



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

**Promoting Intra-European
Mobility for Elderly (Enea)**

**ITALY
Case Study Identity Card
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EAGLE CASE STUDY

ITALY

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1 EXECUTIVE SUMMARY

Executive Summary

Developed between 2004 and 2005, the ENEA project aimed at transferring old disappearing handcrafts to younger generations, making them a real opportunity for improving employability and enhancing (self-) entrepreneurship.

The ENEA project aimed at encouraging elderly people to upgrade their working skills as well as to discover new interests in order to take up work again or to start playing a more active role in society strengthening their relations with the younger generations. Moreover, the project intends to promote the mobility of the elderly in Europe enhancing the transnational cooperation among civil society and public actors. In this respect, the key specific objectives of the ENEA project are the following:

- To strengthen the bonds between older and younger generations and raise the self-confidence of the elderly by making them feel active members of society
- To reinforce the role of the elderly in preserving and communicating their knowledge on traditional handicraft techniques
- To raise public awareness and promote new attitudes concerning the capacities and resources of the elderly by implementing specific actions supporting intergenerational learning
- To bring together local actors (public authorities, civil society organisations, adult education centres, day-care centres for the elderly, etc.) that can closely cooperate for the re-integration of the elderly in the economical, social and cultural life
- To raise the awareness of the local enterprises as far as new working arrangements and the employability of the elderly are concerned
- To strengthen the cooperation among civil society and public actors engaged in promoting the active participation of the elderly in the different participating countries.

The learning activities were organised in the atelier of the teacher/artist and lasted 3 months. The 2-hour workshops took place twice a week. The didactic strategy consisted in short introductory sessions led by the 'teacher' and then in hands-on collaborative activities (in small groups), whereby participants put into practice the proposed techniques. Also peer-learning was promoted, based on the fact that participants were already skilled pottery makers.

The participants' motivation and commitment was always very high, supported by their involvement and learning-by-doing activities. Furthermore, exchange visits were organised with a similar experience located in Greece (Athens). At the end of the course, participants were awarded a diploma endorsed by the Bologna Province.



2 GENERAL DESCRIPTION

Title	Promoting Intra-European Mobility for Elderly (Enea)
Country/ Countries of origin	Italy <u>Comments:</u> The project belongs to the programme Enea of the D.G Employment and Social Affairs of the European Commission. Organizations from countries of the European South (Greece, Italy) as well as of the North (Germany, Finland) exchange experiences and practices, in order to facilitate the mobility of elder citizens in Europe.
Duration	Starting Year: 2004 End Year: 2005
Status	Finished
Managing institution	The project has been managed by SCIENTER (private independent research centre) with the support of the Local Authority for Productive Activities of the Bologna Province.
Contact details	Last Name: Bonadia First Name: Lara Title: Ms Position/Role: Head of Unit "Transfer of innovation" Institution: SCIENTER Street: Via Val d'Aposa 3 Town: Bologna Post Code: 40123 Phone: +39 051 6560401 Fax: +39 051 6560402 E-Mail: lbonadia@scienter.org URL: http://www.noagelimit.org/
Funding	<ul style="list-style-type: none"> ▪ Public ▪ Own contribution, own resources <u>Comments/Description:</u> The project has been partly (80%) funded by the European Commission within the programme Enea of the D.G Employment and Social Affairs. The local partners have contributed with own funds to the realisation of planned activities.
Partnership arrange- ment/ organ- isational form	Bottom-up, grass root initiative
Scale	<ul style="list-style-type: none"> ▪ Community based ▪ Local ▪ Trans-national <u>Comments/Description:</u> Being a transnational pilot project, each of the involved partners has planned specific activities with a local relevance. As regards the artistic pottery making activities, these took place within the Bologna Province. However, broader dissemination was granted through the Enea transnational network.

3 DESCRIPTION OF COLLABORATING GROUPS

<p><i>Collaborating Group I</i> (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><u>Description:</u> The appointed teacher was an 'over 55' artist, with a specific and renowned expertise in the special 'Colle Ameno' pottery decoration technique. As a matter of fact, she was the only artist working in Colle Ameno and specialised on this technique.</p>
<p><i>Total number of Collaborating Group I</i></p>	<p>1</p>
<p><i>Age group(s) of Collaborating Group I</i></p>	<p>Minimum Age: 55 Maximum Age: No age limit</p>
<p><i>Collaborating Group II</i> (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><u>Description:</u> Young unemployed people, with a background in arts and/or ceramic and pottery making. The learning activities addressed skilled pottery makers willing to specialise in the unique Colle Ameno decoration technique.</p> <p>In this respect, the intergenerational learning process represented an opportunity to support participants' employability and continuous professional development.</p>
<p><i>Total number of Collaborating Group II</i></p>	<p>12</p>
<p><i>Age group(s) of Collaborating Group II</i></p>	<p>Minimum Age: 25 Maximum Age: 35</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 ENEA project aimed at encouraging elderly people to upgrade their working skills as well as to discover new interests in order to take up work again or to start playing a more active role in society strengthening their relations with the younger generations. Moreover, the project intends to promote the mobility of the elderly in Europe enhancing the trans-national cooperation among civil society and public actors. In this respect, the specific objectives of the ENEA project are the following:

- To strengthen the bonds between older and younger generations and raise the self-confidence of the elderly by making them feel active members of society
- To reinforce the role of the elderly in preserving and communicating their knowledge on traditional handicraft techniques
- To raise public awareness and promote new attitudes concerning the capacities and resources of the elderly by implementing specific actions supporting inter-generational learning
- To promote the free movement of the elderly in Europe and increase the level of mobility among the older generations
- To offer older people the opportunity to acquire skills and realise the value of life-long learning procedures that will enable them to keep competitive in a rapidly changing market
- To encourage older generations to learn a new language and use internet tools in order to be able to communicate with other European citizens
- To promote and assist intercultural exchange and sharing of experiences and problems among the older generations of Europe
- To sensitise local authorities on the ageing problem and promote measures for the employability and the active citizenship of the elderly
- To bring together local actors (public authorities, civil society organisations, adult education centres, day-care centres for the elderly, etc.) that can closely cooperate for the re-integration of the elderly in the economical, social and cultural life
- To raise the awareness of the local enterprises as far as new working arrangements and the employability of the elderly are concerned
- To promote short-term working opportunities for older workers in the participating countries
- To encourage the participation of immigrant elderly in the social and cultural life of the host country facilitating them in escaping isolation
- To strengthen the cooperation among civil society and public actors engaged in promoting the active participation of the elderly in the different participating countries.

	<p>To achieve these objectives, the following activities have been carried out:</p> <ul style="list-style-type: none"> ▪ Intergenerational learning activities focused on disappearing handicrafts and manufacturing techniques (artistic pottery), implying the activation of elderly workers as 'trainers' for youngsters ▪ A public awareness campaign regarding the employability and mobility of older people, ▪ A research on disappearing handcraft techniques <p>The learning activities were organised in the atelier of the teacher/artist and lasted 3 months. The 2-hour workshops took place twice a week. The didactic strategy consisted in short introductory sessions led by the 'teacher' and then in hands-on collaborative activities (in small groups), whereby participants put into practice the proposed techniques. Also peer-learning was promoted, based on the fact that participants were already skilled pottery makers.</p> <p>The participants' motivation and commitment was always very high, supported by their involvement and learning-by-doing activities. Furthermore, exchange visits were organised with a similar experience located in Greece (Athens). At the end of the course, participants were awarded a diploma endorsed by the Bologna Province.</p>
<i>Location of the learning activity</i>	<ul style="list-style-type: none"> ▪ Work based <p><u>Comments:</u> The course took place at the teacher/artist's atelier.</p>
<i>Learning activities (related to policy objectives)</i>	<ul style="list-style-type: none"> ▪ Employability ▪ History and reminiscence ▪ Arts incl. culture, theatre, play, music
<i>Fields of Learning</i>	<ul style="list-style-type: none"> ▪ Individual competence development (for private and professional purposes); ▪ Societal/economic exchange and consultancy;
<i>Knowledge & Learning Exchange/Flow between the target group(s)</i>	Predominantly 'downstream' i.e. older to younger (e.g. handicrafts, hiking, contemporary witnesses, homework, economic start-up consultancy, orphan and day care, mentoring, mediation)
<i>Interactions between the target group(s)</i>	<ul style="list-style-type: none"> ▪ group based
<i>Categories of the learning activity</i>	Non-formal
<i>OECD/DeSeCo Competences addressed by the CS</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>2.2 = The ability to cooperate</p>
<i>EC Key Competences addressed by the CS</i>	<ul style="list-style-type: none"> ▪ Entrepreneurship ▪ Cultural awareness

Success factors and barriers of the CS

The key success factors are:

- Stakeholders involvement. The support granted by the Bologna Province (which also endorsed the final diploma) contributed to the visibility and recognition of the experience, consistently with the policy priorities aimed at promoting Lifelong learning and employability.
- The preliminary users needs analysis, carried out by the Bologna Province. This analysis allowed to identify the key opportunities and threats of the local territory and the potential of the local workforce.
- The design of the activities was based on the results of the users needs analysis so to propose a path to professionalism for a specific target group.
- The activities were strongly aimed at promoting participants' employability and eventually self-entrepreneurship (individual level).
- The activities were aimed at transferring an ancient craft, which was going to disappear, and which is part of the local cultural heritage.

The key barrier consisted in the limited available resources. As a matter of fact, the applicants outnumbered the available positions, and many motivated people were left out of the initiative. Another edition would have been very well accepted and successful.

Results of the CS

The key results have been:

- The course. The course has been thorough documented by means of on-going reports and a final report. However, no structured evaluation activity was carried out.
- The learning materials. Developed for the course, specific modules were developed and distributed to participants. Given the transnational nature of the ENEA project, translations into the other project languages were made.
- The diploma awarded to the 12 participants, and endorsed by the Bologna Province.