



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

**Intergenerational Practice  
in  
GERMANY**

**Case Study Identity Cards  
2007**



Education and Culture

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# **INTERGENERATIONAL PRACTICE IN GERMANY**

Work Package: WP 2 Scoping & Mapping

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## EAGLE CASE STUDY

# GERMANY

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## 1 EXECUTIVE SUMMARY

### *Executive Summary*

The project '17 / 70 – Young „Godfathers“ and „Godmothers“ for Senior Citizens' (i.e. 17 / 70 – Junge Paten für Senioren) of the 'Volunteering Agency Essen' in Germany is explicitly addressing the demographic change in the Ruhr Area, an urban area in the federal state of North Rhine-Westphalia consisting of a number of large formerly heavily industrial cities. The structural change in the Ruhr Area resulted – as in other Germany agglomerations – in increasingly dissolving traditional family structures with older citizens often living far away from their family and without adequate wider social networks.

By qualifying young volunteers aged 15 to 25 and by engaging them continuously with older citizens, 17 / 70 aims at i) overcoming the social isolation of older citizens, ii) acquiring and documenting social and subject related (i.e. pedagogy, psychology, social work, care and therapy) skills as well as personal development and professional orientation for young people, iii) promoting a better understanding between generations and iv) fostering active citizenship and quality of life of all generations.

In practice young volunteers are visiting senior citizens in public (i.e. non-profit) hospitals, retirement homes and day care centres and provide numerous support services, which can be e.g. arranging humorous and entertaining events or reading out sessions in the institutions, by accompanying older citizens to shops, public authorities, theatres or simply keeping company with older citizens.

The activities are planned and managed by the young volunteers themselves, but clearly centred on the concrete needs of older citizens and in close cooperation with the volunteering agency and the heads of the nursing and social services of the respective institutions as well as with the medical and social services of the city of Essen. 17 / 70 engages by these means all potentially involved stakeholders and sets up novel and wider social community network for the elderly.

Due to the dedicated qualification at the beginning and constant supervision of young volunteers throughout their intergenerational activities as well as due to the engagement of all stakeholders of the local community '17 / 70 – Young „Godfathers“ and „Godmothers“ for Senior Citizens' is an example of good intergenerational practice, which can be generalised as many cities in Germany face similar structural, demographic and societal changes.



## 2 GENERAL DESCRIPTION

<b>Title</b>	17 / 70 – Young „Godfathers“ and „Godmothers“ for Senior Citizens (i.e. 17 / 70 – Junge Paten für Senioren)
<b>Country</b>	Essen, North Rhine – Westphalia, Germany
<b>Duration</b>	Starting Year: Spring 2006 End Year: ongoing <u>Comments:</u> The conceptual and planning phase commenced already in 2005, the first group of volunteers started in spring 2006; two additional groups started in autumn 2006 and spring 2007; the fourth group of volunteers will start in autumn 2007; in the future it is planned that two groups will start per year.
<b>Status</b>	Running
<b>Managing Institution</b>	Voluntary/social sector/foundations
<b>Contact Details</b>	Last Name: Krüger First Name: Janina Title: Ms. Position/Role: Managing Director Institution: Ehrenamt Agentur Essen Street: Bredeneyer Straße 6b Town: Essen Post Code: 45133 Phone: 0049 201 4513 580 Fax: 0049 201 4513 590 E-Mail: <a href="mailto:info@ehrenamtessen.de">info@ehrenamtessen.de</a> URL: <a href="http://www.ehrenamtessen.de">http://www.ehrenamtessen.de</a>
<b>Funding</b>	<ul style="list-style-type: none"> <li>▪ Private funding</li> <li>▪ Own contribution and resources</li> </ul> <u>Comments:</u> The volunteering agency is a registered non-profit association and is financed through membership fees (e.g. 2/3 from local businesses, 1/3 from private citizens and the rest by a smaller number of other non-profit associations). The project 17 / 70 receives additional project specific funding from local companies and businesses and the Rotary Club of Essen.
<b>Partnership Arrangement/Organisational Form</b>	<ul style="list-style-type: none"> <li>▪ Bottom-up, grass root initiative</li> </ul> <u>Comments:</u> Originally planned to complement the work of the so-called ‘Green Ladies’ and ‘Green Men’ (see <a href="http://www.ekh-deutschland.de/portrait.html">http://www.ekh-deutschland.de/portrait.html</a> for more information, in German), a volunteer support service of middle aged and older citizens for stationary care in hospitals; an integration of young people in the existing structures was regarded to be problematic for organisational reasons; therefore the ‘Volunteering Agency Essen’ decided to set up an own project to bring young and old people together.
<b>Scale</b>	<ul style="list-style-type: none"> <li>▪ Community based</li> <li>▪ Local</li> </ul> <u>Comment:</u> The young volunteers are working in local public (i.e. non-profit making) hospitals, retirement homes and day care centres in Essen; but the ‘Volunteering Agency Essen’ is part of the ‘Volunteering Network Ruhr Area’ (regional) and member of the national and federal ‘Working Committee of Volunteering Agencies’ (i.e. BAGFA on national level and LAGFA on federal level; see <a href="http://www.bagfa.de">http://www.bagfa.de</a> ).

### 3 DESCRIPTION OF COLLABORATING GROUPS

<i>Collaborating Group I</i>	<ul style="list-style-type: none"> <li>▪ Young people, mainly pupils;</li> <li>▪ In the vast majority girls as “social engagement in Germany is still predominantly female” (Janina Krüger, Managing Director of ‘Volunteering Agency Essen’);</li> <li>▪ Mainly from grammar schools (i.e. Gymnasium), but increasingly from intermediate schools (i.e. Realschule) and comprehensive schools (i.e. Gesamtschulen).</li> </ul>
<i>Total number of Collaborating Group I</i>	<p>37 up-to-date</p> <p><u>Comments:</u> The first group of 17 volunteers started in spring 2006; two additional groups with 10 young people each started in autumn 2006 and spring 2007; the fourth group of 10 volunteers will start in autumn 2007; in the future it is planned that two groups of 10 volunteers each will start per year.</p>
<i>Age group(s) of Collaborating Group I</i>	<p><u>Minimum Age:</u> 15 <u>Maximum Age:</u> 25</p> <p><u>Age distribution:</u> Mainly girls before leaving grammar school and before entering the labour market or tertiary education.</p>
<i>Collaborating Group II</i>	<ul style="list-style-type: none"> <li>▪ Old people in public (i.e. non-profit making) hospitals, retirement homes and day care centres; many patients and inhabitants with high ages and a increasing number suffering from dementia and other age related diseases;</li> <li>▪ No procurement of volunteers to private (i.e. professional or profit-making) retirement homes as retirement pensions are in general higher as in public facilities; many private retirement homes (or ‘residences’) have support infrastructures of similar kind in place;</li> <li>▪ In the future the inclusion to private households is planned; this will be done in co-operation with the ‘Department for Senior Citizens’ of the City of Essen, which will verify that single households are in actual need for voluntary support.</li> </ul>
<i>Total number of Collaborating Group II</i>	<p>Approx. 80 senior citizens</p> <p><u>Comments:</u> As the interaction between volunteers and elder citizens can vary (i.e. one-to-many, many-to-one, many-to-many, group based) the ratio between young and people is estimated in average 1:2.</p>
<i>Age group(s) of Collaborating Group II:</i>	<p><u>Minimum Age:</u> 75 <u>Maximum Age:</u> 90</p> <p><u>Age distribution:</u> Due to higher life expectancy of older citizens and the work of outpatient day care services, citizens are becoming older and older when coming to retirement homes and day care centres. Therefore the age distribution is increasingly leaning towards the upper age range.</p>

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## 4 DESCRIPTION OF INTERGENERATIONAL LEARNING PRACTICES

### *Description of Learning Arrangement & Learning Practice*

'17 / 70 – Young „Godfathers“ and „Godmothers“ for Senior Citizens' (i.e. 17 / 70 – Junge Paten für Senioren) of the 'Volunteering Agency Essen' in Germany is explicitly addressing the demographic change in city of Essen located the Ruhr Area, an urban area in the federal state of North Rhine-Westphalia consisting of a number of large formerly heavily industrial cities. The structural change in the Ruhr Area resulted – as in other Germany agglomerations – in increasingly dissolving traditional family structures with older citizens often living far away from their family and without adequate wider social networks.

Volunteers of the project are mainly recruited from grammar schools but increasingly from intermediate schools and comprehensive schools as well. Furthermore the vast majority of volunteers are female. Requirements to participate in 17 / 70 are a certain level of intellectual (in order to follow the qualification phase) and language (in order to interact with the older people) competences. The ability of young volunteers to participate is assessed through an interdisciplinary coordinated by the volunteer agency.

Motivational aspects encouraging young volunteers to join 17 / 70 are first the possibility for private and professional orientation and career planning and second the theoretical and practical acquisition of social, organisational, communicative and subject related (i.e. pedagogy, psychology, social work, care and therapy) skills sets in 'real' world settings. Furthermore volunteers receive a € 100 subsidy, which they can use e.g. when acquiring their driving licence. Finally the informally and non-formally acquired competences of the young volunteers are documented in a portfolio entitled JEEP, which stands for 'Young Adults discover Practice' (i.e. Junge Erwachsene entdecken die Praxis) or 'Young Adults experience Participation' (i.e. Junge Erwachsene erfahren die Partizipation'). In collaboration with the Department of School Administration and the Youth Department of Essen it is planned to integrate JEEP into a wider 'Career Choice Portfolio' (i.e. Berufswahlpass) documenting all skills and competences of young people acquired within and outside formal education and training systems.

The volunteer work itself starts with an in-depth qualification phase for young volunteers lasting in total 11 days over a period of six month. The trainers are psychologists, experts in geriatric medicine, a Protestant priest associated with the public institutions and a memory trainer. The training incorporates psychological aspects such as self-awareness, respect, empathy, acceptance; discussion techniques with a special focus on intergenerational communication; medical ageing processes and effects; religious beliefs and faith of the elderly; as well as so-called 'circus' and 'clown' pedagogies in order to enable the volunteers to organise humoristic and entertaining events. The qualification phase is followed by two sample visits of volunteers in the institutions under close coaching and supervision by the psychologist of the project.

The volunteers are signing an agreement with 'Volunteering Agency Essen', in which they commit themselves to attend the six-month training phase followed by the practical intergenerational work with elderly citizens of at least one year. Volunteers agree to work at least six hours per month with older citizens in the above-mentioned public institutions.

<p><b>Description of Learning Arrangement &amp; Learning Practice (cont.)</b></p>	<p>In practice young volunteers are visiting senior citizens in public (i.e. non-profit) hospitals, retirement homes and day care centres and provide numerous support services, which can be e.g. arranging humorous and entertaining events (i.e. circus and clown sessions), reading out and story telling activities in the institutions, by accompanying older citizens to shops, public authorities, theatres or simply keeping company with older citizens.</p> <p>The activities are planned and managed by the young volunteers themselves, but clearly centred on the concrete needs of older citizens and closely mediated by the volunteering agency and the heads of the nursing and social services of the respective institutions as well as with the medical and social services of the city of Essen. Furthermore volunteers receive constant coaching and supervision throughout the entire time of their intergenerational activities.</p> <p>The interactions between the young volunteers and the pedagogical approaches used are manifold and dependent on the concrete needs and wishes of older people and therefore encompass a wide range of possible learning activities e.g. mentoring in the form of intergenerational support, services and consultancy; social inclusion/participation and active citizenship for all generations, employability of young people, health and well-being, artistic activities as well as travel, excursions &amp; leisure time.</p>
<p><b>Location of the Learning Activity</b></p>	<ul style="list-style-type: none"> <li>▪ Formal settings i.e. non-Governmental Organisation (NGO), museum and library</li> <li>▪ Informal settings i.e. community facility/building and other social settings</li> <li>▪ Others i.e. public hospitals, retirement homes and day care centres for older people; local communities in the city of Essen</li> </ul>
<p><b>Learning Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Mentoring i.e. intergenerational support, services and consultancy</li> <li>▪ Social inclusion/participation, active citizenship</li> <li>▪ Employability</li> <li>▪ Health</li> <li>▪ Arts incl. culture, theatre, play, music</li> <li>▪ Travel, excursions &amp; leisure time</li> </ul>
<p><b>Fields of Learning</b></p>	<ul style="list-style-type: none"> <li>▪ Individual competence development (for private and professional purposes)</li> <li>▪ Societal/economic exchange and consultancy</li> <li>▪ Development and continuity of societal values</li> </ul>
<p><b>Knowledge &amp; Learning Exchange/ Flow between the Collaborating Groups</b></p>	<p>Balanced and/or bi-directional e.g. through shared activities</p>
<p><b>Interactions between the Collaborating Groups</b></p>	<ul style="list-style-type: none"> <li>▪ one-to-one</li> <li>▪ one-to-many</li> <li>▪ group based</li> <li>▪ many-to-many</li> <li>▪ physical/offline interaction</li> </ul>

<b>Categories of the Learning Activity</b>	<ul style="list-style-type: none"> <li>▪ Non-formal</li> <li>▪ Informal</li> </ul> <p><u>Comments/Description:</u> The majority of the intergenerational learning is occurring as natural accompaniment of the interactions between the young volunteers and the older generation. The occurring learning processes have a non-formal component as they takes place alongside the mainstream systems of education and training. On the other hand the informally and non-formally acquired competences of the young volunteers are documented in an online and offline portfolio entitled JEEP, which stands for 'Young Adults discover Practice (i.e. Junge Erwachsene entdecken die Praxis) or 'Young Adults experience Participation' (i.e. Junge Erwachsene erfahren die Partizipation'). In collaboration with the Department of School Administration and the Youth Department of Essen it is planned to integrate JEEP into a wider 'Career Choice Portfolio' (i.e. Berufswahlpass) documenting all skills and competences of young people acquired within and outside formal education and training systems.</p>
<b>OECD/ DeSeCo Competences</b>	<p>1 = Competence Category 1: Using Tools Interactively</p> <p>1.1 = 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 = 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>
<b>EC Key Competences</b>	<ul style="list-style-type: none"> <li>▪ Learning-to-learn</li> <li>▪ Interpersonal and civic competences</li> </ul>
<b>Success Factors and Barriers</b>	<p>The main success of 17 / 70 can be seen in the fact that the project helps to overcome existing social segmentations between generations alongside with getting older people out of their social isolation by qualifying young volunteers aged 15 to 25 and by engaging them continuously with older citizens. This results in a better understanding between the generations in terms of age related problems and needs. Furthermore new and wider social networks for all participants are established i.e. young to old, young to young, young to organisations, which are working in the field. An additional asset of 17 / 70 is the support of processes of personal development and professional orientation by qualifying the volunteers and by documenting their achievements through portfolios.</p> <p>On project level the recruitment of boys and the recruitment of 'hard-to-reach' groups is still difficult. Furthermore it is more likely to engage young people, who are already active in other areas and activities (e.g. community work, sports etc).</p>

*Success Factors and Barriers (cont.)*

The main reasons for dropping out of 17 / 70 can be found in the lack of time of volunteers, the move of the family to another city and emotional problems when dealing with old and ill people. Critical incidents during the life cycle of 17 / 70 have been one case of sexual harassment of a young female volunteer, the refusal of old people to work with specific volunteers and emotional and psychological problems of volunteers when confronted with the illness of old people. But all those problems were addressed by the constant supervision of volunteers through a psychologist and could be solved. The continuous counselling and supervision activities were contributing to the acceptable drop out rate of only.

In order to raise to improve the operation of 17 / 70, the 'Volunteering Agency Essen' implemented a number of alterations since the start of the project, which included:

- Inclusion of younger volunteers i.e. 15+;
- Inclusion of other school types i.e. intermediate and comprehensive schools;
- Increased promotion in schools to encourage specifically boys and 'hard-to-reach' young people (but still difficult);
- Increase in the interaction between the agency and volunteers (e.g. a blended mix of communication means i.e. yellow post, e-mails, reminders, face-to-face meetings) in order to ensure punctuality of volunteers as well as the periodicity and regularity of intergenerational activities;
- Intensification of interaction with all stakeholders in general e.g. through contracts, clear role profiles and rules, work descriptions etc;
- Embedding of 17 / 70 into the 'Quality Assurance Processes' of the volunteering agency entitled 'Q.' or 'Quality to the Point' (Qualität auf den Punkt gebracht) a quality standard provided by the national 'Working Committee of Volunteering Agencies' (i.e. BAGFA; see <http://www.bagfa.de>) and based on internationally recognised quality standards.

On societal level volunteer work is increasingly replacing public offers, which were formerly guaranteed by the German state. In addition the public debate is centred on the question whether volunteer work is inheriting the risk of replacing regular employment. The 'Volunteering Agency Essen' in cooperation with all involved stakeholders ensures that 17 / 70 is complementary and not replacing existing service offers and/or replacing existing jobs.

## Results

The specific outputs of 17 / 70 services and activities can be of different nature:

- Self developed (board) games;
- Arranging humoristic and entertaining events in the institutions (i.e. through circus or clown activities);
- Reading out and story telling sessions in the institutions;
- Accompanying older citizens to shops, public authorities or theatres;
- Keeping company with hospitalised older citizens.

The monitoring of intergenerational activities and the operational maintenance of the project is guaranteed through the embedding of 17 / 70 in the 'Quality Assurance Processes' of the volunteering agency.

Most prominently the continuous coaching and supervision of young volunteers throughout their entire activities contributes to the evaluation of 17 / 70, provides valuable insight in the work flow of the project, ensures commitment and allows corrective measures where necessary.

Finally the documentation of informally and non-formally acquired competences of the young volunteers through portfolios is an integral element of the evaluation of outcomes and impact.

The rather low drop out rates shed further light on the appropriate conceptual and operational approach of 17 / 70 and it may be therefore assumed that original aims of 17 / 70 are largely achieved and participants do benefit from the volunteering work e.g. widening social networks and increasing quality of life for all generations, fostering dialogue between the generations, skills and competence development providing personal development and professional orientation for young people etc.

The evaluation of mid-term outcomes, long-term impact and sustainability of 17 / 70 has just started in collaboration with the 'Institute for Community centred Social Work and Consultancy' (i.e. 'Institut für Stadtteilbezogene Soziale Arbeit und Beratung'; see <http://www.uni-essen.de/issab>) at the University of Duisburg-Essen. The first results will be made available at a later stage of the project and reported in an updated EAGLE Identity Card of 17 / 70.



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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
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<i>Funding</i>	<ul style="list-style-type: none"> <li>▪ Public-Private-Partnership (PPP)</li> <li>▪ Own contribution and resources</li> </ul> <u>Comments:</u> The registered non-profit association is closely cooperating with the following institutions and foundations: <ul style="list-style-type: none"> <li>▪ Bielefeld Citizen Foundation (i.e. Bielefelder Bürgerstiftung; see <a href="http://www.bielefelder-buergerstiftung.de">http://www.bielefelder-buergerstiftung.de</a>);</li> <li>▪ Chamber of Trade and Commerce Bielefeld (i.e. Industrie- und Handelskammer Ostwestfalen zu Bielefeld; see <a href="http://www.bielefeld.ihk.de">http://www.bielefeld.ihk.de</a>);</li> <li>▪ German Children and Youth Foundation (i.e. Deutsche Kinder- und Jugendstiftung; see <a href="http://www.dkjs.de">http://www.dkjs.de</a>);</li> <li>▪ Foundation for Education and Youth (i.e. Stiftung für Bildung und Jugend; see <a href="http://www.rp.baden-wuerttemberg.de/servlet/PB/menu/1119716/index.html">http://www.rp.baden-wuerttemberg.de/servlet/PB/menu/1119716/index.html</a>).</li> </ul>
<i>Partnership arrangement/organisational form</i>	<ul style="list-style-type: none"> <li>▪ Bottom-up, grass root initiative</li> </ul> <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"> <li>▪ Community based</li> <li>▪ Local</li> <li>▪ Regional</li> </ul> <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"> <li>▪ Pupils from three primary schools and one secondary general school; Majority of pupils with migration back ground; Often parents without legal asylum status i.e. on exceptional leave to remain (i.e. Duldung) making employment and subsequently social participation difficult;</li> <li>▪ 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'.</li> </ul>
<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"> <li>▪ Students of Pedagogy at the University of Bielefeld and students of Social Pedagogy at the College of Higher Education in Bielefeld;</li> <li>▪ Representatives of and companies affiliated with the Chamber of Trade and Commerce in Bielefeld;</li> <li>▪ Retired teachers;</li> <li>▪ Retired craftswomen and -men.</li> </ul>
<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>

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## 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.

TABULA is a 'Public Private Partnership' (PPP) based on the voluntary activities of its members and is additionally financially supported 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.

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"> <li>▪ Community development i.e. intergenerational living and meeting places</li> <li>▪ Education, training &amp; learning incl. general education and training, literacy, numeracy, knowledge exchange</li> <li>▪ Mentoring i.e. intergenerational support, services and consultancy</li> <li>▪ Social inclusion/participation, active citizenship</li> <li>▪ Employability</li> <li>▪ Arts incl. culture, theatre, play, music</li> </ul>
<i>Fields of Learning</i>	<ul style="list-style-type: none"> <li>▪ Individual competence development (for private and professional purposes)</li> <li>▪ Societal/economic exchange and consultancy</li> <li>▪ Development and continuity of societal values</li> <li>▪ Productive cultural assimilation</li> </ul>
<i>Knowledge &amp; Learning Exchange/Flow between the Collaborating Groups</i>	<p>Predominantly 'upstream' i.e. older to younger, but also balanced through group work e.g. performing a theatre play together</p>
<i>Interactions between the Collaborating Groups</i>	<ul style="list-style-type: none"> <li>▪ one-to-one</li> <li>▪ one-to-many</li> <li>▪ group based</li> <li>▪ many-to-many</li> <li>▪ physical/offline interaction</li> </ul>
<i>Categories of the Learning Activity</i>	<ul style="list-style-type: none"> <li>▪ Formal (indirectly)</li> <li>▪ Non-formal</li> <li>▪ Informal</li> </ul> <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 &amp; 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"> <li>▪ Communication in the mother tongue</li> <li>▪ Mathematical literacy and basic competences in science and technology</li> <li>▪ Learning-to-learn</li> <li>▪ Interpersonal and civic competences</li> </ul>
<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"> <li>▪ '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;</li> <li>▪ '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;</li> <li>▪ 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.</li> </ul>
<p><i>Results</i></p>	<p>The specific outputs of TABULA until today are as follows:</p> <ul style="list-style-type: none"> <li>▪ Support for German, mathematics and English for pupils from secondary general schools;</li> <li>▪ Educational offers for pupils of one one-day primary school: e.g. through the 'farm-house group' and the 'group of animal lovers';</li> <li>▪ Educational offers for pupils from secondary general schools: e.g. through the 'animal welfare group', the 'movie group' and the 'film group';</li> <li>▪ 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;</li> <li>▪ Home work support for primary school pupils with a migration background through university students;</li> </ul>

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 1<sup>st</sup> TABULA Summer School by preparing, running and evaluating thematic case studies for TABULA pupils;
- 1<sup>st</sup> 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 1<sup>st</sup> 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.



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

**TANDEM**

**GERMANY**  
**Case Study Identity Card**  
**2007**



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## EAGLE CASE STUDY

# GERMANY

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## 1 EXECUTIVE SUMMARY

### *Executive Summary*

TANDEM, which officially started in Erfurt in the federal state of Thuringia in 2006 is aiming at sustainable vocational qualifications for long-term unemployed young people and to foster the re-employment of long-term unemployed old workers by using a dedicated intergenerational approach i.e. utilising the skills and competences of older people to vocationally train unemployed young people in real life work settings i.e. in regional SMEs (e.g. car repair, carpeting, plumbing, electronics, metal works, gastronomy) within the German 'Dual System' (i.e. vocational qualification in parallel at the workplace and in vocational schools).

Each of the 16 tandems twinned one young and one older employee, where the older trains the trainee for the entire vocational qualification measure until accreditation. The SME receives direct funding from the local Job Agencies (ARGE) for re-employing the older worker/craftsman, but receives no funding for the young unemployed to be trained (i.e. the salary is paid by the SME). Additional measures are the analysis of concrete needs of the SME; pedagogical qualification for the elderly trainers; job orientation, coaching/mentoring and additional schooling (if necessary) for the trainees. The TANDEM and the SMEs are actually forming a triangle of involved stakeholders.

TANDEM's approach to address too of marginalised groups in one single measure is believed to be truly innovative, although challenging and demanding for the organising Chamber of Craftsmanship in Erfurt, a town in the federal state of Thuringia. Erfurt had in March 2007 an above-national average unemployment rate of 14.5%, amongst them many long-term unemployed persons and high number of older employees who lost employment in the times of economic re-structuring and decline after the German reunification. On the other side of the age range young people, many of them with social conduct and other problems and furthermore from families of difficult or socially disadvantaged backgrounds often struggle to finish even primary and find subsequently a vocational training place.

By engaging local stakeholders for a common goal and by supporting intergenerational learning within work settings. TANDEM aims at fostering professional development and employability in a short-term and personal fulfilment, active social participation and social cohesion in a long-term perspective.

As a consequence TANDEM received in 2006 the national award 'Youth in Employment' for the federal state of Thuringia.



## 2 GENERAL DESCRIPTION

<i>Title</i>	TANDEM
<i>Country</i>	Erfurt, Thuringia, Germany
<i>Duration</i>	<p>Starting Year: 2005          End Year: 2009 (but prolongation planned)</p> <p><u>Comments:</u> The initiative started in 2005 with an information campaign to raise awareness amongst the target groups and to recruit interested local SMEs for the vocational training phase. In June 2006 preparatory measures started in order to a) qualify older unemployed persons in theory and practice as trainers of the young and b) to assess existing intellectual deficits e.g. numeracy and literacy of the young unemployed and their related intellectual ability to enter vocational schools. In September 2006 with the beginning of the vocational training year the first 16 tandems signed their contracts and started their vocational training as trainers or trainees respectively. Due to the fluctuation within the TANDEMs the Chamber of Craftsmanship as the coordinator asked for additional funding from the local Employment Office &amp; Job Center to ensure that the young workers receive their formal vocational certification in the end of the training.</p>
<i>Status</i>	Running
<i>Managing Institution</i>	Public training organisation
<i>Contact details</i>	<p>Last Name: Dathe          First Name: Ralf          Title: Mr.          Position/Role: Project Coordinator          Institution: Berufsbildungszentrum (BBZ) der Handwerkskammer Erfurt          Street: Fischmarkt 13 -16          Town: Erfurt Post Code: 99084          Phone: 0049 361 670 7661 Fax: 0049 31 670 7505          E-Mail: <a href="mailto:rdathe@hwk-erfurt.de">rdathe@hwk-erfurt.de</a>          URL: <a href="http://www.hwk-erfurt.de">http://www.hwk-erfurt.de</a></p>
<i>Funding</i>	<ul style="list-style-type: none"> <li>▪ Public</li> </ul> <p><u>Comments:</u> The project is funded through the local Employment Office &amp; Job Centre.</p>
<i>Partnership arrangement/organisational form</i>	Top-down project
<i>Scale</i>	<ul style="list-style-type: none"> <li>▪ Community based</li> <li>▪ Local</li> </ul> <p><u>Comment:</u> Only participants who received long-term unemployment benefits for more than 1 ½ years (Arbeitslosengeld II = ALG II, formerly known as Hartz IV) from the Erfurt Employment Office are allowed to participate in TANDEM.</p>

### 3 DESCRIPTION OF COLLABORATING GROUPS

<i>Collaborating Group I</i>	<ul style="list-style-type: none"> <li>▪ Young long-term unemployed persons without vocational qualification;</li> <li>▪ Minimum unemployment of 1 ½ years (as a pre-requisite to participate in the measure);</li> <li>▪ Mostly from families of difficult or socially disadvantaged backgrounds (e.g. parents with a history of unemployment and reluctance on social welfare for many years; alcoholism of parents; intra-familial violence);</li> <li>▪ Frequent psychological and physical problems (e.g. aggressive and other socially deviant behaviours, drug and alcohol addiction, low frustration tolerance, low motivation to change);</li> <li>▪ Mostly from German background, but a small number of migrants is included in the project.</li> </ul>
<i>Total number of Collaborating Group I</i>	<p>16</p> <p><u>Comments:</u> 400 persons (young and old) were contacted in the preparation phase of TANDEM and 16 tandems finally fulfilled the basic requirements (i.e. levels of educational achievement to enter vocational schools; to act as a trainer). Furthermore individual problems led to the split of tandems, to fluctuation and to need to restructure the tandems rather frequently. The young workers are 85% male and 15% female.</p>
<i>Age group(s) of Collaborating Group I</i>	<p><u>Minimum Age:</u> 17  <u>Maximum Age:</u> 23  Age distribution: All ages in between the range are represented.</p>
<i>Collaborating Group II</i>	<ul style="list-style-type: none"> <li>▪ Older long-term unemployed persons, mostly workers and craftsmen with a valid vocational training certificate;</li> <li>▪ Minimum unemployment of 1 ½ years (as a pre-requisite to participate in the measure);</li> <li>▪ Unemployment time ranges from 2 years minimum to 10 years maximum; in average the participants look back to 3 to 4 years of unemployment;</li> <li>▪ Long history of dependency on unemployment and welfare benefits;</li> <li>▪ Predominantly male and of German origin.</li> </ul>
<i>Total number of Collaborating Group II</i>	<p>16</p>
<i>Age group(s) of Collaborating Group II</i>	<p><u>Minimum Age:</u> approx. 50  <u>Maximum Age:</u> approx. 58  Age distribution: All ages in between the range are represented.</p>

## 4 DESCRIPTION OF INTERGENERATIONAL LEARNING PRACTICES

### *Description of Learning Arrangement & Learning Practice*

TANDEM originates from the Chamber of Craftsmanship in the city of Erfurt, a town in the federal state of Thuringia. Erfurt had in March 2007 an above-national average unemployment rate of 14.5%, amongst them many long-term unemployed persons and high number of older employees who lost employment in the times of economic restructuring and decline after the German re-unification. On the other side of the age range many young people, many of them with conduct and other problems, furthermore from families of difficult or socially disadvantaged backgrounds (e.g. parents with a history of unemployment and reluctance on social welfare for many years; alcoholism of parents; intra-familial violence). The young unemployed often struggle to finish even lower secondary education and to find subsequently a vocational training place.

TANDEM is therefore aiming at sustainable vocational qualifications for long-term unemployed young people and to foster the re-employment of long-term unemployed old workers by using a dedicated intergenerational approach i.e. utilising the skills and competences of older people to vocationally train unemployed young people in real life work settings i.e. in regional SMEs (e.g. car repair, carpeting, plumbing, electronics, metal works, gastronomy).

Each of the 16 tandems twinned one young and one older employee, where the older trains the trainee for the entire vocational qualification measure until accreditation. The SME working with TANDEM receives direct support and funding from the local Job Agencies (ARGE) for re-employing the older worker/craftsman, but receives no funding for the young unemployed to be trained (i.e. the salary is paid by the SME). The SMEs commit themselves in turn to train the young unemployed until accreditation required by the 'Dual System' of vocational training in Germany (the vocational qualification last 2 to 3 years depending on the profession). TANDEM hopes furthermore that the young and old workers will stay in the SMEs as permanent workforce.

The initiative started informally in 2005 with an information campaign to raise awareness amongst the target groups and to recruit interested local SMEs for the vocational training phase. In summary the interest of regional SMEs was rather low, but approx. 40 companies indicated their interest, out of which finally 16 participated in the measure. The interest from the unemployed target group as substantially higher and approx. 400 interviews were conducted.

In June 2006 the first preparatory measures started in order to a) qualify older unemployed persons in theory and practice as trainers of the young and b) to assess existing intellectual deficits (e.g. numeracy, literacy, vocational and social skills) of the young unemployed and their related intellectual ability to enter the SMEs and the vocational school. In September 2006 with the beginning of the vocational training year the first 16 tandems signed their contracts and started their vocational training as trainers or trainees respectively.

Additional measures are the analysis of concrete needs of the SME, continuous pedagogical qualification for the trainers, job orientation, and coaching/mentoring for the trainees. The TANDEMS and the SMEs (forming actually a triangle of involved stakeholders) can rely additionally on social workers during the entire vocational training if necessary (although most of the critical incidents could be solved under the supervision of the project coordinator).

By engaging local stakeholders for a common goal and by supporting intergenerational learning within work setting TANDEM fosters professional development and employabil-

	<p>ity in short-term and personal fulfilment, active participation and social cohesion in long-term.</p> <p>As a consequence TANDEM received in 2006 the national award Youth in Employment for the federal state of Thuringia.</p>
<b>Location of the learning activity</b>	<p>Mostly formal settings i.e. vocational schools and work based in the SMEs</p> <p><u>Comments:</u> The main places for the intergenerational learning activities are: a) the SME, b) the vocational school, both forming the so-called 'Dual System' (Duales System) of initial vocational education in Germany; c) accompanying training measure are taking place in the Vocational Training Centre of the Chamber of Craftsmanship in Erfurt.</p>
<b>Learning activities (related to policy objectives)</b>	<ul style="list-style-type: none"> <li>▪ Mentoring i.e. intergenerational support, services and consultancy</li> <li>▪ Education, training &amp; learning incl. general education and training, literacy, numeracy, knowledge exchange</li> <li>▪ Employability</li> <li>▪ Community development i.e. intergenerational living and meeting places</li> <li>▪ Social inclusion/participation, active citizenship</li> </ul>
<b>Fields of Learning</b>	<ul style="list-style-type: none"> <li>▪ Individual competence development (for private and professional purposes)</li> <li>▪ Societal/economic exchange and consultancy</li> </ul>
<b>Knowledge &amp; Learning Exchange/Flow between the collaborating groups</b>	<p>Balanced and/or bi-directional through group work at the work place, but with strong elements of 'downstream' exchange i.e. from the vocational trainer to the trainee</p>
<b>Interactions between the collaborating groups</b>	<ul style="list-style-type: none"> <li>▪ one-to-one</li> <li>▪ group based</li> <li>▪ physical/offline interaction</li> </ul>
<b>Categories of the learning activity</b>	<ul style="list-style-type: none"> <li>▪ Formal</li> </ul> <p><u>Comments:</u> The intergenerational learning activity of TANDEM is deeply rooted and is following the formal Initial Vocational Education Training (I-VET) i.e. Dual System. The aim is to qualify the young unemployed until official certification of their vocational training.</p>
<b>OECD/DeSeCo Competences</b>	<p>1 = Competence Category 1: Using Tools Interactively</p> <p>1.1 = The ability to use language, symbols and text 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>3.3 = The ability to assert rights, interests, limits and needs</p>

### *EC Key Competences*

- Learning-to-learn
- Interpersonal and civic competences
- Communication in the mother tongue
- Mathematical literacy and basic competences in science and technology
- Digital literacy and ICT skills

### *Success factors and barriers*

TANDEM's approach to address too of marginalised groups jointly in one single measure is believed to be innovative, although challenging and demanding for the organising Chamber of Craftsmanship in Erfurt. The main success factors is the consequent engagement of local stakeholders for a common goal and by supporting intergenerational learning within work settings. By these means TANDEM aims at fostering professional development and employability in a short-term and personal fulfilment, active social participation and social cohesion in a long-term perspective.

The main barriers of the project on the other hand are located in personal features of the two collaborating groups and in the economic situation of the involved SMEs:

- In the group of older unemployed health problems are limiting their performance, the long-term absence from employment required substantial re-training and older workers were not used to the pressure to perform at work anymore as the involved SMEs are treating them as 'normal' employees (without special status in comparison to other employees);
- In the group of the young unemployed many are from a socially disadvantaged parental background (e.g. parents with a history of unemployment and reluctance on social welfare for many years; alcoholism of parents; intra-familial violence); the young also show conduct and other social deficits alongside with frequent psychological and physical problems (e.g. aggressive and other socially deviant behaviours, drug and alcohol addiction, lack of punctuality and reliability, low frustration tolerance, low motivation to change, school truancy); the participation was furthermore hampered by low educational achievements in secondary general school with required significant retraining measures to prepare them for the vocational school;
- In the group of SMEs the current economic situation plays a decisive role for the employment of the old and young workers; nevertheless the current recovery of the German economy was also noticeable in Erfurt and helped TANDEM in recruiting SMEs.

As a consequence the TANDEMs show high fluctuation, had to be re-grouped or even entirely changed during the lifecycle of the project. Currently 11 of the original TANDEMs are still working together, while six older and younger workers found regular employment external to the project.

In general the target groups required substantial preparatory re-training and re-qualification (i.e. basic skills, social skills, vocational skills) in order to prepare them for the new or re-entry to the labour market. Furthermore continuous and highly individualised support, supervision and practical help to deal with personal and professional problems during the vocational qualification phase appeared to be necessary.

### *Results*

The concrete outputs of TANDEM are certified vocational qualifications for long-term unemployed young people and the re-employment of long-term unemployed old workers in regional SMEs (e.g. car repair, carpeting, plumbing, electronics, metal works, gastronomy).

The training of the young unemployed leads to formal vocational accreditation as required by the 'Dual System' of vocational training in Germany.

Despite the reported problems, the fluctuation and the alterations, which were necessary up-to-date, informal interviews show high satisfaction on the side of Chamber of Craftsmanship, the local Employment Office & Job Centre and the involved collaborating groups of young trainees and older trainers. The evaluation of the involved SMEs is in general positive, although they are reluctant to give a concrete outlook to the long-term employment of the young and old workers as they are highly dependent on the current economic situation and the actual order inflow determining their demand for skilled labour.

Finally the intergenerational vocational collaboration was assessed as positive as only one of the TANDEMs was terminated due to problems between the collaborating groups, the majority were affected by individual personal problems of one of the collaborating groups.



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

**Multigenerational House  
Nürnberg**

**GERMANY  
Case Study Identity Card  
2007**



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## EAGLE CASE STUDY

# GERMANY

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## 1 EXECUTIVE SUMMARY

### *Executive Summary*

The federal model programme Multigenerational Houses (Mehrgenerationenhäuser) is aiming to transfer the cooperation of the generations from private to public settings. Today already 200 houses are working, until 2010 it is envisaged that 450 houses are active in Germany. The funded houses are using the expertise and potentials of all generations by being open community drop-in centres, where all generations can meet. For EAGLE the multigenerational house in Nürnberg in the federal state of Bavaria was analysed. A multigenerational house is a meeting place for people of different ages in a specific city or community. It is planned as an open place, where young and old people offer and take mutual support, furthermore a network, which brings services and demands of people of different age groups together.

The main distinguishing feature of the multigenerational house in Nürnberg is that it shows an example how intergenerational learning can be organised based on volunteers and honorary work in an mainly informal setting.

Besides various services for people of different age groups (e.g. support services for very old seniors, open meeting places for seniors, second-hand shop for young parents), also typical intergenerational learning procedures take place (e.g. young people help old people and are certificated for these services; mentors help young people during the transition between school and job; seniors are mentors for young families; children are helped with homework; open child care).

The multigenerational house in Nürnberg clearly indicates that a big variety of services can be offered and various informal learning processes between different generations can be initiated with relatively low budgets, if an open drop-in centre exist, where people of all generations can meet freely. Thereby a key success factor is the method of recruitment of volunteers. Experience show that once people feel like belonging to a certain service centre, about 70% of them stay on a long-term basis. Hence, a key success factor is to contact different age groups, social groups (e.g. migrants) and existing service centres in a certain community to promote the multigenerational house in the local community. Another key success factor is seen in the integration of volunteer participation and work based on honorary basis.



## 2 GENERAL DESCRIPTION

<i>Title</i>	Multigenerational House Nürnberg (Mehrgenerationenhaus Nürnberg)
<i>Country/ Countries of origin</i>	Germany
<i>Duration</i>	Starting Year: 2007 End Year: 2012
<i>Status</i>	Running
<i>Managing institution</i>	Voluntary/social sector/foundations
<i>Contact details</i>	Last Name: Liebenberg First Name: Aline Title: Ms Position/Role: Project Manager Institution: Zentrum Aktiver Bürger (ZAB) Street: Gostenhofer Hauptstr. 63 Town: Nürnberg Post Code: 90443 Phone: +49.911.9297170 Fax: +49.911.92971729 E-Mail: <a href="mailto:liebenberg@iska-nuernberg.de">liebenberg@iska-nuernberg.de</a> URL: <a href="http://www.zentrum-aktiver-buerger.de">http://www.zentrum-aktiver-buerger.de</a> (Project Coordinator in Nürnberg) URL: <a href="http://www.mehrgenerationenhaeuser.de">http://www.mehrgenerationenhaeuser.de</a> (Website of the Federal Programme)
<i>Funding</i>	Public
<i>Partnership arrange- ment/organis- ational form</i>	Top-down programme/project
<i>Scale</i>	<ul style="list-style-type: none"> <li>▪ Community based</li> <li>▪ National</li> </ul> <p><u>Comments:</u> Community based project in Nürnberg funded through the federal model programme Multigenerational Houses (Mehrgenerationenhäuser).</p>

### 3 DESCRIPTION OF COLLABORATING GROUPS

<i>Collaborating Group I</i>	<p>Very old seniors</p> <p><u>Comments:</u> For this group services are offered like lunch service, laundry and food service, escort services and consultancy concerning living and age-related adaptation of apartments.</p>
<i>Age group(s) of Collaborating Group I</i>	<p><u>Minimum Age:</u> 75</p> <p><u>Maximum Age:</u> above 80</p>
<i>Collaborating Group II</i>	<p>Seniors</p> <p><u>Comments:</u> For seniors the house will be mainly a meeting place with open services and events. A café for seniors will be installed. Seniors will be addressed as a main group for volunteer helpers for the other groups.</p>
<i>Age group(s) of Collaborating Group II</i>	<p><u>Minimum Age:</u> 65</p> <p><u>Maximum Age:</u> 80</p>
<i>Collaborating Group III</i>	<p>Older parents</p> <p><u>Comments:</u> Parents with older children or parents whose children are not living together with them any longer ('empty nest'). This group will be besides seniors a main resource of volunteers for the services described under the other collaborating groups.</p>
<i>Age group(s) of Collaborating Group III</i>	<p><u>Minimum Age:</u> 35</p> <p><u>Maximum Age:</u> 60</p>
<i>Collaborating Group IV</i>	<p>Younger parents</p> <p><u>Comments:</u> For this age group a childcare service will be arranged, a second-hand shop for children's clothes and toys will be opened, and different regular events like courses for parenting will be offered.</p>
<i>Age group(s) of Collaborating Group IV</i>	<p><u>Minimum Age:</u> 16</p> <p><u>Maximum Age:</u> 50</p>
<i>Collaborating Group V</i>	<p>Young teenagers</p> <p><u>Comments:</u> Young teenagers will be actors in the 'Young helps Old' programme; whereby young teenagers can acquire a formal qualification by a certificate. Young people are offered older mentors helping them to master the transition between school and job. Additionally there will be older mentors for whole families. Young teenagers also can participate in homework care services for younger children.</p>
<i>Age group(s) of Collaborating Group V</i>	<p><u>Minimum Age:</u> 12</p> <p><u>Maximum Age:</u> 20</p>
<i>Collaborating Group VI</i>	<p>Babies &amp; young kids</p> <p><u>Comments:</u> Babies and kids are the target group for the open childcare and homework care services.</p>

*Age group(s)  
of Collaborat-  
ing Group VI*

Minimum Age: 0  
Maximum Age: 12

*Total number  
of Collaborat-  
ing Groups*

As it becomes apparent the Multigenerational House in Nürnberg aims at involving all age groups living in the city; the number of visitors and participants in the intergenerational learning activities and practices naturally varies depending on the concrete offer and activity. As the Multigenerational Houses in Nürnberg just started its activities concrete figures are not available yet, but will be reported in an updated Identity Card at a later stage.

## 4 DESCRIPTION OF INTERGENERATIONAL LEARNING PRACTICES

### *Description of Learning Arrangement & Learning Practice*

The federal model programme Multigenerational Houses is aiming to transfer the cooperation of the generations from private to public settings. Today already 200 houses are working, until 2010 it is envisaged that 450 houses are active in Germany. The funded houses are using the expertise and potentials of all generations by being open community drop-in centres, where all generations can meet. Of specific importance is the equal contribution of professionals and volunteers and the mutual benefits for all. 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 inter-generational 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 center 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. The aims of the Multigenerational House in Nürnberg are to unburden families from certain tasks, to improve the bonds between the generations in society, to implement a service-oriented centre in the community or better in the neighbourhood, to use the knowledge and the experiences of all generations in society, and to open up networks for a lively community and citizen life.

The main problem addressed by the federal programme and the local initiative in Nürnberg is the overload of families on the one side, and the felling of 'uselessness' of the older generation with having plenty of time and knowledge resources on the other hand.

The Multigenerational House in Nürnberg therefore offers as its core facility an open meeting point (or café). This meeting place is surrounded by different services and events addressing the different generations. A small unit of regular employees (i.e. in Nürnberg it only one person for 20 hours per week) paid by public funds and additionally several people employed on honorary basis (very few hours per week) will organise the open drop-in café, the services and the events. Volunteers (e.g. seniors, older parents, young people) will organise the majority of activities at the Multigenerational House in Nürnberg.

Most services offered address at least two groups of people from different age groups who help or learn from each other (e.g. the 'Young helps Old' programme, childcare service, services for very old seniors). Both, the helper and the profiteer of a service take part in formal or informal learning processes.

As an open place no specific pedagogical approaches, tools, materials or ICT devices are preferred. The methods and facilities used will depend on the demand of a certain service, event or course.

Overall the Multigenerational House in Nürnberg will be an open meeting place, which brings together potential supply and demand of people from all age groups in an informal way. Additionally the Multigenerational House in Nürnberg will be a meeting point for immigrants as in the respective community of the city 40% of inhabitants are immigrants.

<i>Location of the learning activity</i>	Informal settings i.e. community facility/building, home based and social setting
<i>Learning activities (related to policy objectives)</i>	<ul style="list-style-type: none"> <li>▪ Community development &amp; living</li> <li>▪ Education, training &amp; learning</li> <li>▪ Mentoring i.e. intergenerational support, services and consultancy</li> <li>▪ Mediation incl. problem/conflict solving, prevention of violent behaviour</li> <li>▪ Social inclusion/participation, active citizenship</li> <li>▪ Employability</li> <li>▪ Health</li> </ul>
<i>Fields of Learning</i>	<ul style="list-style-type: none"> <li>▪ Individual competence development (for private and professional purposes)</li> <li>▪ Societal/economic exchange and consultancy</li> <li>▪ Development and continuity of societal values</li> <li>▪ Productive cultural assimilation;</li> </ul>
<i>Knowledge &amp; Learning Exchange/Flow between the target group(s)</i>	Balanced and/or bi-directional
<i>Interactions between the target group(s)</i>	<ul style="list-style-type: none"> <li>▪ one-to-one</li> <li>▪ one-to-many</li> <li>▪ many-to-one</li> <li>▪ group based</li> <li>▪ many-to-many</li> <li>▪ physical/offline interaction</li> </ul>
<i>Categories of the learning activity</i>	<ul style="list-style-type: none"> <li>▪ Formal</li> <li>▪ Non-formal</li> <li>▪ Informal</li> </ul> <p><u>Comments:</u> Young teenagers will be actors in the 'Young helps Old' programme; whereby young teenagers can acquire a formal qualification by a certificate; all other collaborating groups are learning from each mostly through non-formal and informal activities.</p>
<i>OECD/DeSeCo Competences addressed by the CS</i>	<p>1 = Competence Category 1: Using Tools Interactively</p> <p>1.1 = The ability to use language, symbols and text interactively</p> <p>1.2 = The ability to use knowledge and information 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>3.3 = The ability to assert rights, interests, limits and needs</p>
<i>EC Key Competences addressed by the CS</i>	<ul style="list-style-type: none"> <li>▪ Communication in the mother tongue</li> <li>▪ Communication in a foreign language</li> <li>▪ Learning-to-learn</li> <li>▪ Interpersonal and civic competences</li> </ul>

*Success factors and barriers of the CS*  
*Results of the CS*

Similar activities to the Multigenerational House in Nürnberg show that a main success factor of the activity is to recruit volunteers willing to become active in intergenerational learning activities and processes. Once people feel like belonging to a certain service centre or community, approx. 70% of the volunteers independent of their age stay on a long-term basis. Hence, a key success factor is to contact different age groups, social groups and existing service centres in the community to promote the Multigenerational House in Nürnberg.

A further success factor for the Multigenerational House in Nürnberg will be the integration of immigrants into the project and animate the use of services amongst them as in the neighbourhood where the house is located 40% of inhabitants are immigrants.

Another key success factor is seen in the integration of volunteer participation and work based on honorary basis. It will be necessary to develop methods how regular employees of the centre organize the distribution of funds available for volunteer work (i.e. € 20.000 per year) in combination with non-paid volunteer work preventing jealousy among people active in the centre.

Concrete evaluation results are not available yet as the Multigenerational House in Nürnberg is just in the phase of being set up, but the federal programme foresees regular formal and informal assessments about the functioning of the house, the participation rates and the user satisfaction. The first results are expected in the beginning of 2008 and will be reported in an updated version of the Identity Card.



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

**Contemporary Witnesses  
Exchange Association**

**GERMANY  
Case Study Identity Card  
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## EAGLE CASE STUDY

# GERMANY

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# 1 EXECUTIVE SUMMARY

## *Executive Summary*

The Contemporary Witnesses Exchange Association (ZeitZeugenBörse; ZZB) is a registered non-profit volunteer organisation founded by private citizens of Berlin in 1993. The 'Federal Ministry of Education and Research' promoted the Contemporary Witnesses Exchange Association from 1994 to 1997, since 1998 is a registered non-profit volunteer organisation.

The main aim of the Contemporary Witnesses Exchange Association 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 or 'Zeitzeugen' (i.e. contemporary witnesses) 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.

Their experiences are of interest to the general public, especially for young people, and concern in particular the relevant historical events that have taken place in Berlin. The relevant experiences can be dated from the Weimar Republic up to the present. The requests of educational institutions and the media mostly concentrate on the fascist Nazi regime, the 2<sup>nd</sup> World War, the fall of Berlin at the end of WWII, the divided city and the occupation zones of the allied forces after 1945, the building and fall of the Berlin wall, furthermore the specific local history of quarters and neighbourhoods in Berlin as well as of certain personalities are favoured topics.

40% of the requests to the Contemporary Witnesses Exchange Association are originating from educational institutions (i.e. schools, universities, adult training centres), 40% from the media (i.e. newspapers, magazines, film, TV, radio) and 20% from other parties.



## 2 GENERAL DESCRIPTION

<i>Title</i>	Contemporary Witnesses Exchange Association (ZeitZeugenBörse)
<i>Country/ Countries of origin</i>	Germany
<i>Duration</i>	Starting Year: 1993 End Year: ongoing
<i>Status</i>	Running
<i>Manag- ing insti- tution</i>	Voluntary/social sector/foundations
<i>Contact details</i>	<p>Last Name: Geffers First Name: Eva Title: Ms Position/Role: Chair</p> <p>Last Name: Achinger First Name: Gertrud Title: Dr Position/Role: Deputy Chair Institution: ZeitZeugenBörse e.V. Street: Ackerstr. 13 Town: Berlin Post Code: D-10115 Phone: 0049 30 440 46 378 Fax: 0049 30 440 46 379 E-Mail: <a href="mailto:info@zeitzeugenboerse.de">info@zeitzeugenboerse.de</a> URL: <a href="http://www.zeitzeugenboerse.de">www.zeitzeugenboerse.de</a></p>
<i>Funding</i>	<ul style="list-style-type: none"> <li>▪ Public</li> <li>▪ Private</li> </ul> <p><u>Comments:</u> The Berlin senate pays the office rent and telephone costs, the members of the association pay a yearly contribution of € 30, the persons/organisations requesting to talk to Zeitzeugen are asked for voluntary donations and some of the Zeitzeugen donate the payments they receive in some cases for their services. Further planning includes to contact potential sponsors, which could support the initiative monetarily.</p>
<i>Partner- ship ar- range- ment/org anisa- tional form</i>	<ul style="list-style-type: none"> <li>▪ Bottom-up, grass root initiative</li> </ul> <p><u>Comments:</u> The Contemporary Witnesses Exchange Association was founded by private citizens related to the representation of senior citizens in the Berlin senate and by persons related to adult organisations and universities. The ZZB depends on the efforts of its volunteer members i.e. the contemporary witnesses and the persons volunteering in the office.</p>

*Scale*

- Community based
- Local
- Regional
- (National; European; International in preparation)

Comments: All temporary witnesses live in Berlin and the surrounding area. The talks and discussions with the witnesses usually take place somewhere in the city grounds Berlin, either at the homes of the contemporary witnesses or in the rooms of the requesting institutions. Although at the moment being a local and regional initiative with the focus on Berlin, the Zeit-Zeugenbörse is collaborating with similar initiatives in several German cities (e.g. Hamburg, Göttingen) and has a partnership with a temporary witnesses initiative in Poland. Further extensions on national and European levels are desirable if possible. Also a contact with an American school is established and common activities are in preparation.

### 3 DESCRIPTION OF COLLABORATING GROUPS

<p><b>Collaborating Group I</b> (e.g. kids, young teenagers, young adults/twens, parents aged adults, empty nest adults, young seniors, old seniors; marginalized groups, people with special needs, 'people at risk', immigrants, students, teachers, family, community, other target groups)</p>	<p>The temporary witnesses usually are persons older than sixty, only a few of them are young people, about 50:50 male and female. The members of the staff are senior citizens (pensioners) and younger persons (e.g. students, temporarily unemployed after-exam-students, people looking for voluntary work).</p>
<p><b>Total number of Collaborating Group I</b></p>	<p>About 200 temporary witnesses as members of ZeitZeugenBörse.</p>
<p><b>Age group(s) of Collaborating Group I</b></p>	<p>Minimum Age: 6 Maximum Age: 95 <u>Description:</u> Temporary witnesses: about 80% older than 60 years; staff members from about 25 to 75.</p>
<p><b>Collaborating Group II</b> (e.g. kids, young teenagers, young adults/twens, parents aged adults, empty nest adults, young seniors, old seniors; marginalized groups, people with special needs, 'people at risk', immigrants, stu-</p>	<p>The target groups are usually young people, e.g. students from schools and other educational institutions. But also adults (e.g. in adult training centres) are a target group of the initiative. Altogether, the target groups are: students, teachers, communities, journalists, TV and radio managers, authors, and academic researchers. The gender distribution is in average 50% male and female.</p>

dents, teachers, family, community, other target groups)	
<b>Total number of Collaborating Group II</b>	<p>About 250 requests per year</p> <p><u>Comments:</u> About 250 institutions requesting the services of the ZZB per year, about 400 temporary witnesses give presentations per year; the total number can be only estimated as the accounts of the contemporary witnesses are also broadcasted through radio and TV.</p>
<b>Age group(s) of Collaborating Group II</b>	<p><u>Minimum Age:</u> 6</p> <p><u>Maximum Age:</u> approx. 60 to 70</p>

## 4 DESCRIPTION OF INTERGENERATIONAL LEARNING PRACTICES

The practice description of intergenerational learning practices serves a twofold purpose: i) a qualitative practice description of the case and ii) a quantitative assessment of additional case descriptors.

### *Description of Learning Arrangement & Learning Practice*

The 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 ZZB is offering internal and external events and presentations. Internally, the temporary witnesses are further educated twice per month. They have to achieve abilities in public speaking, answering questions and telling their own experiences in an understandable way. Externally, the ZZB offers talks and discussions to interested target groups referring to several topics. Also performances and presentations in memorial places are organised.

The temporary witnesses do not have to be motivated; they are contacting the ZZB in great numbers. On the contrary, the interested temporary witnesses have to undergo a filter process (i.e. a questionnaire in the beginning, a discussion with the ZZB representatives) in order to guarantee the quality of the temporary witnesses presentations.

The educational and media target groups at the moment are not systematically encouraged. The ZZB is reacting to requests. But for the future systematic awareness raising and public relationship actions in schools, universities etc are planned.

The talks and presentations of the contemporary witnesses are not carried out regularly, but depending on requests (about 400 presentations per year).

As a basic learning material the brochure 'Educational Work with Contemporary Witnesses' ('Bildungsarbeit mit Zeitzeugen') of Prof. Ortfried Schäffter, Professor for Adult Education at the Humboldt University Berlin and one of the founders of the ZZB, is used. Additionally, the temporary witnesses use texts, audios, videos and presentations.

The ZZB maintains a website (<http://www.zeitzeugenboerse.de>) 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 at <http://www.zeitbilder.info>) presenting videos of contemporary witnesses telling their story and their experiences about certain époques of the past.

The presentations, talks and events carried out by the ZZB are organised by the volunteering staff of the initiative.

### *Location of the learning activity*

*Formal settings i.e.* educational institutes, Non-Governmental Organisations (NGO), museums, libraries and work based settings

*Informal settings i.e.* community facility/building, at home based and other social settings

Comments/Description: TV, radion stations, newspaper offices, youth hostels, community meeting places

<i>Learning activities (related to policy objectives)</i>	<ul style="list-style-type: none"> <li>▪ History and reminiscence incl. oral history, preserving cultural heritage, work with contemporary witnesses</li> <li>▪ Mentoring i.e. intergenerational support, services and consultancy</li> <li>▪ Social inclusion/participation, active citizenship</li> <li>▪ Arts incl. culture, theatre, play, music</li> </ul>
<i>Fields of Learning</i>	<ul style="list-style-type: none"> <li>▪ Societal/economic exchange and consultancy</li> <li>▪ Development and continuity of societal values</li> </ul>
<i>Knowledge &amp; Learning Exchange/F low between the target group(s)</i>	Predominantly 'downstream' i.e. older to younger but with strong elements of balanced and/or bi-directional interactions e.g. through group discussions of the contemporary witnesses with the younger audience
<i>Interactions between the target group(s)</i>	<ul style="list-style-type: none"> <li>▪ one-to-one</li> <li>▪ one-to-many</li> <li>▪ physical/offline interaction</li> </ul>
<i>Categories of the learning activity</i>	<p>Non-formal</p> <p><u>Comments/Description:</u> Temporary witnesses are invited by the teachers to complement or accompany school lessons, they explain certain events they witnessed in Berlin to journalists, authors etc.</p>
<i>OECD/De SeCo Competences addressed by the CS</i>	<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>
<i>EC Key Competences addressed by the CS</i>	<ul style="list-style-type: none"> <li>▪ Communication in the mother tongue</li> <li>▪ Interpersonal and civic competences</li> <li>▪ Cultural awareness</li> </ul>

**Success factors and barriers of the CS**

The main success factor of the Contemporary Witnesses Exchange is the offer of contemporary education aimed at 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 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 ZZB more particularly strives to enhance the awareness of potential users, especially schools and teachers in Berlin.

Another success factor is the motivating power of personally and individually incorporated experience of history and its transmission to younger generations.

A hindering factor is the current shortage of funds and the search for sponsors, which has to be intensified in the nearby future.

A substantial problem is the increasing age of the temporary witnesses, especially of those who experienced the Weimar Republic and the NS regime. Therefore the ZZB started to produce CDs, DVDs and video clips with the memories of the oldest temporary witnesses increasingly accessible through the online service 'Contemporary Pictures' (<http://www.zeitbilder.info>).

**Results of the CS**

Specific outputs of the initiative are books, other publications (e.g. the above mentioned 'Zeitzeugenbriefe'). A list of the publications can be found on the website ([http://www.zeitzeugenboerse.de/5\\_pub.htm](http://www.zeitzeugenboerse.de/5_pub.htm)).

Further outputs are audio and video files, which are produced in order to conserve the memories of the very old temporary witnesses (<http://www.zeitbilder.info>).

There are up-to-now no systematic evaluations of the work of the ZZB available. The feedback of the target groups is, however, very positive. Especially students who were not very interested in history before mentioned that the personal witnessing has opened their eyes for historical events.

There is no formal qualification or certificate available.

The participants benefit in manifold ways from the activities of the ZZB: They get higher social competences, those threatened by exclusion are included, prejudices against certain age, population groups or nations are diminished, active citizenship is enhanced. Altogether a process of social and societal learning is initiated.

Some of the participants reported that a meeting with the contemporary witnesses really influenced their lives, because it opened their eyes to a new understanding of certain historical facts and, thus, also influenced their social and political awareness and acting in the present.