (or older) or mixed teams with one director younger than 25 and the other one older than 50. The project (and the contest) exists since 1998. The videos have as topics themes that move the seniors in Germany and represent very personal views that usually have not been brought up in the media or have as a topic prejudices about older people. One example might illustrate the approach of Video of the Generations: for the first price 2007 in the category Documentary is entitled "You and I – When Alzheimer Starts" and documents the first two years of a starting Alzheimer disease of a woman, filmed by her husband (sample video is available at: <http://www.video-der-generationen.de/filme/index.php?id=199&k=p&p=2007>).

Activities of the 'Generation Network Environment'

The 'Generation Network Environment' (*Generationennetzwerk Umwelt*) starts from the assumption that in a society that grows older and older the conditions and structures for voluntary work are also changing. Senior citizens stay active after their work life and are willing to get involved in voluntary work. Organisations and initiatives have to adapt and to develop in order to be attractive for this group. Thus, the network addresses institutions and persons working in the environmental sector that use an intergenerational approach (with special focus on senior citizens). The activities of the network are:

- Providing information about innovative approaches and initiatives in the field of environmental inter-generational projects;
- Supporting learning providers for the implementation and testing of innovative learning approaches between the generations
- Evaluating and promoting of these approaches.

Concretely, the network action has supported eight adult education centres and institutions like the 'National Park Centre of the Saxonian Switzerland' (*Nationalparkhaus Sächsische Schweiz*; URL: <http://www.saechsische-landesstiftung.de/de/Nationalparkzentrum.html>) or the 'Centre for General Scientific Further Education' (ZAWIW; see above for more information).

Activities of the Bertelsmann Foundation

The 'Action Programme Demographic Change' (*Aktion Demographischer Wandel*) of the Bertelsmann Foundation is trying to sensitise the general population for the ongoing demographic change and establishing pilot projects in different sectors in order to develop alternatives for the future. One of the sub-programmes is 'New Ageing in Urban Areas' (*Neues Altern in der Stadt = NAIS*), which starts with the objective to achieve the highest life quality possible for elder citizens by re-calibrating the policy programmes and principles on local authority level, always under the assumption that the demographic change does not only contain threats, but also chances for the future. Some of the objectives are:

- To sensitise the population to the demographic change and its consequences;
- To include senior citizens in decision-making processes;
- To strengthen the commitment of citizens;
- To foster the creation of support systems on family/neighbourhood/peer basis;
- To foster intergenerational support systems.

The project has selected six selected local authorities in Germany that will act as test-beds following a three-step approach:

- In the analysis phase, the local authorities collect data about the senior citizens and their socio-economic situation in the local environment as well as about the problems and needs on local level. On this basis, a mission statement and different scenarios are developed by the authorities including all relevant stakeholders;
- In the action phase, concrete measures are developed and applied to different problems identified before;
- In the conclusion phase (foreseen for the end of 2007), all the actions will be summarised and published in a handbook, in order to transfer positive experiences to other local and regional areas.

Other prominent actors in the field of intergenerational learning between young and old in Germany are the the Agency for Generational Dialogue in Lower Saxony (*Niedersächsische Landesagentur Generationendialog*, URL: <http://www.koordinierungsbuero-alt-und-jung.de>) and the Federal Network for Active Citizenship (*Bundesnetzwerk Bürgerschaftliches Engagement = BBE*; URL: <http://www.b-b-e.de>), the Freudenberg Foundation (<http://www.freudenbergstiftung.de>) and the Körber Foundation (<http://www.koerberstiftung.de>). EAGLE will report on their activities in revised version of the Country Report Germany.

6 CONCLUSIONS

In Germany the challenges of an ageing society provoking changing economic and welfare patterns and a shortage of skilled labour force; the shift from an industrial to a knowledge-based society; gradually dissolving traditional family patterns, more and more individualised biographies and a general decline in civil participation are largely acknowledged by society, economy and policy and measures to tackle those challenges are a matter of vivid public and policy debate.

As in other industrialised states, those changes have led to an individualisation of societal structures, to an increasingly age-segregated post-modern society and subsequently to the disappearance of cultural heritage and societal knowledge.

There is large consensus that those challenges imply a more and more urgent need for new approaches of re-qualification, re-engineering and re-generation within the concepts human capital, social capital, social inclusion and cohesion incl. aspects of e-Inclusion e.g. novel forms of individual, family and community support; health prevention; new contributions to child, day and health care; prolongation of the working life and better knowledge utilisation of older workers; efficient networking between public, professional and voluntary services without replacing regular employment by honorary services.

In Germany the concepts of intergenerational practice, human and social capital and social inclusion are strongly interrelated as both make reference to i) actual and potential resources of social networks for the individual, ii) formally and informally shared norms and values between members of social networks, iii) reciprocity and trust within these networks and between the individual and the network. As a consequence intergenerational learning is viewed as a prime, but not fully exploited resource base for individuals, groups and the society at large. Individuals able to access and rely upon these resources and relationships increase their chances for personal and professional development; communities benefit from enlarged mutual exchange, active participation and cooperation; and societies become more cohesive and inclusive. As a consequence the benefits of intergenerational practice and learning from other generations are nowadays widely accepted.

Intergenerational learning in Germany has at the same time to be viewed in the wider context intergenerational practices and dialogue. Furthermore the concept of 'Lifelong Learning' (LLL) relates closely to the field as the wide range and large number of intergenerational (learning) activities is mainly located in the field of non-formal and especially informal learning. These findings are furthermore on line with national, European and international research. Formal learning is concerned mainly by opening formal Education & Training (E&T) systems up towards society and external support allowing a mix of intra- and extra-curricular, formal, non-formal and informal learning activities.

In more concrete terms intergenerational learning is characterised by non-formal learning processes mostly enacting in parallel to mainstream E&T systems, but especially by informal or incremental learning activities, which are often spontaneous and self-managed, not necessarily intentional and not targeted towards a specific achievement and/or performance. Informal intergenerational learning can be perceived a process, through which individuals acquire skills and knowledge, but also attitudes and values, from daily experience and from all educational resources and influences in their own environment i.e. at home, at work, at play, through conversations, through media etc. Learning in this sense is a natural and con-

tinuous supplement to everyday life of individuals. The described three elements of purposeful learning should not be regarded as distinct entities but instead as semi-permeable categories in complex and constant interactions in professional and private lives as they become more and more integrated in the emergent Knowledge Society. Nevertheless large bodies of research estimates that informal learning is the source of approximately 80% of what we learn in our live.

As the benefits of intergenerational exchange and learning are widely recognised in Germany, the landscape of activities is rich, manifold and highly diversified. The variety of intergenerational activities in Germany on programme (mostly top-down) and project (mostly bottom-up) level is remarkable; they address almost the entire spectrum of possible themes (e.g. community development, learning, mentoring, mediation, media educations, individual, family, community and social support in general, employability, history and reminiscence, health, arts, environmental protection) and involve a multitude of different actors and stakeholders from all ages and generations.

Measures to foster intergenerational practice in Germany are furthermore strongly related to programmes aiming at strengthening civil engagement, active citizenship and voluntary work as many programmes, initiatives and projects are trying to engage citizens of all ages on an honorary basis.

Apart from own funds of organisation and voluntary work of individuals, intergenerational projects can rely on a variety of funding streams of public (e.g. European, national, federal state level, regional) and private origin (e.g. foundations, own funds of organisation, sponsorship). Especially foundations are playing an increasingly important role in funding intergenerational activities. According to study of the German 'Initiative Citizen Foundations' (*Initiative Bürgerstiftungen*) already 10% of their funding and/or purpose are addressing explicitly intergenerational projects, but it can be estimated that the percentage might be even higher as the other main foci are youth (38%), social issues (14%), education (12%), community aspects (6%), arts and culture (4%) and international understanding (3%), in which intergenerational learning may play a role as well. The increasing importance of foundations spurred finally debate of public and private provision of services and their interrelation, especially the fact that the state may backtrack from service provisions with increase of foundation and voluntary activities. Nevertheless many projects are struggling with their continuation i.e. with the sustainability after the end of the funding period, independent of the funding source.

Intergenerational learning projects in Germany are horizontally localised across different policy areas as reflected in the involvement of multiple stakeholders e.g. not only the Federal Ministries of Education and Research and of Family Affairs, Senior Citizens, Women and Youth; but also the Federal Ministry of Labour and Social Affairs, Federal Ministry of Economics and Technology; Federal Ministry of Health; Federal Ministry of Transport, Building and Urban Affairs; Federal Ministry for Environment, Nature Conservation and Nuclear Safety; similar to the field of general adult education and Lifelong Learning other actors are public bodies at federal state level; non-profit and profit making, business and public training providers, churches, Chambers of Trade and Commerce, trade unions, charities, foundations, volunteer organisations and individuals.

Finally intergenerational activities and their institutional embedding vary remarkably on federal state, regional and local levels (i.e. the federal states of Berlin, Hesse, North-Rhine Westphalia and Lower Saxony are explicitly active in the field). Due to the decentralised organisation or the German Education & Training (E&T) national programmes are mainly

model programmes of a limited scale and time aimed at triggering innovation, fostering research and encouraging good practice. As the 16 German federal states are responsible for regulating the organisation and support of general continuing education (where intergenerational learning in the narrow would be located) the roll out of intergenerational learning and most crucially the funding of those activities towards federal state, regional and even local and community levels seems to be crucial for its mainstreaming, effectiveness, impact and sustainability. On the other hand further research is needed on a commonly agreed definition of intergenerational work, in terms of quality standards and quality assurance and in terms of training and qualifications.

As the existing evaluation of bottom-up projects and of top-down programmes show, the contextualisation and local/community embedding of intergenerational (learning) activities and the focus on the needs of the involved actors (i.e. 'what works with whom under which condition') appears to be crucial for the success and mainstreaming of intergenerational activities in Germany over the next years.

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