



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

**Internet: Grandparents & Grandsons  
Internet: Mothers & Sons**

**ITALY  
Case Study Identity Card  
2007**



Education and Culture

[www.eagle-project.eu](http://www.eagle-project.eu)

**Socrates**  
Grundtvig



## EAGLE CASE STUDY

# ITALY

Work Package:	WP 2 Scoping & Mapping
Authors:	Tania Salandin (SCIENTER), Italy
Research Coordination:	Thomas Fischer & Walter F. Kugemann (FIM-NewLearning), Germany
Project Officer at the European Commission:	Brian Holmes & Ramunas Kuncaitis
Publisher:	FIM-NewLearning, University of Erlangen-Nuremberg, Konrad-Zuse-Straße 3, D-91052 Erlangen, Phone: +49 9131 8524735, Fax: +49 9131 8524738, E-Mail: info@fim.uni-erlangen.de, Web: www.fim.uni-erlangen.de

An electronic version of this document can be obtained at the EAGLE website:

[www.eagle-project.eu](http://www.eagle-project.eu)

© Copyright by the EAGLE Consortium, 2007

The EAGLE-Project is co-funded by the European Commission, DG Education and Culture under the SOCRATES GRUNDTVIG Programme.

Grant Agreement Number: 229981 - CP - 1 – 2006 - 1 - GR- GRUNDTVIG – G1

The content of this document reflects the view of the responsible authors of the report. Neither the European Commission nor the project partners or any person acting on behalf of the Commission is responsible for the use that might be made of the information in this document.

All rights reserved. No part of this publication may be reproduced, stored in any retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior written permission of the copyright holder for which application should be addressed in the first instance to the publishers. No liability shall be attached to the author, the copyright holder or the publisher for loss and damage of any nature suffered as a result of reliance on the reproduction of any of the contents of this publication or any errors or omissions in its contents.

Design, Logo and Title Photos by Claudia Fuchs & Brigitte Gall, FIM-NewLearning





---

## **TABLE OF CONTENT**

<b>1</b>	<b>EXECUTIVE SUMMARY</b>	<b>3</b>
<b>2</b>	<b>GENERAL DESCRIPTION</b>	<b>5</b>
<b>3</b>	<b>DESCRIPTION OF COLLABORATING GROUPS</b>	<b>7</b>
<b>4</b>	<b>DESCRIPTION OF INTERGENERATIONAL LEARNING PRACTICES</b>	<b>8</b>

## 1 EXECUTIVE SUMMARY

### *Executive Summary*

The 'Internet: Grandparents and Grandsons' Project (I G&G) addresses people aged over 60 through the involvement of students of upper secondary schools in the role of volunteer 'digital educators' trained for this specific purpose.

The 'I G&G' initiative is supported by local authorities, associations and public and private organizations.

The idea of G&G arose during a conference organised in Milan by AIM Associazione Interessi Metropolitan (Association for metropolitan interests), a not for profit association in June 1998. The conference title was 'Today's senior citizens and the city, perspective and resources'. The conference highlighted important findings, among them the major gap between young people and elderly which may cause social friction and the small percentage of seniors who reported using IT, although at that time in Milan, citizens over 60 were 25% of the population and the percentage was expected to rise to 30% by the end of 2004. AIM's scientific steering committee worked out the experimental project I G&G. The project was meant to create a bridge between generations that are opposed and psychologically distant and to foster digital literacy among peoples aged over 60.

Besides digital literacy, 'I G&G' initiative succeeded in creating new forms of involvement of the elderly in society, building a new friendship and solidarity between seniors and young people and contemporarily provided students with an opportunity to serve as teachers for adults. The success of the experience is also reflected in the high number of people participating in the digital literacy courses in the last 8 years: : 23.504 people. The original target group (elderly over 60) quickly expanded to integrate mothers and their sons: 'Internet: Grandparents & Grandsons'/'Internet Mothers & Sons'

The 'Grandparents & Grandsons' (hereafter G&G) valorisation project builds upon the successful experience of digital literacy promotion 'I G&G'.

'G&G' is carried out within the framework of the EU Programme eLearning (call for proposals EACEA/01/06, DG Education and Culture) and is aimed at valorising 'G&G' approach at European level, fostering processes of local stakeholders involvement in activities aimed to develop the adult's digital literacy levels thus allowing those people aged over 55 to gain full citizenship in the digital society.

The specific objectives of G&G are to benchmark similar experiences of digital literacy training for people aged over 55 to survey and involve other organizations interested in joining in the project and to issue guidelines concerning digital literacy; to disseminate the G&G methodology and teaching packages to partners at international level, favouring in the mean time the involvement of local stakeholders in this kind of initiatives; to issue guidelines for the teaching of digital literacy to adult people, starting-up a virtual community of experts dealing with the dissemination of the methodology and the adult digital literacy issue.

The main characteristics of the 'G&G' project intend to disseminate at European and local level are a low cost and high level of sustainability, a great social impact, a high visibility in the local communities, a high rate of transferability, as highlighted by the I G&G Project experience.

The project adopts a double level of dissemination and valorisation approach. It firstly addresses the diffusion at European level of the initiative: the project's partners, project managers and local coordinators participated in an international seminar in which experts illustrated the characteristics of the G&G methodology and so that they could disseminate, thanks to the active involvement of local stakeholders, the initiative at local level. Secondly the project supports the dissemination at local level, which will take place with

the involvement (both for contents and resources) of local authorities and public and private organizations and students which are invited to give a contribution to the realization of dissemination seminars in each country, showing how digital literacy for elderly people can be achieved.

The didactic materials will be translated in all partners' languages and published on the project's website to be freely used by the partners and also by the general public and by any other interested organization even though not included in the partnership. This particular attention to linguistic issues will both facilitate the dissemination of the experience and the standardization of the approach. The materials will be also integrated by a specific local part, developed by each partner with the contribution of local stakeholders, focused on practical services of interest for the elderly available on-line in each country. This will ensure that consistent attention is paid to local cultural issues.



## 2 GENERAL DESCRIPTION

<i>Title</i>	<p>Internet: Grandparents &amp; Grandsons (I G&amp;G) and Internet Mothers &amp; Sons (Internet: Nonni e Nipoti and Internet Mamme e Figli) Grandparents &amp; Grandsons (G&amp;G) (Nonni e Nipoti)</p>
<i>Country/ Countries of origin</i>	<p>Italy <u>Comments:</u> 'Internet: Grandparents &amp; Grandsons'/'Internet Mothers &amp; Sons', has been launched in Milan and it firstly involved the Milanese surroundings. The success of the initiative allowed to expand the experience to other Italian cities: Gorizia, Lucca, Torino, Grugliasco, Padova, Cagliari, Mantova. The consolidation/valorisation phase of the experience is now simply called G&amp;G and it is carried out in the framework of the EU Programme eLearning (call for proposals EACEA/01/06, DG Education and Culture) involving other European countries and communities.</p>
<i>Duration</i>	<p>Starting Year: October 1998 End Year: NA <u>Comments:</u> The origins of the Project G&amp;G 'Nonni e Nipoti' date back to the starting year of the Project I G&amp;G 'Internet: Nonni e Nipoti' in 1998, conceived as an experimental programme aimed at digital literacy promotion of people aged over 60 through the involvement of students of upper secondary schools in the role of volunteer 'digital educators'. The success of I G&amp;G urged AIM – a study centre on urban transformation based in Milan and responsible for the first edition 1998-19999 – to export this project to other cities in Italy. After the Milanese experience the project has been launched in Trieste, sponsored by the Trieste Municipality in close co-operation with AIM and EnAIP (a private training organisation based in Udine), and then towards other cities. G&amp;G Project stem from this successful experience and represent a sort of consolidation phase.</p>
<i>Status</i>	<ul style="list-style-type: none"> <li>▪ Running</li> </ul> <p><u>Comments:</u> G&amp;G represents the valorisation phase of I G&amp;G. This phase started on 26 February 2007 and is going to end on 23 June 2008.</p>
<i>Managing institution</i>	<ul style="list-style-type: none"> <li>▪ Private training organisation</li> <li>▪ Voluntary/social sector/foundations</li> <li>▪ Private companies</li> </ul> <p><u>Comments:</u> The 'I G&amp;G' Project has been designed and implemented by AIM <i>Associazione Interessi Metropolitan</i> (Association for metropolitan interests), a non-profit-making association and study centre on urban transformation aimed at supporting economic, technologic, social and cultural development of Milan and its surroundings. The Association was set up in 1987 by an important group of enterprises, banks and institutions acting in the economic fabric of Lombardy.</p> <p>The 'G&amp;G' Project is managed by En.A.I.P. F.V.G. (Ente ACLI Istruzione Professionale – Friuli Venezia Giulia) private basic vocational training devoted to production of computer/multimedia teaching materials and specialised in adult education. The partnership project include: LJUDSKA Univerza Jesenice, Slovenia – Vocational Training S.A., Greece – Tallinn Pedagogical University, Estonia – SIOV State Institute of Vocational Education and Training, Slovak Republic.</p>

**Contact details**

**I G&G:**

Last Name: Toeschi  
 First Name: Luisa  
 Title: N.A.  
 Position/Role: Director  
 Institution: AIM Associazione Interessi Metropolitan (Association for Metropolitan Interests)  
 Street: Corso Magenta, 59  
 Town: Milan Post Code: 20123  
 Phone: +39 (02) 4819 3088 Fax: +39 (02) 4819 4649  
 E-Mail: [toeschi@aim.milano.it](mailto:toeschi@aim.milano.it)  
 URL: [www.aim.milano.it](http://www.aim.milano.it)

**G&G:**

Last Name: Collinassi  
 First Name: Gilberto  
 Title: N.A.  
 Position/Role: Project manager  
 Institution:  
 Street: Viale Leonardo da Vinci, 27  
 Town: Pesian di Prato Post Code: 33037  
 Phone: +39 (0432) 693611 Fax +39 (0432) 693691  
 E-Mail: [g.collinassi@enaip.fvg.it](mailto:g.collinassi@enaip.fvg.it)  
 URL: [www.enaip.fvg.it](http://www.enaip.fvg.it)

**Funding**

The funding are public as far as the G&G concerned, whereas the I G&G financing is from a Public-Private-Partnerships PPP.

Comments: 'I G&G' is financed by local authorities, private companies and supported by voluntary work of VET, secondary upper schools or university students. The Project did not access any European funding, this is a very strong added value as far as sustainability of the approach is regarded. 'G&G' project is financed by the EU community in the framework of the eLearning Programme. Sustainability is guaranteed by the low level of investments required to launch the initiative and to the easy adaptation of the products to new contexts, places and periods of time. The synergies established with local stakeholders, apart from the initial effort to involve them in the initiative, generate high social visibility and long term impact so that it becomes more and more easy to organize and fund new 'G&G' initiatives.

**Partnership arrangement/organizational form**

Top-down programme/project

Comments: The original Project (I G&G) has been designed and implemented by AIM (Association for metropolitan interests), a non-profit-making association set up in 1987 by an important group of enterprises, banks and institutions acting in the economic fabric of Lombardy. The Project expansion also involved public authorities (mainly Municipalities) private training institutions and private companies.

**Scale**

The original scale was local but the Project rapidly acquired a national dimension. The development of the G&G Project modifies the original scale allowing the experience to reach an European dimension.

Comments: I G&G experimental phase started in Milan: after the success of the first edition the experience was repeated in Trieste (1999-2000), thanks to the promotion and involvement of the local City administration. In 2002 the experience was repeated again in Lucca, Gorizia, Grugliasco, Cagliari, Padova, Turin and Mantova and recently the project expanded to Sondrio and Venice. Rome is also trying to adopt it.

The launch of the G&G Project in the framework of the EU eLearning Programme give the project its European scale

### 3 DESCRIPTION OF COLLABORATING GROUPS

<i>Collaborating Group I</i>	'Grandchildren' students of upper secondary schools are the Collaborating Group I. The first edition involved students of the <i>Istituto Tecnico Statale Multimediale</i> (ITOS) Albe Steiner of Milan, a Multimedia Technical School. These students have been trained by one teacher and supported by an AIM expert.
<i>Total number of Collaborating Group I</i>	<p>I G&amp;G – The first edition involved 30 students of the Milanese upper secondary schools Albe Steine. In the course of the project higher education students were involved (the number of these students is not available).</p> <p>G&amp;G – the Project started on 26 February 2007: we will get more details about the number of participants at the project closure, on 23 June 2008.</p> <p>Comments: I G&amp;G – The following editions that took place in other cities involved more or less the same number of students per city.</p>
<i>Age group(s) of Collaborating Group I</i>	<p>Minimum Age: 16 years old</p> <p>Maximum Age: 25 years old</p>
<i>Collaborating Group II</i>	I G&G – Senior citizens, mothers and their sons from various socio-cultural backgrounds.
<i>Total number of Collaborating Group II</i>	<p>From October 1998 to April 2006 the total number of participants in all the cities involved in the project was 23'504 people, among them senior citizens, mothers and their sons. Courses have been mainly attended by seniors. More in details:</p> <p>During the first edition carried out in Milan more than 950 'grandparents' have been trained. The courses were also attended by 650 mothers and 120 children.</p> <p>In Trieste 650 seniors, 300 mothers and 100 children attended digital literacy courses in 1999.</p> <p>In the 5 year-period 1998-2003 the experience totalled over 2'000 senior participants in 7 different cities.</p> <p>In 2000 AIM designed and opened in Milan the so called 'Internet Saloon', a permanent school for senior citizens for Internet and basic IT teaching. In September 2006 (that is to say the 7<sup>th</sup> year of activity) the Internet Saloon totalled 2'200 bookings in just 6 days!</p> <p>In Miland where the experience is well rooted 15'540 seniors attended the courses from September 2000 to June 2006. In the same period of time the Gym room of Saloon, where 6 computers are available( 5 days a week, 7 hours a day) to those who have followed at least one course and wish to practice their newly acquired skills, hosted 27'000 senior citizens.</p> <p>G&amp;G – the Project started on 26 February 2007: we will get more details about the number of participants at the project closure, on 23 June 2008.</p>
<i>Age group(s) of Collaborating Group II</i>	<p>Minimum Age: 55 years old</p> <p>Maximum Age: no limit</p> <p><u>Age distribution:</u> Variable according to the edition and the city. A predominance of people aged between 60 and 75 has been however observed.</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 project invites senior citizens to learn how to use a computer starting off from Internet with the help and tuition of students in order to overcome the digital divide.

The idea of 'Internet: Grandparents and Grandsons' arose during a conference organised in Milan by AIM in June 1998 titled 'Today's senior citizens and the city, perspective and resources', from which two main findings stand out: (1) The contemporary urban society sees a major generation gap between young people and elderly, which may cause social frictions and conflicts, it is therefore important to bring young people and elderly closer together since this close proximity is fundamental to achieve and maintain the emotional and psychological equilibrium of people; (2) In the United States, in the same period of time, the Internet's main users were retired citizens. The great value of new technologies, and the Net in particular, is then undeniable: new technologies offer countless opportunities of intellectual gymnastics, fun, new interest, services which will support elderly everyday life.

Linking up these two findings AIM's scientific steering committee worked out the experimental project 'Internet: Grandparents and Grandchildren' with a social purpose for both elderly and youngsters. It is also important to highlight that the Project arose in 1998, that is to say when Internet was very little used in Italy and just a small number of Websites were in Italian.

After equipping classroom with networked multi-media workstations and a coordination console, AIM started involving upper secondary schools through an agreement to train students to become internet tutors for the grandparents' courses. At the same time AIM involved local media to communicate and highlight the launch of the Project and its results. Local public administration and stakeholders have been also involved to support and fund I G&G, and thus to allow for courses to be supplied free-of charge.

I G&G activities are mainly advertised through the media: journalists are given detailed explanation on the courses and they are asked to keep their communication style very simple in order to encourage senior citizens to take part at the course presentation and then to register to attend it. Press releases as well as leaflets are sent by AIM to cultural leisure time associations and senior citizens' clubs. This is the main channel to involve senior citizens.

Following the first and successful experience, the 'Internet Saloon' initiative was started on 20 September aimed at courses in several cities. The permanent school is located in Milan and the building was made available by one of the sponsors. The classroom is equipped with 18 PCs, whilst another room, called the 'Internet gym', has 8 PCs for free surfing by grandparents who have previously attended the courses. The tutors are University students from different Departments, who have worked out a special teaching method and programme, with an eye on the type of 'students' that the course is designed for. All participants receive the 'Internet surfing handbook'. In the Internet Saloon courses on the use of Internet, e-mail and all the main computer programmes are held on a daily basis.

Courses offered are: basic Internet (1 day), advanced Internet (1 day), Microsoft word (1 and a half day), Microsoft excel (2 days), home-banking & trading on-line (2 hours),

	<p>Microsoft front page (2 days), windows XP (half a day), Microsoft publisher (half a day) and Antivirus (2 hours). Pedagogical approaches used by I G&amp;G are participatory, action based and tutoring. Learners are also provided with conventional texts, among them the 'Internet surfing handbook'.</p> <p>Young teachers – both upper secondary school and higher education students – teach seniors over 60 to use Internet, to correspond by e-mail, to use online services, to surf in the Net, etc. . A personal tutor drawn from upper secondary school or university, too, assists each senior participant.</p>
<b>Location of the learning activity</b>	<p>Since the 'Internet Saloon' setting up most of the I G&amp;G initiatives are carried out at its premises. The permanent school is located in Milan in a beautiful venue at the historic <i>Palazzo delle Stelline</i>, made available by one of the sponsors. In other cities (except for Venice and Sondrio where two Internet Saloon have been recently set up) the courses take place in well equipped classrooms in the involved upper secondary schools or in suitable venues place at seniors/young disposal by local authorities, foundations or associations supporting the project.</p>
<b>Learning activities (related to policy objectives)</b>	<ul style="list-style-type: none"> <li>▪ Digital literacy</li> <li>▪ Media education incl. Information and Communication Technologies (ICTs)</li> <li>▪ Social inclusion/participation, active citizenship</li> <li>▪ Grandparents and grandchildren.</li> </ul>
<b>Fields of Learning:</b>	<ul style="list-style-type: none"> <li>▪ Skills for the Knowledge Society</li> <li>▪ Individual competence development (for private and professional purposes).</li> </ul>
<b>Knowledge &amp; Learning Exchange/Flow between the target group(s)</b>	<p>Predominantly 'upstream' i.e. younger to older (ICT skills development).</p>
<b>Interactions between the target group(s)</b>	<p>The following interactions between the target groups have been observed according to the type of activity or course:</p> <ul style="list-style-type: none"> <li>▪ One-to-many;</li> <li>▪ Group based;</li> <li>▪ Many-to-many;</li> <li>▪ Blended interaction (i.e. combination of virtual and physical interaction).</li> </ul>
<b>Categories of the learning activity</b>	<p>Non-formal i.e. takes place alongside the mainstream systems of education and training and does not lead to formalised certificates.</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>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>
<i>EC Key Competences addressed by the CS</i>	<ul style="list-style-type: none"> <li>▪ Digital literacy and ICT skills;</li> <li>▪ Interpersonal and civic competences.</li> </ul>
<i>Success factors and barriers of the CS</i>	<p>The success factors of the experience are:</p> <ul style="list-style-type: none"> <li>▪ Training modules are of short duration (8/16 hours at the most) and are focused on the basic skills required to use a personal computer to surf the Internet and use its communication facilities (e-mail, chats, forums, etc..). Through that experience elderly quickly realize that they can draw great advantages from the internet connectivity: personal computers are relatively inexpensive to buy and simple to operate.</li> <li>▪ All the materials produced by the initiative (modules and texts) are highly transferable at low cost.</li> <li>▪ 'Grandchildren' encourage elderly: thanks to these technologies elderly can keep in touch with relatives of all ages via e-mail and instant messenger, monitor their investments and update their skills in the pursuit of lifelong learning. As a result they succeed in improving their quality of (everyday) life and their motivation to learn is improved.</li> <li>▪ The strong partnership with local authorities, institutions (municipalities, ministries, etc.), private companies (telecommunication providers, banks, electric companies and public utilities, etc.) is another success factor. All these entities participate in the definition of the contents of the training modules and support, financially or by supplying equipment, the initiative.</li> </ul> <p>No critical incidents have been reported so far. In addition we can state that the quick spread of the experience did not change the original spirit and activity, in the contrary it further motivated promoters and project beneficiaries.</p>
<i>Results of the CS</i>	<p>The partners of 'G&amp;G' analysed the 'I G&amp;G' experience using a method of evaluation of transferability and sustainability rates, developed by European Vocational Training Association (EVTA) in a Leonardo dissemination project ('Molpea'), and it gained high marks in both the analyzed items. The analysis shows that: transferability is ensured mainly by the modular structure (single training units can be used on their own) and the possible application in every European country with little adaptation (the latter concerning mainly the contents regarding the on-line services provided locally). Sustainability is guaranteed by the low level of investments required to launch the initiative and to the easy adaptation of the products to new contexts, places and periods of</p>

time. The synergies established with local stakeholders, apart from the initial effort to involve them in the initiative, generate high social visibility and long-term impact so that it becomes more and more easy to organize new 'G&G' initiatives. As regards 'G&G' general objective, that is to valorise 'I G&G' approach at European level, fostering processes of local stakeholders involvement in activities aimed to develop the adult's digital literacy levels thus allowing those over 60 people to gain full citizenship in the digital society, it is obviously too soon to assess the results (end of project 26 June 2008).

The involvement of secondary upper school and/or university students in the role of volunteer 'digital educators foster the encounter and crossing between generations and allow inter-generational training strategies development. A new friendship and solidarity between senior and young people has been built and students had the opportunity to serve as teacher/tutor for adult.

Lots of senior citizens acquired basic skills and competences related to the use of new technologies, as a consequence they feel now more socially integrated.

To sum up both elderly and young gain from the G&G experience in terms of social interaction, personal growth, better quality of life higher self-esteem. Moreover, a huge number of seniors have been trained with a very low-cost system.