



## **Generations using training for social inclusion in 2020 (GUTS):**

Learning Model of the European project GUTS





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## Learning Model of the European project GUTS

*Partly based on Grignoli et al. (2013). Never too old to learn... Den Bosch: European consortium of SMARTE.*

The GUTS project is directly linked to the former SMARTE Grundtvig Learning Partnership and follows the “Senior Learning Model” of the SMARTE project:

The “Senior Learning Model” presented within the framework of the EU project SMARTE differs from other learning models especially by the fact that people with different learning biographies and competences are brought together to a learning group, whereby all learners give specific contributions to the learning process and the learning outcomes. Metaphorically speaking, the leaves from individual “knowledge- and experience-trees” are mixed together, and new, “colourful trees” can grow as enriching learning outcome for all involved learners, who jointly develop new competences and skills.

Our society gets older due to demographic change. Nowadays, more people live by themselves, some have already lost their partners and they withdraw from the active part of society. But it does not have to be like this. Especially older people can stay active after their retirement and participate in social life, orientate themselves culturally, can contribute in a number of ways and not fall into meaninglessness (as is sometimes perceived by society). Not only the older adult benefits from staying active and vital, but the younger can also learn from the experiences and knowledge of the older generations. Furthermore, the capacities for civic engagement for over 60-year-olds are by far not exhausted. There is a lot of time and often also the wish for continuing education, to learn new things, to deepen old knowledge and to keep physically and mentally fit during retirement.

In order to realise this, attention has to be paid to some peculiarities, which are more distinct for older people and have to be considered more than for other target groups. We combine these peculiarities into “guiding principles”.

Guiding principles are foci for concretising professional action in educational work with older people, but also for reviewing educational actions and projects.

### **The guiding principles are:**

1. Focus on participants
  - Competences
  - Interests
  - Heterogeneity and diversity
2. Focus on learning as a social process
  - Daily life
  - Participation
  - Learning from each other
3. Focus on the environment
  - Reducing barriers
  - Enhancing resources
  - Informal settings

Based on each of these principles new learning areas for older people can be developed.

The GUTS project confirms and reinforces these principles and adds some new aspects particularly with regard to the intergenerational and the co - creative perspective.



## The GUTS learning model is characterised by:

### 1. Promoting intergenerational dialogue, exchange and learning and in this way fostering the social cohesion:

- “Intergenerational Learning (IL) describes the way that people of all ages can learn together and from each other. IL is an important part of Lifelong Learning, where the generations work together to gain skills, values and knowledge. Beyond the transfer of knowledge, IL fosters reciprocal learning relationships between different generations and helps to develop social capital and social cohesion in our ageing societies. IL is one way of addressing the significant demographic change we are experiencing across Europe and is a way of enhancing intergenerational solidarity through intergenerational practice (IP).” (Source: EMIL (2015). *What is Intergenerational Learning?* Retrieved : 15th of July, 2015. <<http://www.emil-network.eu/about/what-is-intergenerational-learning>>.)
- In the light of the above intergenerational learning avoids the stereotyping and discrimination against persons based on age and the distancing or segregation of generations from one another, particularly younger and older people.
- Intergenerational learning is attentive to the various experiences, expectations, life styles, wishes and hopes of the different generations. Furthermore Intergenerational learning takes into account gender sensitive approaches and the cultural diversity of the involved participants.
- Intergenerational learning could be developed in different environments and on different “levels”: i.e. meeting each other, transfer of knowledge, reciprocal learning relationships, enhancing intergenerational solidarity through intergenerational practice, developing social capital and cohesion.
- The learning areas that are to be developed could include different strategies to foster intergenerational learning. Not only by developing seminars, training measures or events with participants from different age but also by developing structural opportunities i.e. developing new public spaces where locals can meet and interact with each other.

### 2. Enabling of innovative approaches

The GUTS learning model sees “innovative” as using innovative approaches, concepts, event formats and methodologies. This does not preclude the possibility to build on existing activities! However, the innovativeness must be clearly visible i.e. by attracting new target groups, developing new measures or developing new partnerships with new local actors in the cultural sector.



### 3. Design of co-creative processes

Co-creating / Co-creation means: the concrete targets, priorities and concepts are, wherever possible, realised with the members of the chosen specific target groups. The learning areas that are to be developed will be something like prototypes or models “in living examples to explore the future by doing”. All participants who are involved play an active role as experts of themselves. The learning processes as well as the learning outcomes are results of a co-operative respectively co-creative process and a joint effort.

### 4. Promoting inclusion

The activities in the co-creative learning space are organised across generations and cultures and will support social participation.

### 5. Transdisciplinarity orientation

The cooperation in the co-creative learning space takes up the experiences and networks of former learning partnerships and realises further development of experiences with high future potential. “Transdisciplinarity” refers to a strategy, which crosses many disciplinary boundaries not only to collect different perspectives and multidisciplinary views, but rather to create a new holistic approach and to develop a new solution for complex issues.

### 6. Community orientation

The concepts for learning areas in GUTS will take care of the implementation in policy making for education and training in a concrete local or regional context. The learning areas that are to be developed will have their places in concrete social environments (cities and municipalities, urban districts and neighbourhoods) and will use local or regional networking with a lot of different actors and stake-holders. The learning areas are partly based on good practice examples to develop ways and forms of implementing innovative pathways in learning in local, regional, national and ultimately European policies.

### 7. Prevention orientation

The learning areas use the ‘salutogenese’ approach (e.g. to look for ways to stay healthy, to cope with unusual situations and by doing so becoming a stronger person) and support building social networks in the own environment.

### 8. Cultural approaches

- During the learning process successful and sustainable good working relationships with cultural organisations and protagonists (artists and artists associations, museums, libraries, theatres, music and arts schools, choirs or bands and so on) in the field of later life learning will be established in order to develop innovative models in creative settings.
- The learning areas that are to be developed could use the various ways of artistic expression and approaches. In this way they will develop a link between artists work, education and lifelong learning, social work and political work.

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