



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

**UP AGE**

**ITALY**  
**Case Study Identity Card**  
**2007**



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## EAGLE CASE STUDY

# ITALY

Work Package:	WP 2 Scoping & Mapping
Authors:	Tania Salandin (SCIENTER) & Giovanni Primavera (IAL Emiglia Romagna), 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

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## 1 EXECUTIVE SUMMARY

### *Executive Summary*

Young people just entering the job and close-to-retirement old workers are the main beneficiaries of the UP AGE experience.

The Project - developed and implemented in the Emilia Romagna Region - consist in 9 joint proposals jointly developed by consulting-training organisations both linked to trade unions and entrepreneurial associations. UP AGE is in line with the recent Italian employment strategy and policy, as a matter of fact in the last ten years national policies were oriented toward early retirement of workers over 50 (and even over 45) in order to improve young people's employability. The trend has been recently reversed: labour market and enterprises succeeded in moving away the most expensive manpower but they contemporarily lost old workers experience and expertise and increased costs in the welfare and retirement system.

More and more companies in the region are realizing that old and young workers' competences are different, not interchangeable but rather complementary: old workers as more reliable and responsible and they have a greater ability of working in team. Young workers, instead, appear as more flexible and have a higher improvement potential. UP AGE is clearly oriented towards the linkage of these two categories with the aim of enhancing knowledge and skills exchange.

On the one hand, young workers just entering in the SMEs involved in the Project (SMEs) have been supported by old workers aged over 45 in acquiring both technical and social competences. On the other hand old workers have been had the opportunity to update their technical skills, in contexts where technological tools and processes have been recently introduced.

This skills exchange has been developed both in formal and non-formal contexts, depending on the activity to be carried out.

The first step consisted in the company analysis. Secondly training needs and objectives have been identified and finally different training activities have been planned, developed and managed, according to the resulting needs and objectives identified in the second phase of the Project.

The involved SMEs and training institutions are also beneficiaries of the Project results: companies and training entities jointly developed a common working methodology, sharing information and knowledge, acting as a community of practice (this is the general project frame).

Common opinion among the involved actors is that the experience is highly transferable, since the model of activities is quite generic, simply and logical: company analysis, identification of the company's training needs and objectives and training activity designing and planning.

## 2 GENERAL DESCRIPTION

<i>Title</i>	UP AGE
<i>Country/ Countries of origin</i>	Italy
<i>Duration</i>	Starting Year: 2004 End Year: 2006
<i>Status</i>	Finished
<i>Managing institution</i>	Private training organisation
<i>Contact detail</i>	Last Name: Primavera First Name: Giovanni Title: Dr. Position/Role: Staff in R&D Department, responsible for international projects Institution: IAL Emilia Romagna Street: Via Amendola 2 Town: Bologna Post Code: 40121 Phone: +39 051 421 77 11 Fax: +39 051 25 14 40 E-Mail: <a href="mailto:giovanniprimavera@ialemiliaromagna.it">giovanniprimavera@ialemiliaromagna.it</a> URL: <a href="http://www.ialemiliaromagna.it">www.ialemiliaromagna.it</a>
<i>Funding</i>	<ul style="list-style-type: none"> <li>▪ Public</li> <li>▪ Private</li> </ul> <p><u>Comments:</u> Public (80%): ESF ob. 3 managed by Emilia-Romagna Region and Regional funds; Private (20%): co-financing by applicant organisations in terms of staff cost</p>
<i>Partnership arrange- ment/organis- ational form</i>	<ul style="list-style-type: none"> <li>▪ Top-down programme/project</li> </ul> <p><u>Comments:</u> The 9 joint proposals were developed jointly by consulting-training organisations linked both to trade unions and entrepreneurial associations, as social dialogue practice, common in Emilia Romagna. The proposals were prepared in the wake of past experiences managed (in some case separately, in other jointly) by the above mentioned organisations, mainly in contacts with associations and trade unions. The proposals weren't directly developed by the interested companies (mainly SME, Small for the most part) which acted as beneficiaries.</p>
<i>Scale</i>	<ul style="list-style-type: none"> <li>▪ Regional</li> </ul> <p><u>Comments:</u> Emilia Romagna regional area</p>

### 3 DESCRIPTION OF COLLABORATING GROUPS

<i>Collaborating Group I</i>	Projects management staff
<i>Total number of Collaborating Group I:</i>	25
<i>Age group(s) of Collaborating Group I</i>	<u>Minimum Age:</u> 30 years old <u>Maximum Age:</u> 58 years old
<i>Collaborating Group II</i>	<u>Description:</u> Companies managers, young and old workers, vocational trainers facing different situations: young workers needed to be helped in entering the work environment (i.e. to learn both company social and technical characteristics and situation); old workers needed to be helped in upgrading their competencies in order to maintain their employability in an evolving workplace (technology) and to face the organisational and technical changes; managers needed to be helped in "reading and understanding" the general company level of skill and in matching it with the company development objectives.
<i>Total number of Collaborating Group II</i>	284 <u>Comments:</u> The number includes company managers and younger (<30 year old.) and older (>45 years old) workers.
<i>Age group(s) of Collaborating Group II</i>	<u>Minimum Age:</u> 19 <u>Maximum Age:</u> 48 <u>Age Distribution:</u> younger than 30: 27%; older than 45: 73%.

## 4 DESCRIPTION OF INTERGENERATIONAL LEARNING PRACTICES

<p><i>Description of Learning Arrangement &amp; Learning Practice</i></p>	<p>On the one hand young workers needed to be helped in entering in a working situation. On the other hand old workers needed to be helped in upgrading their competencies to keep their workplace and to face the organisational and technical changes. Managers needed to be helped in “reading un understanding” the general company level of skill and in matching it with the company development aims</p> <p>Formal settings: structured courses for workers over 45 to improve and/or update their skills, both in training centres and within the companies to practice (firstly technical skills, and secondly the social ones). For those people have been designed formal activities, both in training settings and in workplaces, depending on the activity. The contents were defined jointly with the company management after individual and group skills analysis aimed at identifying its needs; the process is managed by a tutor from training organisation, with a great expertise in these activities, supported by the project management staff.</p> <p>Non-formal settings: work based training inside the companies, based on personalised projects jointly developed by companies management, a senior worker, junior worker and tutor from the training organisation to help senior and junior to develop, manage, check and evaluate the teaching/learning process. This method has been called “Tandem: together to know”. This method was the result of past projects Koiné and Novi Senior, in which tools and instruments were developed. The training regarded technical skills, transferring knowledge from old workers to young workers; the whole process is managed by a tutor from training, supported by the project management staff.</p> <p>The general aim was to test the tools developed in the previous projects to support the learning process of the companies involved (to improve the internal learning processes); other important objective was dedicated to the training organisations, to develop skills to act not just in a traditional way (i.e. offering courses) but also offering a consultancy service to SME, in the need of personalised training actions. These different pedagogical approaches have been used (e.g. traditional, participatory, action based, tutoring, mentoring), according to the situations, without using computer based learning (the situation was not friendly for this kind of instruments).</p>
<p><i>Location of the learning activity</i></p>	<ul style="list-style-type: none"> <li>▪ Formal settings i.e. educational institute</li> <li>▪ Non-formal settings i.e. work based.</li> </ul> <p><u>Comments:</u> Formal settings: structured courses for more than 45 year old people to improve and/or update skills, both in training centres and inside the companies to practice, mainly regarding technical skills, less the social ones.</p> <p>Non-formal settings: work based training inside the companies, based on personalised projects developed jointly by the companies management, a senior worker, a junior worker and a tutor from the training organisation to help the couple (senior and junior) to develop, to manage, to check and evaluate the teaching/learning process; this method was called “Tandem: together to know”. This method was the result of past projects Koinè and Novi Senior, in which tools and instruments were developed. The training regarded almost only technical skills, transferring knowledge from senior to junior.</p>
<p><i>Learning activities (related to policy objectives)</i></p>	<ul style="list-style-type: none"> <li>▪ Knowledge exchange</li> <li>▪ Mentoring ( intergenerational support).</li> </ul> <p><u>Comments:</u> The training regarded almost only technical skills, transferring knowledge from old workers to young workers.</p>

<i>Fields of Learning</i>	<ul style="list-style-type: none"> <li>▪ Individual competence development for professional purposes.</li> </ul>
<i>Knowledge &amp; Learning Exchange/Flow between the target group(s)</i>	Predominantly 'downstream' i.e. older to younger-
<i>Interactions between the target group(s)</i>	<ul style="list-style-type: none"> <li>▪ one-to-one</li> <li>▪ one-to-many</li> </ul>
<i>Categories of the learning activity</i>	<ul style="list-style-type: none"> <li>▪ Formal</li> <li>▪ Non-formal</li> </ul> <p><u>Comments:</u> Formal settings: structured courses for &gt;45 y.o. people to improve and/or update skills, both in training centres and inside the companies to practice, mainly regarding technical skills, less the social ones.</p> <p>Non-formal settings: work based training inside the companies, based on personalised projects developed jointly by the companies management, a senior worker, a junior worker and a tutor from the training organisation to help the couple (senior and junior) to develop, to manage, to check and evaluate the teaching/learning process; this method was called "Tandem: together to know". This method was the result of past projects Koinè and Novi Senior, in which tools and instruments were developed. The training regarded almost only technical skills, transferring knowledge from senior to junior.</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>1.3 = The ability to use technology interactively</p>
<i>EC Key Competences addressed by the CS</i>	Predominantly mathematical literacy and basic competences in science and technology and digital literacy and ICT skills.
<i>Success factors and barriers of the CS</i>	<p>Success factors: different and personalised training offer to companies (to groups and individuals); offer including not only training but also an organisational and skills analysis; working together (training organisations and companies); the use of a flexible answer to different needs.</p> <p>Critical incidents: companies way of thinking, i.e. the habit to look at training as cost and not as investment; difficulties in giving enough information to develop organisational and skills analysis; difficulties to explain to workers that the purposed training was to improve their skills and not "the first step to be fired"; the training organisations need to enrich their competencies acting not only as trainers but also as consultants;</p> <p>The main change was about the need to intend "Tandem" method as a flexible and adaptable instrument, coherent with companies organisational situation.</p>
<i>Results of the CS</i>	UP AGE realized 19 group courses (traditional courses) and 12 Tandem activities. Participants have been awarded with an attendance certificate after a final internal (not official) test; the most part of involved workers were bound to different activities inside the companies, having improved their technical skills, supporting their employability (at least in a mid term impact).