



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

**TABULA – Citizen's Initiative for
Education**

**GERMANY
Case Study Identity Card
2007**



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EAGLE CASE STUDY

GERMANY

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1 EXECUTIVE SUMMARY

Executive Summary

The registered non-profit association 'TABULA - Citizen's Initiative for Education' (i.e. TABULA – Bürgerinitiative für Bildung) is 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. The pedagogical activities are developed in close cooperation with local schools and the skills and competences pupils are acquiring within the intra- and extracurricular context of TABULA feed back to teachers of their school and to their parents.

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'. The activities of TABULA – centred on the theme "it takes a village to raise a child" (African proverb) – are aiming at increasing educational equality and the employability of especially migrant and socially disadvantaged pupils, by these means contributing at the same to community development and cohesion as well as to a more inclusive (local and wider) society.

TABULA runs its own open drop-in meeting place where pupils and their supporters can meet on a voluntary basis, learn, jointly develop projects and work in groups together. Intergenerational learning activities include numeracy, literacy and language trainings through retired teachers; themed activities e.g. around ecological and environmental aspects; cultural activities like arts, theatre, creative writing; the twinning of retired craftsmen and pupils for internships and vocational training; usage of work spaces of local companies (through the regional Chamber of Trade and Commerce) during the weekend to receive further training under the guidance of retired employees; and mentoring of pupils at the transition from school to work.

TABULA is a 'Public Private Partnership' (PPP) based on the voluntary activities of its members and is addition financially supported by the by the German Children and Youth Foundation programmes 'Ideas for More! Learning All Day Long' (i.e. Ideen für Mehr! Ganztägig lernen) and 'DOING SCHOOL!' (i.e. SCHULE MACHEN!), by the Bielefeld Citizen Foundation and the Foundation for Education and Youth.



2 GENERAL DESCRIPTION

<i>Title</i>	TABULA – Citizen’s Initiative for Education (i.e. TABULA – Bürgerinitiative für Bildung)
<i>Country</i>	Bielefeld, North Rhine – Westphalia, Germany
<i>Duration</i>	Starting Year: 2006 End Year: ongoing <u>Comments:</u> The initiative started the conceptual work, the recruitment of the pedagogical team and the contacts to local schools at the beginning of 2006, the first accompanying educational offers took place in summer 2006, continued in 2007 and the planning for 2008 is already under way.
<i>Status</i>	Running
<i>Managing Institution</i>	Voluntary/social sector/foundations
<i>Contact details</i>	Last Name: von der Groeben First Name: Annemarie Title: Dr. Position/Role: Head of the Association Institution: TABULA e.V. Street: Ellerstraße 29 Town: Bielefeld Post Code: 33615 Phone: 0049 521 12 35 91 Fax: 0049 521 12 35 91 E-Mail: info@tabula-bildungsinitiative.de and annemarie.groeben@tabula-bielefeld.de URL: http://www.tabula-bildungsinitiative.de
<i>Funding</i>	<ul style="list-style-type: none"> ▪ Public-Private-Partnership (PPP) ▪ Own contribution and resources <u>Comments:</u> The registered non-profit association is closely cooperating with the following institutions and foundations: <ul style="list-style-type: none"> ▪ Bielefeld Citizen Foundation (i.e. Bielefelder Bürgerstiftung; see http://www.bielefelder-buergerstiftung.de); ▪ Chamber of Trade and Commerce Bielefeld (i.e. Industrie- und Handelskammer Ostwestfalen zu Bielefeld; see http://www.bielefeld.ihk.de); ▪ German Children and Youth Foundation (i.e. Deutsche Kinder- und Jugendstiftung; see http://www.dkjs.de); ▪ Foundation for Education and Youth (i.e. Stiftung für Bildung und Jugend; see http://www.rp.baden-wuerttemberg.de/servlet/PB/menu/1119716/index.html).
<i>Partnership arrangement/organisational form</i>	<ul style="list-style-type: none"> ▪ Bottom-up, grass root initiative <u>Comment:</u> TABULA was initiated by a group of citizens (i.e. retired teachers and pedagogues of the city of Bielefeld. TABULA was founded as a non-profit registered association to run, maintain and sustain the activities of TABULA.
<i>Scale</i>	<ul style="list-style-type: none"> ▪ Community based ▪ Local ▪ Regional <u>Comment:</u> Currently TABULA cooperates with three primary school and one secondary general school in Bielefeld, the regional Chamber of Trade and Commerce and the above mentioned foundations.

3 DESCRIPTION OF COLLABORATING GROUPS

<i>Collaborating Group I</i>	<ul style="list-style-type: none"> ▪ Pupils from three primary schools and one secondary general school; Majority of pupils with migration background; Often parents without legal asylum status i.e. on exceptional leave to remain (i.e. Duldung) making employment and subsequently social participation difficult; ▪ Due to migration status of the parents the educational and economic status of the pupils is normally below average, although reflected in their school choice, which can be paraphrased as a 'negative selection process'.
<i>Total number of Collaborating Group I</i>	<p>40 up-to-date</p> <p><u>Comments:</u> As the participation of pupils in the intra- and extracurricular activities and offers of TABULA is voluntary the number of pupils varies depending on the different offers (i.e. from one pupil during homework supervision to approx. 30 children and teens in summer schools).</p>
<i>Age group(s) of Collaborating Group I</i>	<p><u>Minimum Age:</u> 7</p> <p><u>Maximum Age:</u> 16</p> <p><u>Age distribution:</u> The average age of pupils is 12 – 13 years.</p>
<i>Collaborating Group II</i>	<ul style="list-style-type: none"> ▪ Students of Pedagogy at the University of Bielefeld and students of Social Pedagogy at the College of Higher Education in Bielefeld; ▪ Representatives of and companies affiliated with the Chamber of Trade and Commerce in Bielefeld; ▪ Retired teachers; ▪ Retired craftswomen and -men.
<i>Total number of Collaborating Group II</i>	<p>30 out of the above mentioned groups; number variable over the years and across educational activities</p>
<i>Age group(s) of Collaborating Group II</i>	<p><u>Minimum Age:</u> approx. 20</p> <p><u>Maximum Age:</u> approx. 75</p> <p><u>Age distribution:</u> The students of pedagogy and social pedagogy are in average 20 to 30 years old, the representatives of companies affiliated with the Chamber of Trade and Commerce are in their middle ages, the retired teachers as well as retired craftswomen and –men are above 50 years of age. As it becomes obvious TABULA aims at integrating all ages and all generations of the local community.</p>

4 DESCRIPTION OF INTERGENERATIONAL LEARNING PRACTICES

Description of Learning Arrangement & Learning Practice

The registered non-profit association 'TABULA - Citizen's Initiative for Education' (i.e. TABULA – Bürgerinitiative für Bildung) aims primarily at reducing the unequal opportunities currently observable in the German Education & Training (E&T) system. The members of TABULA are citizens of all ages and of all professions living in Bielefeld, amongst them a large number of retired teachers. The association cooperates with three local primary schools and one secondary general school and other local institutions providing support for socially disadvantaged pupils, many of them with a migration background. The pedagogical support can be intra- and extracurricular, and extracurricular activities are clearly linked back to the participating schools.

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TABULA established an intergenerational community network of citizens, organisations and institutions of Bielefeld in North Rhine-Westphalia offering on a voluntary basis 'extra muros' learning possibilities, mentoring, support and partnerships for disadvantaged schools pupils outside the formal educational context. TABULA builds cooperation and synergies by bringing all societal actors together with the long-term aim to provide community volunteer services for all pupils in Bielefeld.

The background and motivation to set up TABULA were reports emphasising the strong social mediation (mainly through socio-economic, -educational and ethnic background factors of parents) of educational and professional opportunities of children as supported and the increasing inability of schools to balance these inequalities. The findings of the 'Programme for International Student Assessment' PISA by OECD in 2000 highlighting show that: i) the German educational system is not providing specific and successful support to low-performance students; ii) German students clearly outperform their immigrant peers, iii) poor language skills are seen as the main reason for low performance immigrant pupils; iv) the individual promotion of disadvantaged children should help to break the link between social origin and achievements at school.

The study 'A Sorting Hat that Fails? The Transition from Primary to Secondary School in Germany' by UNICEF in 2002 highlights the critical impact of the early sorting of children according to their abilities within Germany's three-tier school system alongside with the negative effects of wrong placement of children, the relative impermeability and resulting infrequent transition between different school types of secondary education (or the modification of the initial sorting), the static hierarchical structure of the German educational system and the importance of particular qualifications in the German labour market.

Especially secondary general schools are nowadays regarded to be the 'catch basin for disadvantaged pupils'. Their high number of pupils with low socio-economic, -educational and/or ethnic background reveals the 'negative selection processes' of the German school system; some experts are even speaking about the 'new school of the underclass'.

Description of Learning Arrangement & Learning Practice

The community volunteers of TABULA are supporting local schools in tackling these inequalities in educational, career and life opportunities by providing intra-, extracurricular and intergenerational learning possibilities, mentoring, support and partnerships for disadvantaged and migrant schools pupils. The intergenerational learning activities can take place in the cooperating schools, in the open drop-in meeting place of TABULA, in the facilities of the local public administration or in SMEs.

The so-called 'Two-by-Two-Principle' of TABULA describes first the twofold nature of learning arrangements (i.e. learning partnerships and extended educational offers) and second the two groups of intergenerational learning providers (i.e. retired schoolteachers, university students and citizens). The intra- and extracurricular support offers are planned in close cooperation with the local schools by applying 'Individual Educational Support Plans' for pupils encompassing basic skills (i.e. literacy, numeracy and English language) and personal strengths, weaknesses and related recommendations (e.g. for environmental aspects, economy, literature, music and arts, social engagement and sports). TABULA combines the traditional deficit model with a perspective of personal development i.e. by trying to overcome existing weaknesses and by building upon current interests and strengths. To implement the 'support and development plans' TABULA is cooperating with a wide range of local associations and communities e.g.:

- Retired teachers of TABULA for numeracy, literacy and language teaching;
- Retired craftswomen and –men, local businesses and professional training centres for vocational training, internships and future employment;
- Sports associations, the 'German Alpine Association', the swimming pool of the University of Bielefeld for sports and physical recreation;
- Local zoo and animal shelters for biology, nature studies and environmental aspects;
- Local museums for culture and arts.

All pupils can apply to participate in TABULA, the participation is voluntary, but pupils have to commit themselves to participate regularly. By refraining from formal tests with grades TABULA tries to make learning attractive, especially for 'hard-to-reach' and currently low achieving pupils. On the other hands all activities are informally certified and may assist schoolteachers in their general assessment of individual pupils.

Location of the Learning Activity

Informal settings i.e. community facility/building and other social settings

Comments: The intra- and extracurricular activities and pedagogical offers of TABULA are taking place in formal (i.e. schools) and informal settings i.e. the open drop-in centre, but skills and a competence building is done in close cooperation with the local schools and the results feed back into their schools of origin.

<i>Learning Activities (related to policy objectives)</i>	<ul style="list-style-type: none"> ▪ Community development i.e. intergenerational living and meeting places ▪ Education, training & learning incl. general education and training, literacy, numeracy, knowledge exchange ▪ Mentoring i.e. intergenerational support, services and consultancy ▪ Social inclusion/participation, active citizenship ▪ Employability ▪ Arts incl. culture, theatre, play, music
<i>Fields of Learning</i>	<ul style="list-style-type: none"> ▪ Individual competence development (for private and professional purposes) ▪ Societal/economic exchange and consultancy ▪ Development and continuity of societal values ▪ Productive cultural assimilation
<i>Knowledge & Learning Exchange/Flow between the Collaborating Groups</i>	Predominantly 'upstream' i.e. older to younger, but also balanced through group work e.g. performing a theatre play together
<i>Interactions between the Collaborating Groups</i>	<ul style="list-style-type: none"> ▪ one-to-one ▪ one-to-many ▪ group based ▪ many-to-many ▪ physical/offline interaction
<i>Categories of the Learning Activity</i>	<ul style="list-style-type: none"> ▪ Formal (indirectly) ▪ Non-formal ▪ Informal <p><u>Comments/Description:</u> The activities and pedagogical offers of TABULA are of formal, non-formal and informal nature i.e. happening within and outside formal Education & Training systems; the extracurricular acquired skills and competences feed back into their schools of origin. The teachers of the origin schools are integrated in the planning of activities of TABULA aiming at fostering positive intra- and extracurricular feedback effects i.e. TABULA supports and extends school activities and/or the schools are taking up the work of TABULA groups.</p>
<i>OECD / De-SeCo Competences</i>	<p>1 = Competence Category 1: Using Tools Interactively</p> <p>1.2 = The ability to use knowledge and information interactively</p> <p>1.3 = The ability to use technology interactively</p> <p>2 = Competence Category 2: Interacting in Heterogeneous Groups</p> <p>2.1 = The ability to relate well to others</p> <p>2.2 = The ability to cooperate</p> <p>2.3 = The ability to manage and resolve conflicts</p> <p>3 = Competence Category 3: Acting Autonomously</p> <p>3.1 = The ability to act within the big picture</p> <p>3.2 = The ability to form and conduct life plans and personal projects</p>

<p><i>EC Key Competences</i></p>	<ul style="list-style-type: none"> ▪ Communication in the mother tongue ▪ Mathematical literacy and basic competences in science and technology ▪ Learning-to-learn ▪ Interpersonal and civic competences
<p><i>Success Factors and Barriers</i></p>	<p>The participation in the pedagogical activities of TABULA is voluntary: By refraining from formal tests with grades TABULA tries to make learning attractive, especially for 'hard-to-reach' and currently low achieving pupils. Currently TABULA is reaching only parts of the envisaged target group and further efforts are needed to convince pupils and their parents about the usefulness of the TABULA offers for better personal and professional development as well as better integration in society and better chances on the labour market. The offers of TABULA are normally free of charge, but for some offers e.g. the summer school a small contribution towards the expenses of the parents is expected. Some parents are struggling or reluctant to pay even this small contribution.</p> <p>The success factors of TABULA are the close linkage of intra- and extracurricular offers, the feedback of TABULA results to the schools and vice versa and the systematic inclusion of different local stakeholders into 'regional and intergenerational educational learning landscapes' or 'learning villages'. Furthermore the following pedagogical approaches contribute positively to TABULA:</p> <ul style="list-style-type: none"> ▪ 'Individual Educational Support Plans': designed in close cooperation with parents and schools, which are the basis for intergenerational educational support within or outside schools mostly organised in groups; ▪ 'Scholarships' and 'Learning Partnerships': allow individualised learning support (e.g. home work support, reading training, specific subject training, 'coaching' for an examination) by a twinning of pupils either with students of pedagogy or TABULA volunteers; single tandems are not working alone, but are combined into small groups; learning partnerships may take place within or outside regular school hours; within all day schools the pedagogical work of TABULA tandems is integrated in the class schedule; ▪ TABULA cooperates with the departments of Pedagogy at the University of Bielefeld and Social Pedagogy at the College of Higher Education in Bielefeld, where students are given the opportunity to participate in the activities of TABULA through a course embedded in the curricula of both institutions: i) volunteer work, which is officially recognised as additional internships for university students; ii) certified cooperation within their bachelor or master courses at the university; iii) case study work with practical elements; iv) recognised internships for the College of Higher Education; v) practical year for social workers.
<p><i>Results</i></p>	<p>The specific outputs of TABULA until today are as follows:</p> <ul style="list-style-type: none"> ▪ Support for German, mathematics and English for pupils from secondary general schools; ▪ Educational offers for pupils of one one-day primary school: e.g. through the 'farm-house group' and the 'group of animal lovers'; ▪ Educational offers for pupils from secondary general schools: e.g. through the 'animal welfare group', the 'movie group' and the 'film group'; ▪ Intensive courses for primary school pupils during school holidays (i.e. Christmas holidays 2006/07 and Easter holidays 2007) in preparation of the final examinations in German; ▪ Home work support for primary school pupils with a migration background through university students;

Further specific outputs of TABULA until today are as follows:

- TABULA seminar on methodological studies at the Faculty of Pedagogy at the University of Bielefeld; approx. 20 students are involved in the 1st TABULA Summer School by preparing, running and evaluating thematic case studies for TABULA pupils;
- 1st TABULA Summer School for 30 – 35 pupils (from three primary, one secondary general and one all-day school) in the summer holidays 2007; the summer school will combine various educational and non-educational offers offered by the TABULA volunteers, students and members of the university and college of higher education and professional training providers; the summer schools is perceived as an intensive course within a one-year support concept of TABULA.

The following activities are currently in the planning phase and should be realised during the following years:

- Increased cooperation with the University of Bielefeld i.e. i) the Department of Linguistics and the Department of Linguistic Sciences to establish tandems of students and pupils for language trainings; ii) the Department of Intercultural Pedagogy to include students with migration background in order to improve the support of pupils and their families and to develop a model of intercultural pedagogy;
- Local cooperation network with companies, associations and institutions to increase extra-curricular offers outside school, which can be used by pupils on an individual basis;
- Collaboration with a nursery school in order to establish an integrated and continuous support model from pre-school to lower secondary education;
- Establishment of consultation hours and courses for parents with a migration background in order to increase trust and acceptance concerning the TABULA offers and to increase the participation rates of migrant pupils.

The pedagogical offers of TABULA are aiming at different short and long term goals for individuals, community and TABULA itself: on the level of learners higher competences in basic skills and specific subjects, increased joy of and motivation to learn; on community level a contribution to school development, intergenerational active citizenship and engagement; on TABULA level the development of evaluation mechanisms for individual support of pupils and in order to better design future activities.

As already mentioned TABULA refrains from formal accreditation and certification in order to make learning more attractive, especially for 'hard-to-reach' and currently low achieving pupils. But all activities are informally certified and may assist schoolteachers in their general assessment of individual pupils. At the moment only the case study work of university students is evaluated, the evaluation of the 1st TABULA Summer School is designed. For the future a systematic and integrated evaluation of all educational offers is planned, although funding mechanisms are not established yet. The envisaged evaluation criteria will be: achievements in reading skills (i.e. reading fluidity, text comprehension), self esteem, emotional and motivational variables. The first evaluation results will be made available at a later stage of the project and reported in an updated EAGLE Identity Card of TABULA.