



Evaluation Report

# *“Inclusive Senior Education through Virtual U3A - ISEV” Project*

A transformative  
intergenerational  
learning model

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Curated by Fondazione Mondo Digitale

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“Inclusive Senior Education through Virtual U3A - ISEV” is a project of University of Ostrava (OU), Czech Republic; Fondazione Mondo Digitale (FMD), Italy; Associação de Melhoramentos e Bem Estar Social de Pias (AMBESP), Portugal; Associação Rede de Universidades da Terceira Idade (RUTIS) Portugal; co-funded by the Erasmus+ Programme of the European Union.



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# Summary

<b>Introduction</b>	4
<b>Partners</b>	6
University of Ostrava (OU), Czech Republic	6
Associação de Melhoramentos e Bem Estar Social de Pias (AMBESP), Portugal	7
Fondazione Mondo Digitale (FMD), Italy	7
Associação Rede de Universidades da Terceira Idade (RUTIS) Portugal	8
<b>Learning programme and activities</b>	9
<b>E-learning platform</b>	15
<b>Participants profiles, selection and motivation</b>	19
Seniors and students	19
Needs, motivations and expectations	26
<b>Intergenerational learning methodology</b>	32
Inclusive educational environment	35
Sophisticated use of ICT	41
Engagement of Seniors and youth in the development of educational activities	48
Voluntary experience	50
ICT skills acquisition	53
ICT skills before the ISEV programme	53
ICT skills at the end of the ISEV programme	62
Italy	62
Portugal	64
Czech Republic	66
A comparison between countries	68
<b>Blended mobility</b>	74
<b>Conclusions</b>	77
<b>References</b>	79

# Introduction

The report presents the findings of the evaluation carried on during the implementation of the European project “**Inclusive Senior Education through Virtual U3A (ISEV)**”, implemented between the years 2017 and 2020, as part of European Programme Erasmus+ Strategic Partnerships for Adult Education, that promotes continuous lifelong learning, independently on location, health conditions, financial standing and family/social condition. The aim of the specific project is to make education more accessible to Seniors (the term Seniors, here, refers to people over 65 years of age), eliminating barriers and adapting the educational activities to their specific needs.

The report provides information about the impact of the ISEV intergenerational learning model on the beneficiaries, measured in terms of acquired social and digital knowledge. The report also highlights the outcomes of the interaction between the senior learners and the youngsters involved.

The evaluation was carried out applying a mixed method, including questionnaires and interviews, exploring both the contribution of intergenerational learning to digital and social in-

clusion, and the promotion of greater understanding and solidarity between generations.

This research consisted of the study of pilot cases in Italy, Portugal and Czech Republic, involving different generations (youth, and Seniors) in intergenerational learning activities for the acquisition and development of digital skills.

The basis of the development of the ISEV project intervention and methodology has been the “transformative” intergenerational learning model developed by the **Fondazione Mondo Digitale (FMD)**, during the previous national and European projects:

- [Grandparents on the Internet](#)
- [The Knowledge Volunteers](#)
- [The Italian Makers](#)
- [Network of Knowledge Volunteers](#)

This model has been validated and blended with the experiences of the other Partners.

The original methodology fosters the active participation of beneficiaries in the preparation and implementation of the educational activities and the involvement of the younger generations as tutors.

The courses and materials were col-

laboratively developed over a semester. They include an on-line platform enriched with multimedia contents. The course included a variety of modules, for a total of 60 hours, combining frontal and distance learning. Over 250 Seniors took part in the program. At the end of the courses in Italy, Portugal and the Czech Republic, the participants completed the final evaluation questionnaires (43 In Italy, 54 in

Portugal and 38 in Czech Republic).

The participants were given the opportunity and support to enhance current attitudes between generations and cultures, to reinforce the sense of community and to promote active citizenship, while simultaneously developing accessible educational opportunities for Seniors, particularly in relation to digital literacy.



# Partners

## University of Ostrava (OU) Czech Republic



The University of Ostrava (UO) is a public research university educating nearly 9,000 students across six faculties. As a dynamic and intellectually challenging modern institution, the University of Ostrava provides an international study environment. The campus is based primarily throughout the old city centre providing a stimulating environment to contemplate the living arts and sciences. Teaching at UO is research-driven, and its programs are often taught by researchers. The University is proud to hold lecturers, professors and researchers that are leading figures in their fields of expertise, inspirational and open-minded scientists with a vivid sense of creativity. The small size of the university and its relative youth (founded in 1991) allows for a strong personalised approach

and flexible adaptation to the needs of a modern society and labour market. The University offers high quality education and many opportunities of networking and gaining practical experience.

The University of Ostrava has established cooperation with several local organisations (such as a local studio of the public Czech Television), providing students with valuable work experience. Community engagement is an integral part of the University's mission of education and research. The UO and its faculties, student organisations and scientific institutes establish and promote hundreds of public events every year; which include free workshops, lectures, seminars, experiential events, scientific adventures, charitable events, international gatherings, sporting and cultural events, art exhibitions, happenings, alumni reunions, concerts, and theatre plays.

The University of Ostrava is an essential part of the city and of its social life, and continues to cooperate with an increasing number of cultural organisations and local institutions.

## Associação de Melhoramentos e Bem Estar Social de Pias (AMBESP), Portugal



The University of Ostrava (UO) is a public research university educating nearly 9,000 students across six faculties. As a dynamic and intellectually challenging modern institution, the University of Ostrava provides an international study environment. The campus is based primarily throughout the old city centre providing a stimulating environment to contemplate the living arts and sciences. Teaching at UO is research-driven, and its programs are often taught by researchers. The University is proud to hold lecturers, professors and researchers that are leading figures in their fields of expertise, inspirational and open-minded scientists with a vivid sense of creativity. The small size of the university and its relative youth (founded in 1991) allows

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## Fondazione Mondo Digitale (FMD), Italy



Fondazione Mondo Digitale (FMD) is a

private-law body with non-profit legal personality. The Foundation has been founded in 2001 through a public-private partnership between the Municipality of Rome and six large ICT companies. FMD works for an inclusive knowledge society by blending innovation, education, inclusion and fundamental values. Its mission is to promote social learning, social innovation and e-inclusion through the use of new technologies, with special attention to

categories at risk of exclusion (the elderly, immigrants, unemployed young people, etc.). [FMD](#) is experienced in integrating action-research with the development of tools and innovative training methodologies and has a consolidated experience conducting school and community-based interventions. FMD works as a learning-based non-profit organization with an integrated action-research development and implementation (ARD&I) program. A complete and continuous cycle accompanies operators in the academ-

ic world for the development of tools and projects required in the worlds of education, digital inclusion, and its work in territories and communities. One strategic aspect is phytuality, the integration of the physical and the virtual dimensions in all the innovation processes it promotes. FMD works in partnership with companies, educational institutions, and non-profit organizations, local, regional, and national authorities, at national and European level.

### Associação Rede de Universidades da Terceira Idade (RUTIS) Portugal



RUTIS (Association Network of Universities of the Elderly) is a Private Institution of Social Solidarity (IPSS) and of Public Utility with headquarters in Almeirim, created in 2005. It has a pole in Porto (Academy RUTIS Porto). The main objectives of RUTIS are the

promotion of active ageing and the valorisation of Senior Universities (registered name, by RUTIS, as a Registered Trademark in the National Institute of Industrial Property), being these “the social response, which aims to create and regularly dynamise social, cultural, educational and social activities, preferably for and for those over 50 years old. The educational activities apply non-formal methods, and in the context of lifelong training”.

RUTIS is a member of several national and international networks and is the only national institution according to the state for the promotion of active ageing.



# Learning programme and activities

## ITALY

Fondazione Mondo Digitale has a solid experience applying the intergenerational learning methodology, and has previously piloted the engagement of students in the role of tutors and digital facilitators to support Seniors in the learning process. Previous interventions demonstrated not only the effectiveness of the methodology in enhancing mutual knowledge and promoting the acquisition of digital skills; but also its transformative impact: it can break barriers, it creates dialogue between generations, it changes attitudes and fosters social inclusion and participation, while building self-confidence and active citizenship approach.

The Italian training programme involved 45 Seniors between 60 and 65 years old and 3 high school classes. The programme was implemented in the schools involved, as well as at the Innovation Gym, the centre for the development of best practices in education and training managed by Fondazione Mondo Digitale in Rome. Part of the lessons was organised at the FabLab. This approach allowed the Seniors to discover new technologies, as well as

to experiment design thinking, prototyping and digital fabrication; awakening their creativity and digital crafting capability. Seniors and students also experimented with digital manufacturing machines, such as the 3D printer, laser cut and modelling software. During the FabLab training (total duration of 8 hours), the participants transformed some traditional games in their digital version: train, spinning top, yoyo, slingshots and a small frame. For example, Carmelo decided to make a small ice cream truck, saying “like the one that passed under the house when I was a child”.

Here you can find the link to a short video interview:

<https://youtu.be/N5gFyGn00kc>

The other learning modules, supported by the required digital devices, were organized in groups of 15 up to 25 Seniors, tutored by students.

“During the first module at the FabLab, after the explanation about the use of the machines like laser cut and 3d printer, I told my tutor that when I was a child my friends and I built a scooter mechanic making axes in wood” said Guido, 76 years old.

“The training was a more digital way of building something out of nothing, like when I was a child. I am happy because we demonstrated to our young tutors that even if we belong to distant generations we could exchange ideas and find constructive solutions together. Looking at the final result, we were both amazed.” Explained Guido.

After the FabLab modules, the training continued focusing on the basic use of computers and smartphones:

- the creation of e-mail accounts
- practicing internet browsing
- discovering social networks,
- using the public administration portals and activating SPID (Public Digital Identity System).

Each group was also instructed on how to use of the ISEV e-learning platform. On this platform the participants could follow the training, consult and eventually download the training manuals. The manuals were also a way to better remember the learning materials and to learn more about the different topics covered in the course.

In addition, thanks to the intervention of an online security expert and knowledge volunteer, the Seniors received specific training on basic web security: password protection, privacy, the danger of phishing and fake news. This training enables them to surf the web protecting their personal information and avoiding security incidents.



## CZECH REPUBLIC

All courses organized and managed by the University of Ostrava focused on enhancing the ICT competences for social inclusion, through intergenerational dialogue and active Seniors' approach. The training programme combined face-to-face and distance learning methods. Teachers gave lectures and prepared materials and activities that were delivered through the eLearning platform "Moodle". In the courses activated by the University of Ostrava, the students played the role of assistants and facilitators in the face-to-face modules and contributed to the creation of the eLearning modules in collaboration with the Seniors. In addition to the training courses on the use of ICT, the University also organised outdoor activities and excursions in order to promote the dialogue

among the participants and to build a "team spirit" between the Seniors and the Youngsters.

Within the courses organized by the University of Ostrava, the active approach to learning was achieved in two different moments:

- at the beginning, frontal courses were held by Professionals. During the lessons, the Seniors developed materials on their memories and on different aspects of their life, also discussing with the students and comparing opinions. In addition, the Seniors went through several testing sessions during this phase.
- In the second phase, the Seniors became teachers of their peers, collaborating with the students to develop contents, materials and managing the e-learning platform.



## PORTUGAL

In Portugal, the training programme was also implemented in a blended modality, making use of the eLearning platform: each module was dedicated to a specific topic. Each module was enriched with lecturers' presentation, downloadable materials, and references to other external electronic sources. A discussion forum was also activated, allowing the Seniors to share individual assignments and group work.

The methodological approach adopted within the training programme in Portugal was based on an online learning strategy characterized by strong networking and interaction between all involved actors (the tutors and the group of participants). Each learning unit was initiated by the tutor, who

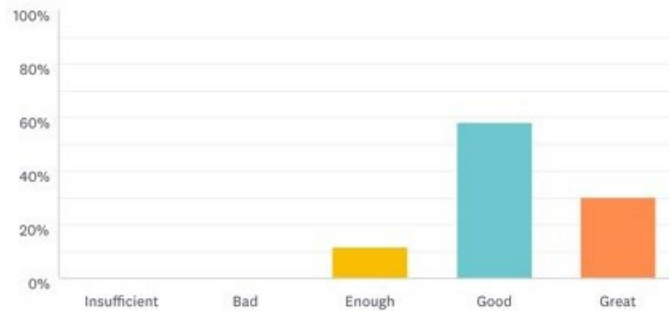
was present in the classroom together with the Seniors, proposed e exercises and practical activities and supported the Seniors in finding a solution. The time allowed for the learning activity was unlimited and each participant was allowed to deliver the assignment autonomously or in collaboration with the rest of the group, according to the dynamics of self-regulated learning, self-help relationships and peer-to-peer collaboration. Of course the Tutor's support was available throughout the learning journey.

The Participants' assessment demonstrated the high quality of the teaching materials, both online and face-to-face. In fact, in Italy and the Czech Republic less than 14% of Seniors respectively considered the materials only "sufficient" to support the self-study activity.



### How do you evaluate the content and the quality of the teaching material (online and offline)?

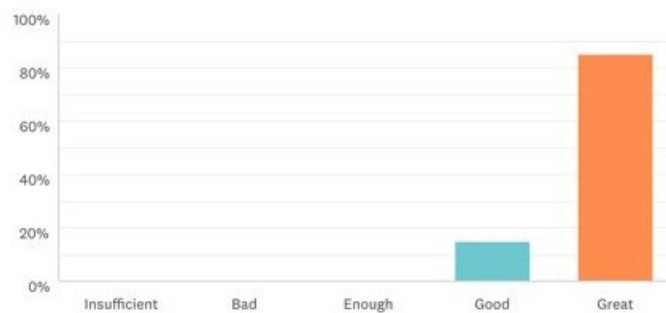
Answered: 43 Skipped: 103



ANSWER CHOICES	RESPONSES	
▼ Insufficient	0.00%	0
▼ Bad	0.00%	0
▼ Enough	11.63%	5
▼ Good	58.14%	25
▼ Great	30.23%	13
<b>Total Respondents: 43</b>		

### How do you evaluate the content and the quality of the teaching material (online and offline)?

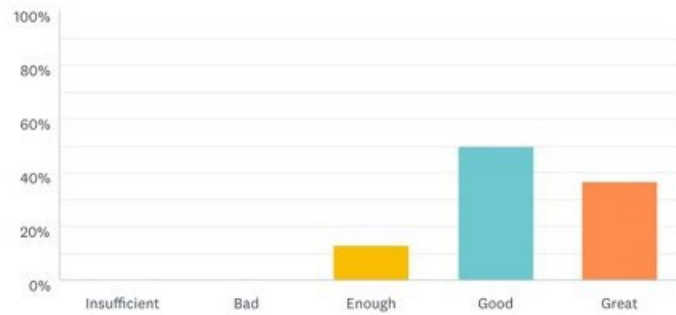
Answered: 54 Skipped: 92



ANSWER CHOICES	RESPONSES	
▼ Insufficient	0.00%	0
▼ Bad	0.00%	0
▼ Enough	0.00%	0
▼ Good	14.81%	8
▼ Great	85.19%	46
<b>Total Respondents: 54</b>		

How do you evaluate the content and the quality of the teaching material (online and offline)?

Answered: 38 Skipped: 108



ANSWER CHOICES	RESPONSES
Insufficient	0.00% 0
Bad	0.00% 0
Enough	13.16% 5
Good	50.00% 19
Great	36.84% 14

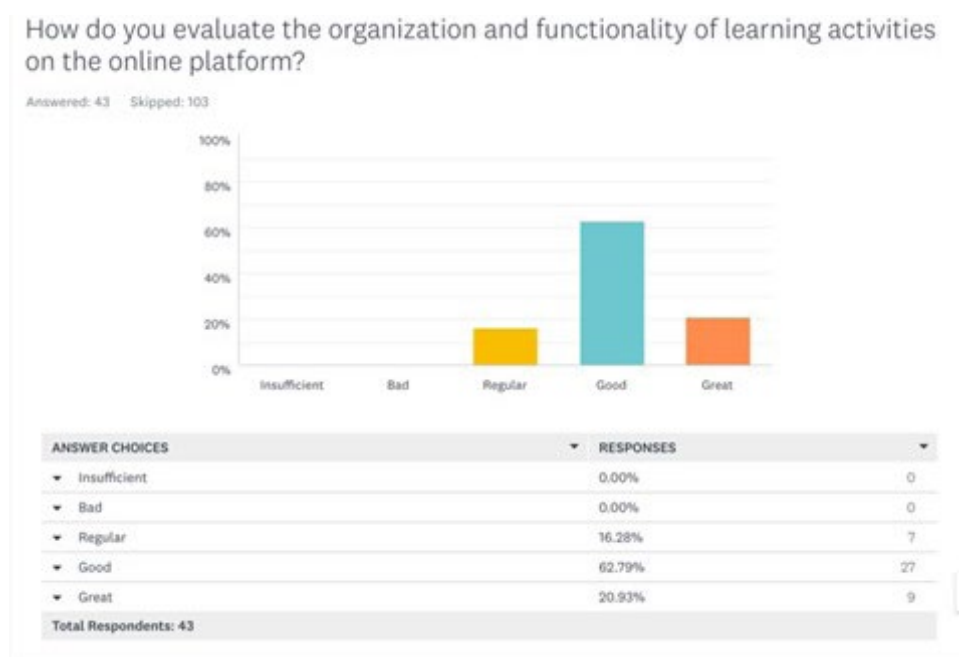
# E-learning platform

The e-learning platform <https://isev.osu.cz/> created by University of Ostrava was embedded in the training program in all the involved countries. In Italy, the tool complemented the program, allowing remote assistance of the learning activities. It provided a workspace to share materials and exercises and offered intermediate self-assessments tests. For instance, the Seniors who opted-in and participated to the blended mobility experience, used the platform to develop a module dedicated to the monuments in Rome. Through the platform they were able to include text, photos and quizzes. In Portugal, Seniors received specific sup-

port enabling them to create the training modules on the platform by themselves, adding questionnaires, video tutorials and other materials they had produced during the training.

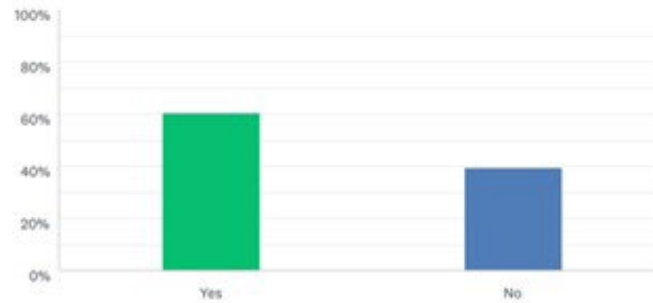
In the Czech Republic, the platform was used to promote collaborative work between Seniors and young students, based on assignments and discussion forums.

All the participants in the program considered the Moodle platform as a useful and valuable learning tool and most of them declared they would like to continue using the e-learning platform after the end of the ISEV program.



### Do you believe you will still use the online platform?

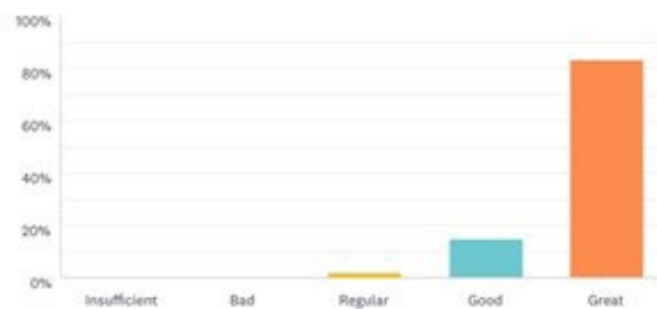
Answered: 43 Skipped: 103



ANSWER CHOICES	RESPONSES	
▼ Yes	60.47%	26
▼ No	39.53%	17
<b>Total Respondents: 43</b>		

### How do you evaluate the organization and functionality of learning activities on the online platform?

Answered: 54 Skipped: 92



ANSWER CHOICES	RESPONSES	
▼ Insufficient	0.00%	0
▼ Bad	0.00%	0
▼ Regular	1.85%	1
▼ Good	14.81%	8
▼ Great	83.33%	45
<b>Total Respondents: 54</b>		



### Do you believe you will still use the online platform?

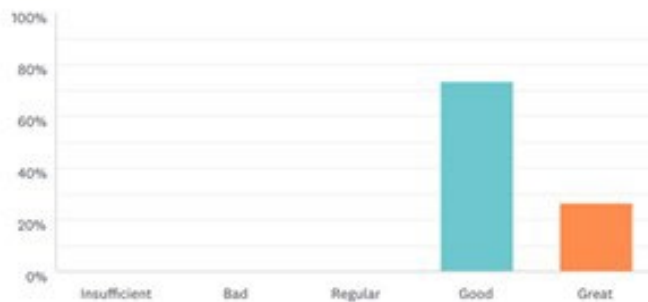
Answered: 54 Skipped: 92



ANSWER CHOICES	RESPONSES
▼ Yes	98.15% 53
▼ No	1.85% 1
<b>Total Respondents: 54</b>	

### How do you evaluate the organization and functionality of learning activities on the online platform?

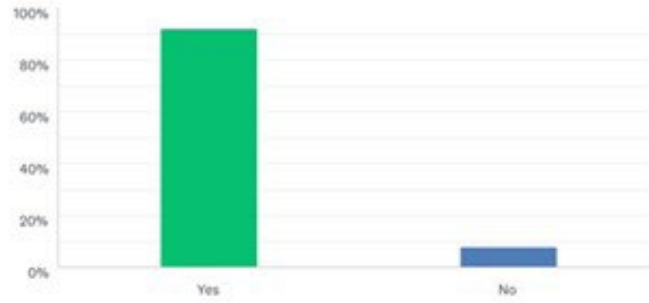
Answered: 38 Skipped: 108



ANSWER CHOICES	RESPONSES
▼ Insufficient	0.00% 0
▼ Bad	0.00% 0
▼ Regular	0.00% 0
▼ Good	73.68% 28
▼ Great	26.32% 10
<b>Total Respondents: 38</b>	

### Do you believe you will still use the online platform?

Answered: 38 Skipped: 108



ANSWER CHOICES	RESPONSES
Yes	92.11% 35
No	7.89% 3
Total Respondents: 38	

# Participants profiles, selection and motivation

## SENIORS AND YOUTH

The European Project Inclusive Senior Education through Virtual U3A (ISEV) involved in Italy 45 over-60s. Seniors were contacted and enrolled with the cooperation of three different associations working in the field of active ageing. 30 students were involved as tutors thanks to the cooperation with high schools based in Rome, while 2 teachers contributed to the teaching program. In the Czech Republic, 113 Seniors were involved, together with 10 teachers from Ostrava University and 12 students. In Portugal, 100 Seniors were involved through the national network of senior universities (AMBESP Senior University and Senior University of Azambuja) while 25 students from the Senior University of Rio de Mouro joined the programme as tutors.

Seniors who attended the courses had different cultural backgrounds and life experiences, but they all shared a strong motivation and curiosity for this “new world of ICT” and the oppor-

tunities it could introduce into their lives.

In Italy, almost half of the senior learners attending to the project courses were aged 66 to 70 and a consistent number (49,02%) of elders aged up to 76 years old. In Portugal 76% were aged between 71 and 80 years old and 12.00% were over 80 years old. 50% of Seniors attending the courses in the Czech Republic were aged over 71 years old.

In Portugal and in Czech Republic most of the participants were women (80% in Czech Republic and 78% in Portugal). In Italy, a gender balance was maintained by enrolling a 47% of females, and a 52% males.

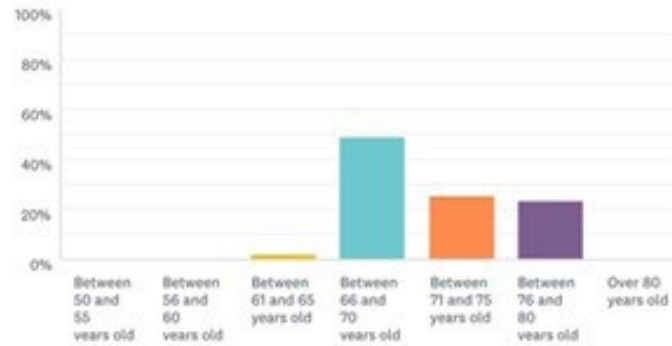
Most of the Seniors enrolled in the courses in Italy and in the Czech Republic completed middle school. In Portugal, the majority of Seniors completed primary school. Only 5% completed a higher education path, and they were all based in the Czech Republic.

Most of the participants worked as employees before retiring. 10% of the women in Italy and 2% in the Czech Republic were housewives.

**ITALY**

How old are you?

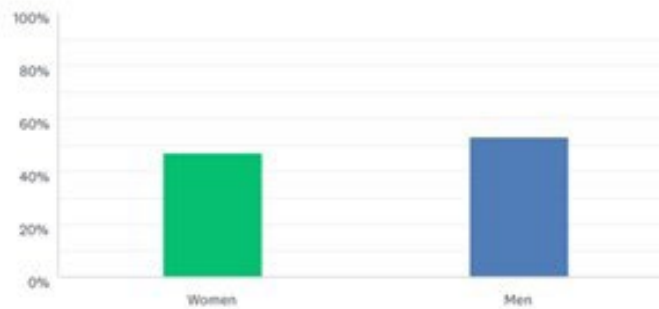
Answered: 51 Skipped: 99



ANSWER CHOICES	RESPONSES	
Between 50 and 55 years old	0.00%	0
Between 56 and 60 years old	0.00%	0
Between 61 and 65 years old	1.96%	1
Between 66 and 70 years old	49.02%	25
Between 71 and 75 years old	25.49%	13
Between 76 and 80 years old	23.53%	12
Over 80 years old	0.00%	0

What is your gender?

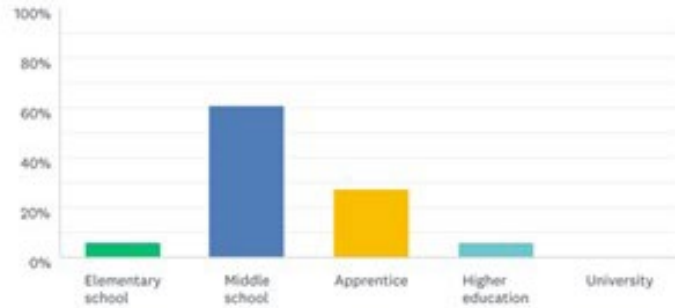
Answered: 51 Skipped: 99



ANSWER CHOICES	RESPONSES	
Women	47.06%	24
Men	52.94%	27
<b>Total Respondents: 51</b>		

### What studies have you reached?

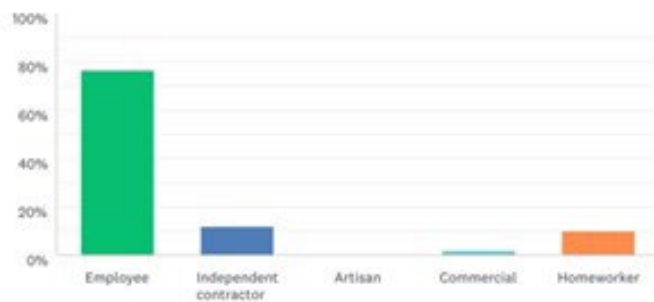
Answered: 51 Skipped: 99



ANSWER CHOICES	RESPONSES
▼ Elementary school	5.88% 3
▼ Middle school	60.78% 31
▼ Apprentice	27.45% 14
▼ Higher education	5.88% 3
▼ University	0.00% 0
<b>Total Respondents: 51</b>	

### What did you do before retiring?

Answered: 51 Skipped: 99

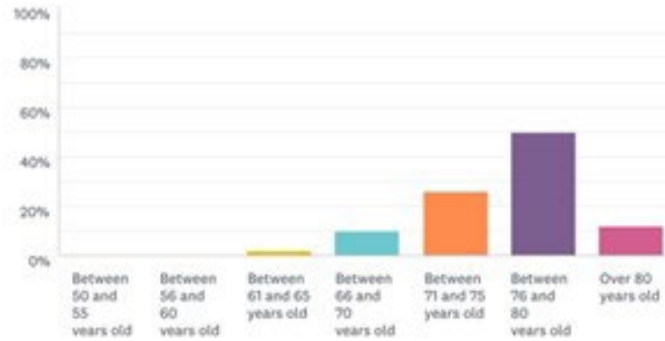


ANSWER CHOICES	RESPONSES
▼ Employee	76.47% 39
▼ Independent contractor	11.76% 6
▼ Artisan	0.00% 0
▼ Commercial	1.96% 1
▼ Homemaker	9.80% 5
<b>Total Respondents: 51</b>	

## PORTUGAL

### How old are you?

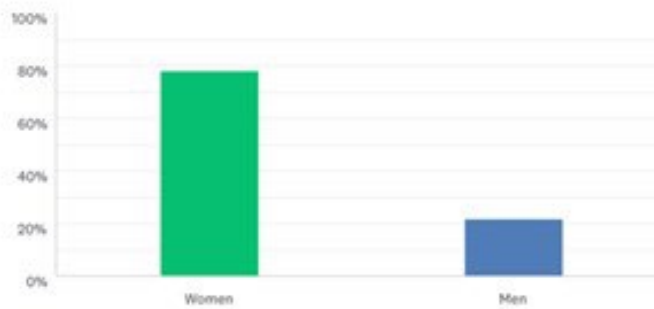
Answered: 50 Skipped: 100



ANSWER CHOICES	RESPONSES
Between 50 and 55 years old	0.00% 0
Between 56 and 60 years old	0.00% 0
Between 61 and 65 years old	2.00% 1
Between 66 and 70 years old	10.00% 5
Between 71 and 75 years old	26.00% 13
Between 76 and 80 years old	50.00% 25
Over 80 years old	12.00% 6

### What is your gender?

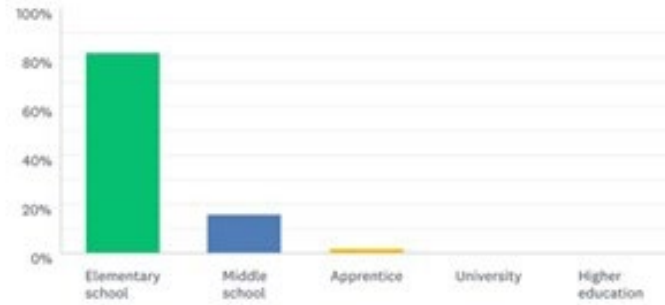
Answered: 50 Skipped: 100



ANSWER CHOICES	RESPONSES
Women	78.00% 39
Men	22.00% 11
<b>Total Respondents: 50</b>	

### What studies have you reached?

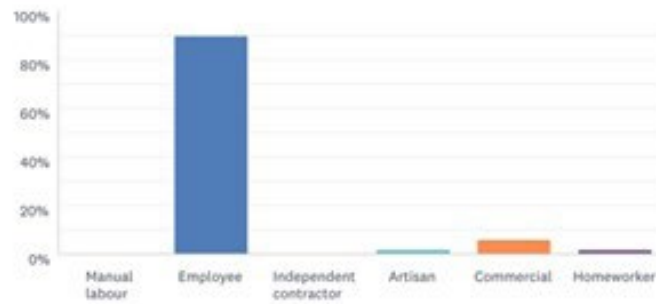
Answered: 50 Skipped: 100



ANSWER CHOICES	RESPONSES
▼ Elementary school	82.00% 41
▼ Middle school	16.00% 8
▼ Apprentice	2.00% 1
▼ University	0.00% 0
▼ Higher education	0.00% 0
<b>Total Respondents: 50</b>	

### What did you do before retiring?

Answered: 50 Skipped: 100

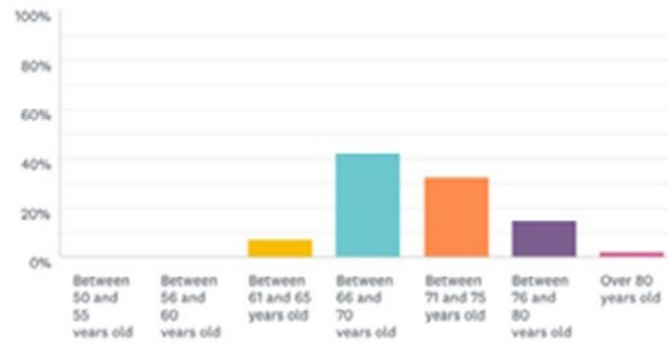


ANSWER CHOICES	RESPONSES
▼ Manual labour	0.00% 0
▼ Employee	90.00% 45
▼ Independent contractor	0.00% 0
▼ Artisan	2.00% 1
▼ Commercial	6.00% 3
▼ Homeworker	2.00% 1
<b>Total Respondents: 50</b>	

## CZECH REPUBLIC

### How old are you?

Answered: 40 Skipped: 110



ANSWER CHOICES	RESPONSES
Between 50 and 55 years old	0.00% 0
Between 56 and 60 years old	0.00% 0
Between 61 and 65 years old	7.50% 3
Between 66 and 70 years old	42.50% 17
Between 71 and 75 years old	32.50% 13
Between 76 and 80 years old	15.00% 6
Over 80 years old	2.50% 1

### What is your gender?

Answered: 40 Skipped: 110

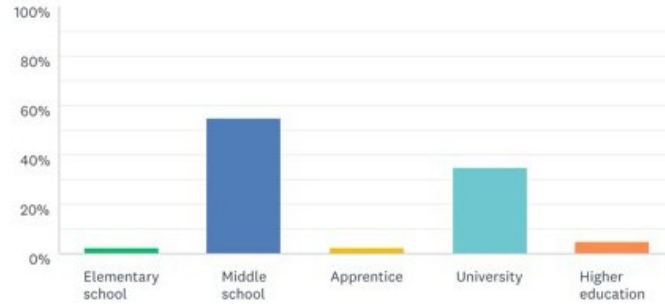


ANSWER CHOICES	RESPONSES
Women	80.00% 32
Men	20.00% 8
Total Respondents: 40	



### What studies have you reached?

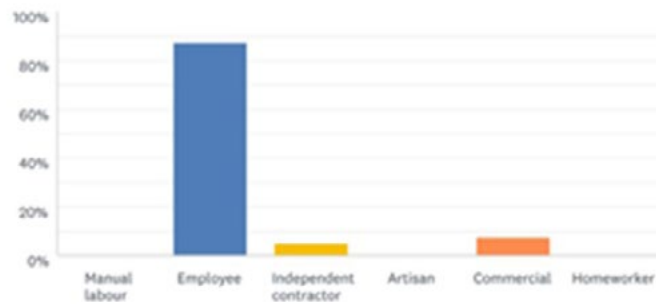
Answered: 40 Skipped: 110



ANSWER CHOICES	RESPONSES
▼ Elementary school	2.50% 1
▼ Middle school	55.00% 22
▼ Apprentice	2.50% 1
▼ University	35.00% 14
▼ Higher education	5.00% 2
<b>Total Respondents: 40</b>	

### What did you do before retiring?

Answered: 40 Skipped: 110



ANSWER CHOICES	RESPONSES
▼ Manual labour	0.00% 0
▼ Employee	87.50% 35
▼ Independent contractor	5.00% 2
▼ Artisan	0.00% 0
▼ Commercial	7.50% 3
▼ Homeworker	0.00% 0
<b>Total Respondents: 40</b>	

## NEEDS, MOTIVATIONS AND EXPECTATIONS

Before the beginning of the courses, the participants were asked for the motivations and expectations that led them to participate in the training course. The graphs help us understand the needs of the over 65s: One major driver is the desire to acquire the digital skills necessary to exercise active citizenship, becoming more socially included and capable to access the opportunities offered by digitalisation. In fact, 86.27% of Italian Seniors stated that they expected to improve their digital skills, 80% of Portuguese Seniors and 55% of Czech Seniors shared the

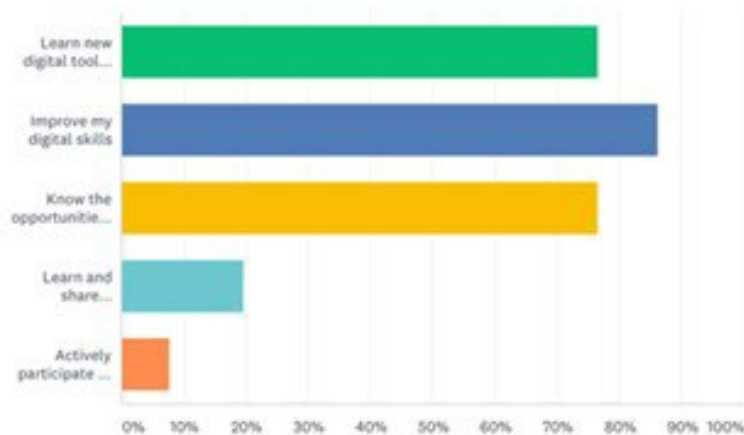
same expectation.

Among the reasons that motivated the Italian and Portuguese Seniors to participate in the courses the survey highlighted that the option **“I want to learn new digital tools and programs”** was selected by 86.27% of Italian and 80% of Portuguese users, while one of the motivations underlying the choices of more than 40% of Seniors in the Czech Republic to participate in the course was **“Learning makes me feel satisfied”**. In Italy and the Czech Republic, more than half of the Seniors expected to improve memory as a result of participating in the initiative. (84.31% Italy, 57% Czech Republic).

### ITALY

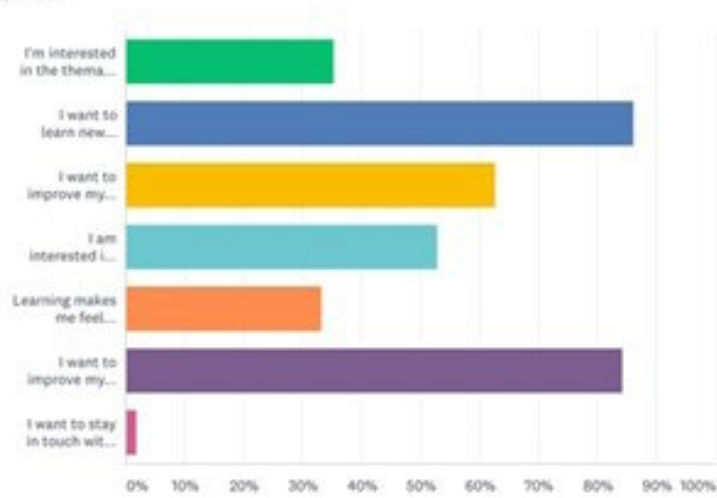
What are your expectations in taking part in the project? (You can select more than one answer)

Answered: 51 Skipped: 99



Why are you motivated to take part in the course? (You can select more than one answer)

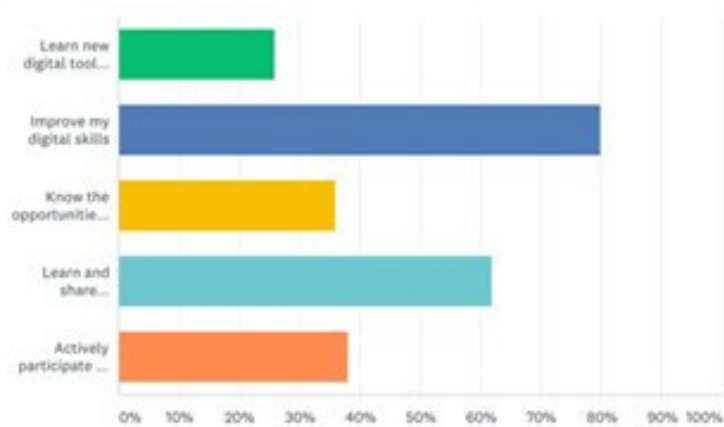
Answered: 51 Skipped: 99



## PORTUGAL

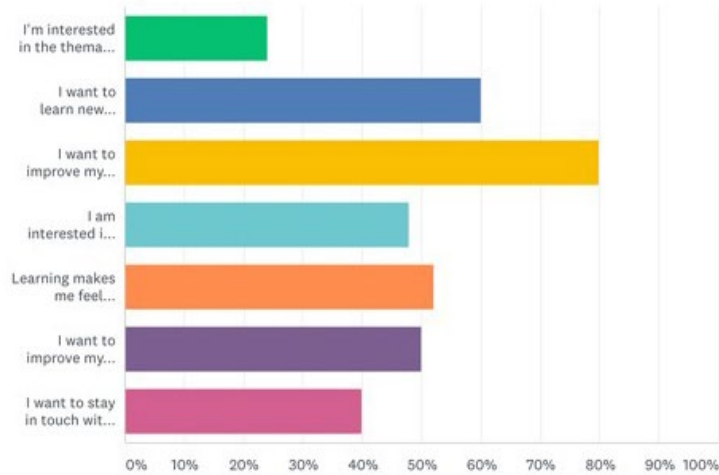
What are your expectations in taking part in the project? (You can select more than one answer)

Answered: 50 Skipped: 100



Why are you motivated to take part in the course? (You can select more than one answer)

Answered: 50 Skipped: 100

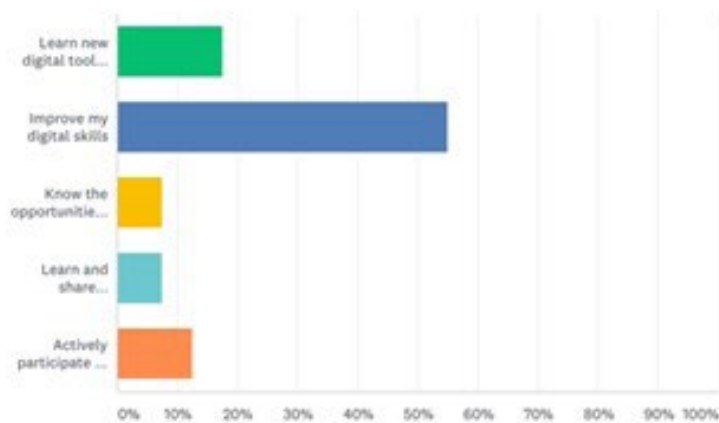


ANSWER CHOICES	RESPONSES
▼ I'm interested in the thematic of digital tools and programs	24.00% 12

## CZECH REPUBLIC

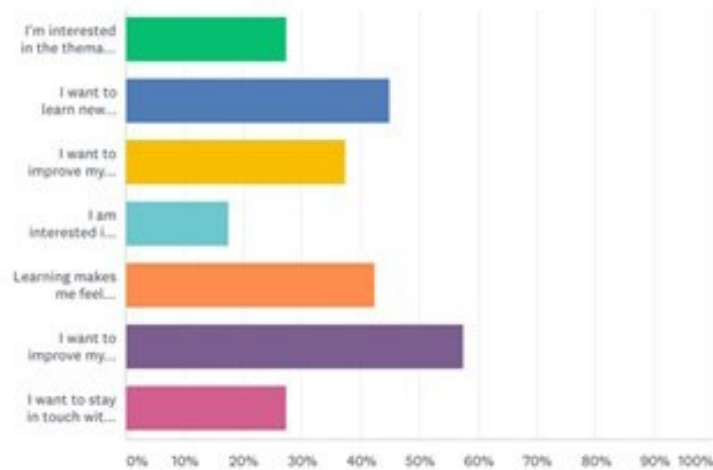
What are your expectations in taking part in the project? (You can select more than one answer)

Answered: 40 Skipped: 110



Why are you motivated to take part in the course? (You can select more than one answer)

Answered: 40 Skipped: 110



In all countries, the greatest need and expectation of all users was to improve the ability to use the Internet, specifically improving their surfing skills, using e-mail and online banking to be able to easily access services from home. In Italy and Portugal, the need to learn how to use technologies to improve the ability to gather information was “very high” (Italy 73%, Portugal 64%). Also “high” was the need to achieve better autonomy with new technologies (Italy 56, 86%, Portugal 50%).

“I can’t call my kids every time I have to do something online, they don’t always have time to help or teach me and I can’t do anything on my own,” told us Rosa on the first day of the class

organised in Italy, “that’s why I need this course.”

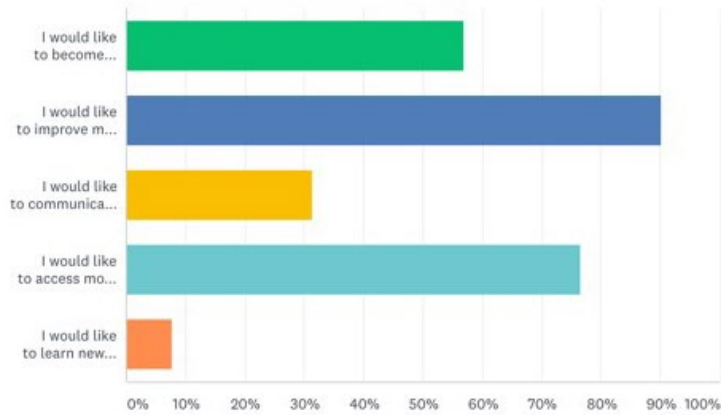
“I wish I could be more independent and be able to search for the necessary information” said. Marie, a participant in the course organized by the University of Ostrava. “I wish I had more knowledge and smart technology skills” also told Josef, who loves smart technology.

“Now I can talk to my grandchildren more often,” told us José, a Portuguese student, while Maria told us how her skills have improved: “Now I can upload the works of art I do for my friend to see them and comment on them”.

**ITALY**

What are your expectations regarding your acquisition of ICT competencies?  
(You can select more than one answer)

Answered: 51 Skipped: 99

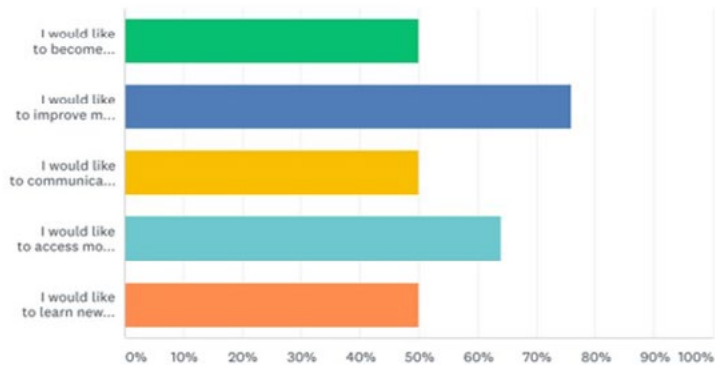


ANSWER CHOICES	RESPONSES
▼ I would like to become autonomous in using a computer and internet	56.86% 29
▼ I would like to improve my digital skills to access online services (email, news website, online payments, ect.)	90.20% 46
▼ I would like to communicate more with relatives and friends online	31.37% 16

**PORTUGAL**

What are your expectations regarding your acquisition of ICT competencies?  
(You can select more than one answer)

Answered: 50 Skipped: 100

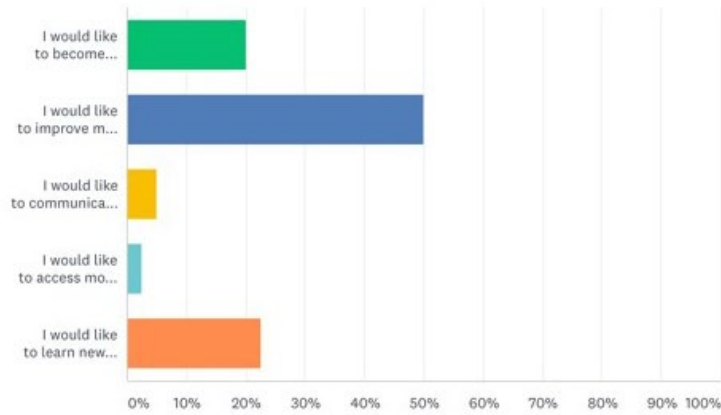


ANSWER CHOICES	RESPONSES
▼ I would like to become autonomous in using a computer and internet	50.00% 25
▼ I would like to improve my digital skills to access online services (email, news website, online payments, ect.)	76.00% 38
▼ I would like to communicate more with relatives and friends online	50.00% 25
▼ I would like to access more sources of information online	64.00% 32
▼ I would like to learn new skills and then share them with others	50.00% 25

**CZECH REPUBLIC**

What are your expectations regarding your acquisition of ICT competencies?  
(You can select more than one answer)

Answered: 40 Skipped: 110



ANSWER CHOICES	RESPONSES
▼ I would like to become autonomous in using a computer and internet	20.00% 8
▼ I would like to improve my digital skills to access online services (email, news website, online payments, ect.)	50.00% 20
▼ I would like to communicate more with relatives and friends online	5.00% 2
▼ I would like to access more sources of information online	2.50% 1

# Intergenerational learning methodology

Education plays a fundamental role in improving the quality of life and the well-being of the older population by increasing social inclusion and active citizenship, influencing social solidarity, and fostering economic development (Henkin, 2007). The role of life-long learning, and life-wide learning for active ageing, and the importance of digital skills in breaking the barriers of participation and social inclusion are widely recognised. The acquisition of Digital skills decreases the digital divide for adults and elders, while providing benefits linked to independent and healthy living, active ageing, citizenship, and social inclusion (Risi 2009).

According to ENIL – the European Network for Intergenerational Learning – intergenerational learning is defined as a learning partnership based on reciprocity and mutuality involving people of different ages, working together to gain skills, values and knowledge. Research highlights that the intergenerational learning methodology enables transformative education (Corrigan, McNamara, O’Hara; 2013). The Global Report on Adult Learning and Education, UNESCO 2019, emphasizes the possible applications of this meth-

odology of learning to support the process of digital literacy and identifies three key areas of adult education: acquisition of the basic skills and competencies; support of active citizenship, recognition of non-formal and informal learning results.

Furthermore, adult learning and learning at an old age have proved to have a beneficial effect on health and life satisfaction (Kolland 2014). The three basic principles of intergenerational learning (Kolland 2008), are: learning together (communicative learning), interdisciplinary learning, and learning from each other (dialogic learning). Three different dimensions of intergenerational learning are worth to be highlighted:

- it allows to preserve and transmit cultural and social norms,
- it fosters the understanding of different social situations and life conditions
- it allows the transfer of skills (Simándi 2018).

Within intergenerational learning, people learn from one another, mutually and reciprocally through observational and cooperative learning, creating opportunities for transformation of



attitudes between generations. Consequentially, intergenerational and intercultural solidarity is also fostered as a result of promoted shared activity and challenges to assumptions, judgments, and stereotypes (Putman, 2000).

“Together we activated the SPID, I looked into all the technical steps to be performed and he went into the practicalities, we completed each other. He also helped us to support another student: now we’ll try to support the other grandparents too” say Roberto 68 years old, coming from Rome, and Madja 17 years old, Togolese, presenting themselves in the interview as “inseparable!”

All of the Seniors who participated in the programme reported that the exchange between the Elders and the young Tutors allowed him/her to pass his/her experience to the young

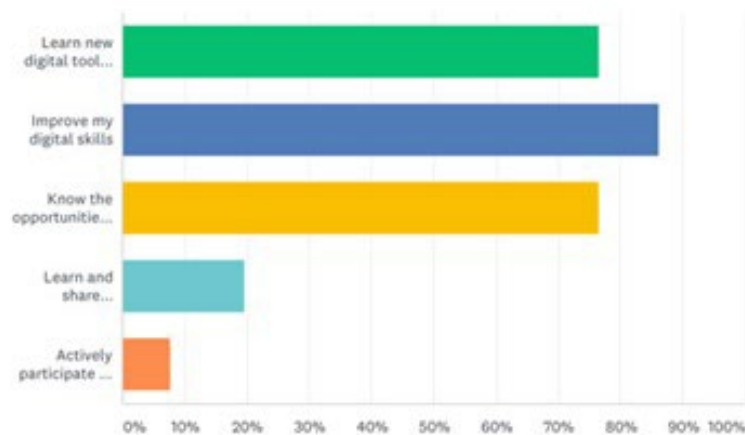
students and change his/her opinion about Youth. None of the Seniors found difficulties in communicating with the students or changed for the worse their opinion about them. The program was a chance for Seniors to meet and socialize, making new friends among the older and the younger generation. Elders and young tutors established in fact very good relationships and in many cases friendship.

**“We found each other, by now we are inseparable,”** say Roberto and Madja after their lessons together.

At the beginning of the programme, the motivation for participation **“I am interested in the idea of learning together with a young person”** was the answer selected by only 52.94% of the Seniors; while, at the end of the experience, more than 83% said they had changed their opinion about young people.

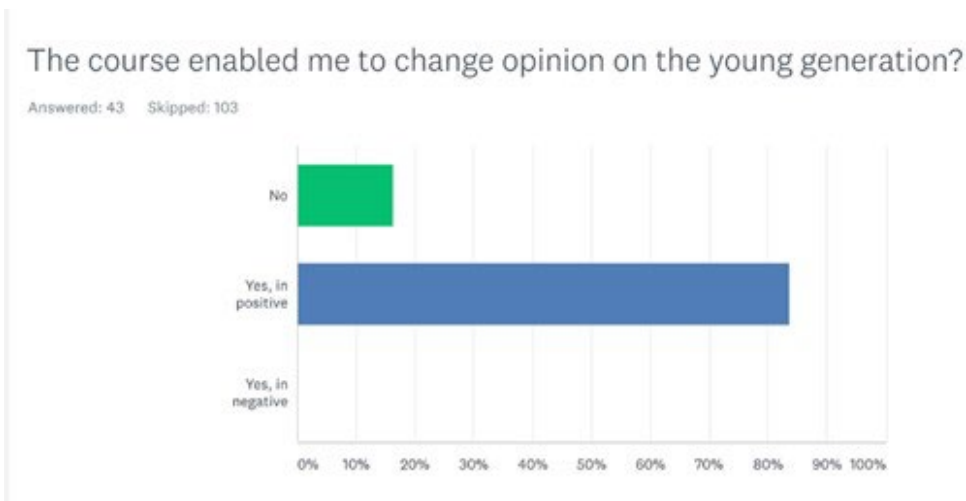
What are your expectations in taking part in the project? (You can select more than one answer)

Answered: 51 Skipped: 99



Also very important is the awareness acquired by the Youngsters about the value of intergenerational exchange and their role as tutors “We helped them to

discover the computer, they helped us to see a world outside the internet” says the young tutor of Ms Cristina Teresa. (<https://youtu.be/V50V41OLkCA>)

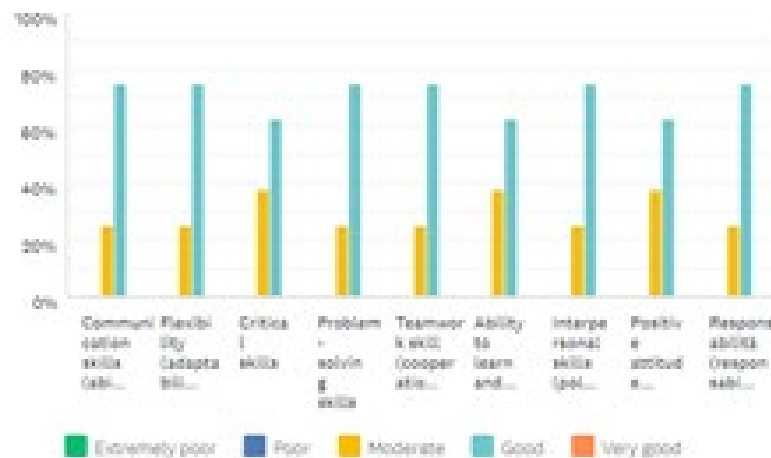


To confirm the formative value of the intergenerational exchange, the questionnaires filled at the end of the course give the Students the opportunity to evaluate the development of their soft skills (Communication, Flexibility, Critical

Skills, Problem solving, Teamwork, Ability to learn and manage information, Patience, Responsibility). They were rated between moderate and good. More than 87% also improved their attitude towards the over 60's.

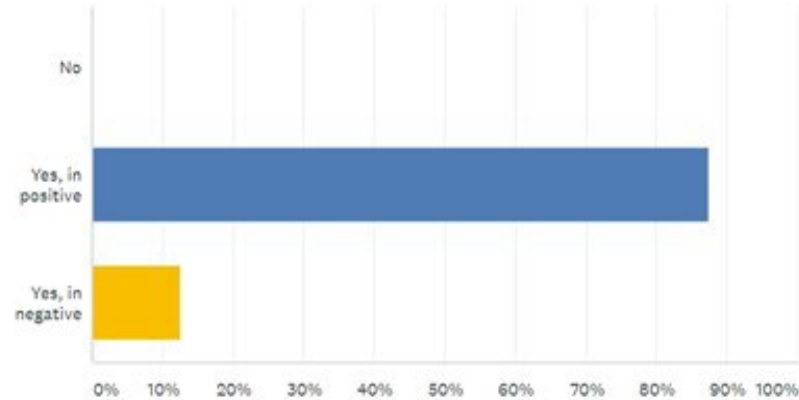
### Can you self-assess your level of capacity in the following aspects? (Measure your ability level from "extremely poor" to "very good")

Answered: 8 Skipped: 21



The course enabled me to change opinion on the seniors?

Answered: 8 Skipped: 22



## INCLUSIVE EDUCATIONAL ENVIRONMENT

Fondazione Mondo Digitale proposed an effective contribution to the intergenerational approach to the challenge of ICT learning for an audience of Seniors: the introduction of the tutor, a secondary school student who helps the Seniors to learn via a one-to-one relationship, providing a true personalization of the learning experience.

In this way, the lessons are constantly “translated” by the tutor into the language of his/her senior student, according to his/her peculiar learning attitude. Lesson after lesson, the digital competence gap for the Seniors was filled. Along the project lifetime, the Seniors acquired the skills for digital inclusion

(Computers and Internet), becoming active digital European citizens. On the

other hand, this process also benefited the young tutors who felt empowered in their role, gaining self-esteem.

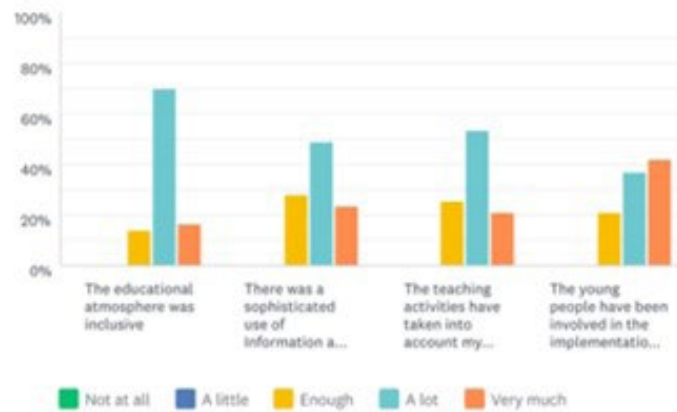
It is possible to conclude that peer-to-peer learning combined with intergenerational exchange constitutes an effective methodology that can be supported by youth who are engaged in activities other than studying and who are willing to experience other sources of entertainment and achieve a higher level of social integration and participation.

The Project Partners adopted a blended path, combining frontal learning with eLearning. Every Senior who joined the ISEV program was trained to use smart technology through a creative, flexible and collaborative approach, that was both challenge-based and project-based, in order to anchor the theory to the practical experience with the aid of exercises.

## ITALY

How do you evaluate the learning methodology used during the project activities? (Evaluate from “not at all” to “very much”)

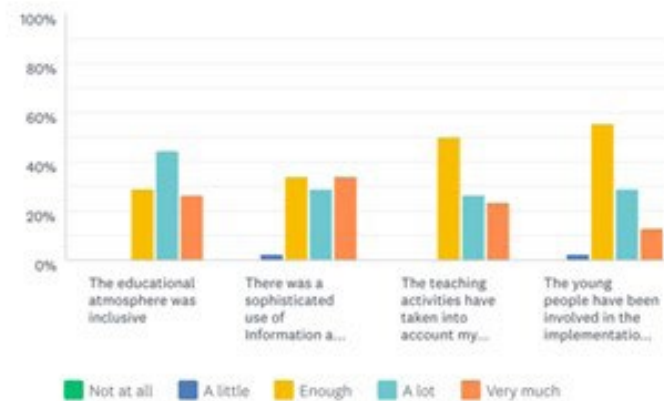
Answered: 43 Skipped: 103



## CZECH REPUBLIC

How do you evaluate the learning methodology used during the project activities? (Evaluate from “not at all” to “very much”)

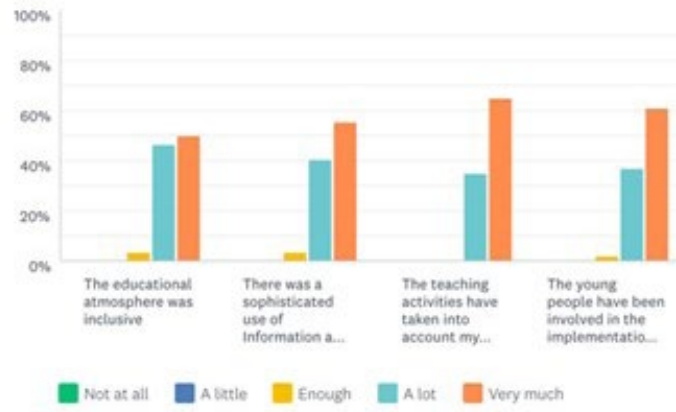
Answered: 38 Skipped: 108



## PORTUGAL

How do you evaluate the learning methodology used during the project activities? (Evaluate from “not at all” to “very much”)

Answered: 54 Skipped: 92



In Italy, 86.05% of the Seniors taking part in the programme declared that the level of inclusion was “A lot” or “Very much”. The same assessment was given by 93.3% of participants from Portugal and 71.06% of Seniors participating from the Czech Republic. Satisfaction with the course in general was very high in all countries. In Italy 43% of users rated the experience “Good” and 53.49% “Great”. 57.89% of Seniors in the Czech Republic answered “Good” and 26.32% “Great”. The course was considered “Excellent” by 90.74% of Portuguese users.

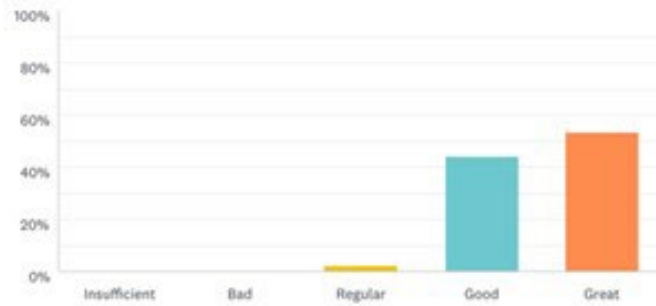
RUTIS Project Manager reported, **“Portuguese Seniors were very pleased to participate in the project, because they had the opportunity to work with youths and to learn from them, as well as to learn from other cultures involved in the project and to meet new friends”.**

**“It was an experience that I never thought I would live in my age,”** said Candida, one of the Seniors participating in the program in Portugal. **“I loved the experience,”** said Lucia; **“Next time I want to be part as well”** commented Emilia.

## ITALY

How do you generally evaluate the whole experience?

Answered: 43 Skipped: 103

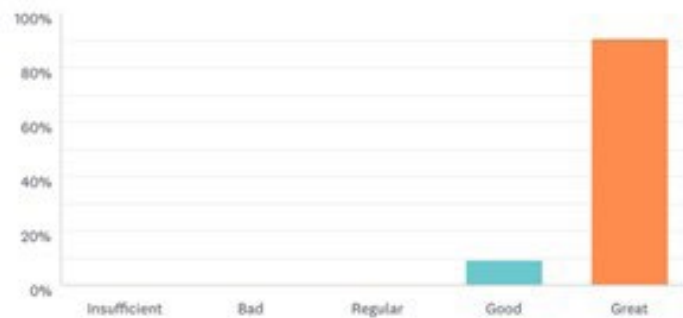


ANSWER CHOICES	RESPONSES
▼ Insufficient	0.00% 0
▼ Bad	0.00% 0
▼ Regular	2.33% 1
▼ Good	44.19% 19
▼ Great	53.49% 23
<b>Total Respondents: 43</b>	

## PORTUGAL

How do you generally evaluate the whole experience?

Answered: 54 Skipped: 92

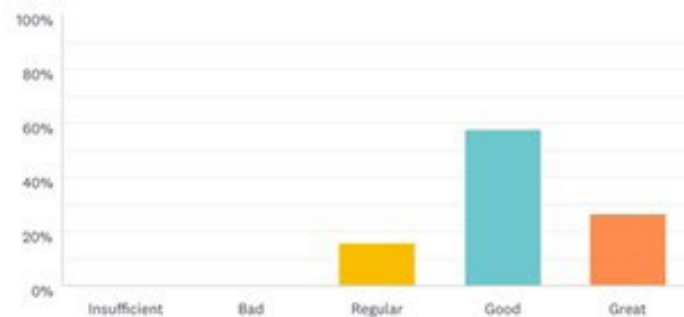


ANSWER CHOICES	RESPONSES
▼ Insufficient	0.00% 0
▼ Bad	0.00% 0
▼ Regular	0.00% 0
▼ Good	9.26% 5
▼ Great	90.74% 49
<b>Total Respondents: 54</b>	

## CZECH REPUBLIC

How do you generally evaluate the whole experience?

Answered: 38 Skipped: 108



ANSWER CHOICES	RESPONSES
Insufficient	0.00% 0
Bad	0.00% 0
Regular	15.79% 6
Good	57.89% 22
Great	26.32% 10
Total Respondents: 38	

During the project lifetime, Seniors and Youngsters were video-interviewed in order to ensure a deep qualitative evaluation of the project experience: sitting side by side, they told about their experiences, detailing the satisfactions and difficulties encountered along the training path. The interviews suggest that the most appreciated aspect of the project was the availability of the young tutors and the opportunity to finally experience the new technologies and their impact to their lives: “the world of technology is running and we can’t stay too far behind”. told us Anatolia, a 69 years old Italian participant. (<https://youtu.be/Or89NqtI12Q>)

The interviews also highlighted the young students’ point of view. The Tutors can truly understand how far not

being able to access the digital tools could become a factor of marginalization. That’s the reason why they committed their time to teach how to use new technologies to the Elderly.





“These months allowed us to understand that Seniors are not socially included, and that the new technologies can really support them to actively participate to the society and feel included” comments Denise, who tutored Cristina Teresa during the training program. <https://youtu.be/V50V41OLkCA>

The ISEV approach offered to the participants a way to develop critical thinking and problem solving skills, while promoting dialogue and exchange. Tutors led the process and organised the different modules and topics with flexibility; employing practical exercises as much as possible. The Project Work activities offered many opportunities for Seniors to experiment their creativity while promoting and highlighting their real needs, concretely related to their daily contexts, interests and curiosities. The lectures were designed

to respond to the questions raised by the Seniors in the previous lessons, in order to ensure that their interests were matched. Rather than offering immediate answers to the questions, the tutors were instructed to provide practical exercises. This encouraged the learners to discover the answers by themselves. The learning experience allowed consequently a trial and error approach and the acquired knowledge was consolidated through practice. Claudio, for example, supported by his tutors, dedicated a large part of the course to learning how to create invitations, presentations and flyers to promote the activities of the association – using PowerPoint. Angelo, a reading enthusiast, discovered eBooks: he learnt, together with his tutor, how to download and read on his tablet all his favourite books.



## SOPHISTICATED USE OF ICT

One of the ISEV training program objectives was to promote ICT competencies of the Seniors in order to improve their quality of life, becoming more autonomous and connected, capable to actively participate in the society. The program encompassed face-to-face and virtual classrooms, where materials, suitable for different levels of knowledge, were made available by the tutors or developed by the peers. From smart technologies to mobile technology and digital fabrication tools, the program contents were developed to introduce the Seniors to ICT, showing them what kind of impact it could bring to the different aspects of their lives.

In the Czech Republic, the programme particularly explored the use of the mobile devices, while in Italy the Seniors approached the digital fabrication tools and techniques. With a good dose of amazement Massimo confessed: “finally I saw the machines I had



only heard about in the movies”.

<https://youtu.be/8n4CJ6Vm3D8>

The meetings at the FabLab offered the Seniors an opportunity to revisit the games of their childhood. Using technological tools they were able to combine tradition with digital, they had the opportunity to share their stories with the children.

In the workshops, traditional games such as trains, spinning tops, yoyos, slingshots and even a small loom were reworked in a digital version.

“In the first appointment at the FabLab, after they explained the use of the machines like laser cut and 3D printer, I told my tutors that as a child I built a push scooter together with my friends, all on our own, using ball bearings recovered from a mechanic and making the wooden axes. The training was a digital way of building something out of nothing, like when I was a child. I am happy because we have shown that even if we belong to distant generations we can exchange opinions and find constructive ideas together. Looking at the final result, we were amazed.” told us Guido, 76 years old.

After the FabLab workshops, three training courses took place in the participating schools in Rome: in ten lessons the students, in the role of tutors, guided the Seniors through the discovery of computers and smartphones. They started with the creation of e-mail accounts, continued with internet browsing and social networks and concluded with government portals for digital citizenship.

The opportunity was given to activate the Public Digital Identity System (SPID). Each group was also instructed on how to use the e-learning platform



where participants could follow the training, consult and download the teaching manuals and learn more about the various topics of the course.

“Together we activated the SPID, I looked into all the technical steps to be performed and he went into the practicalities, we completed each other. He also helped us to support another student: now we’ll try to support the other grandparents too” say Roberto 68 years old, coming from Rome, and Madja 17 years old, Togolese, presenting themselves in the interview as “inseparable!”

In addition, thanks to the intervention of an online security expert and knowledge volunteer, Seniors received specific training to learn the basics of web security: password protection, privacy, the danger of phishing and fake news. This training enabled them to surf the web protecting their personal information and avoiding security incidents. According to the experts, the Over-65s are becoming smarter and smarter be-

cause they have understood how useful are the digital means in order to lead an independent life. Of course it is helpful if this transformation does not happen only through self-learning: there is always the lurking risk that technology becomes dangerous.

Work needs to be done, therefore, also in terms of digital culture, not just skills. On one hand we have Seniors who need to broaden their digital knowledge and open up to new stimuli. It is therefore important to support them gradually in the discovery and mastery of the tools. On the other hand, we have digital young people who need to understand that living is not just looking at a screen and typing frantically. By bringing together the two generations and helping them to overcome the initial mistrust, we gain the double benefit of helping them both to avoid the pitfalls and risks of living in the digital age.”

(<https://www.innovationgym.org/anziani-e-non-serve-piu-cultura-digitale/>)

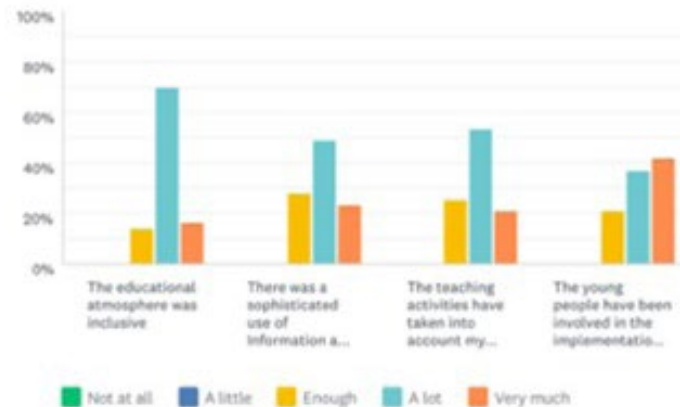
## ITALY

According to 81.1% of the participants in the activities, the level of use of the technologies during the course was between “high” and “very high”. All the participants expressed that their ICT skills improved through the program. 55.81% considered it a significant im-

provement (“Very much” level). Fondazione Mondo Digitale registered high levels of interest and participation by Seniors, teachers and students throughout the implementation of the digital literacy training project. 53.49% of the participants rated the experience very positively, only 2.33% rated the experience as only “sufficient”.

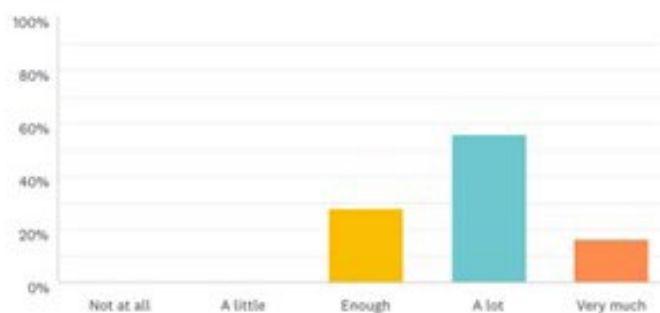
How do you evaluate the learning methodology used during the project activities? (Evaluate from “not at all” to “very much”)

Answered: 43 Skipped: 103

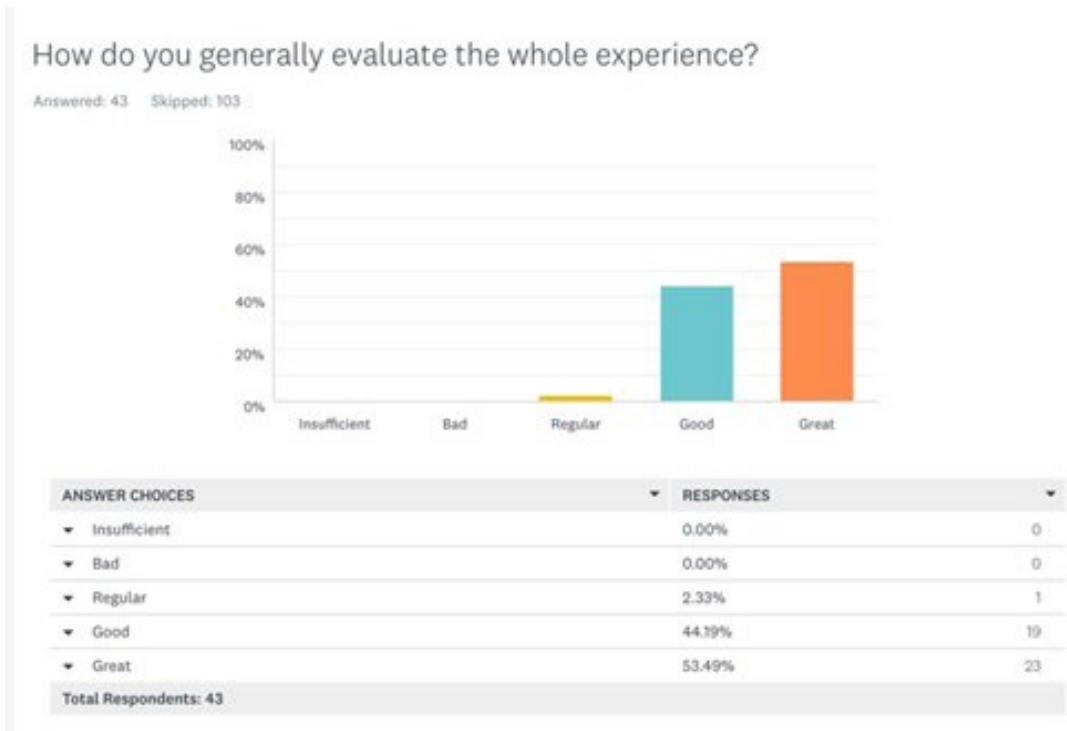


The course improved your ability to use computers and the internet?

Answered: 43 Skipped: 103



ANSWER CHOICES	RESPONSES	
▼ Not at all	0.00%	0
▼ A little	0.00%	0
▼ Enough	27.91%	12
▼ A lot	55.81%	24
▼ Very much	16.28%	7
<b>Total Respondents: 43</b>		

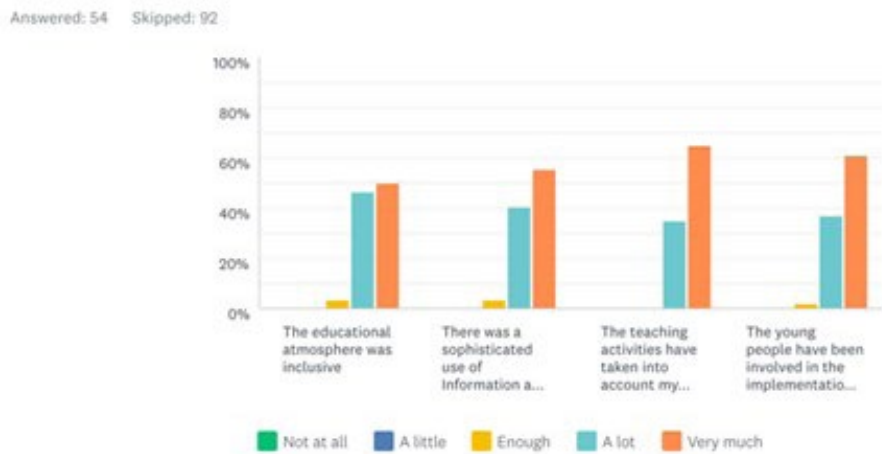


**PORTUGAL**

More than 96% of the Portuguese Seniors estimated that the use of technology during the courses was between “a lot” and “very much”.

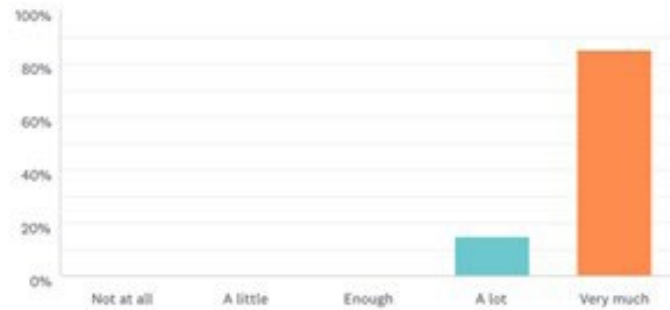
More than 85% of the participants expressed that their computer knowledge improved “very much” after their participation in the project and almost all (about 91%) considered the experience “great”.

How do you evaluate the learning methodology used during the project activities? (Evaluate from “not at all” to “very much”)



### The course improved your ability to use computers and the internet?

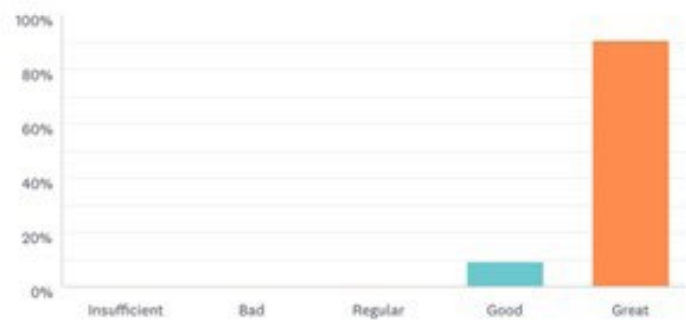
Answered: 54 Skipped: 92



ANSWER CHOICES	RESPONSES
▼ Not at all	0.00% 0
▼ A little	0.00% 0
▼ Enough	0.00% 0
▼ A lot	14.81% 8
▼ Very much	85.19% 46
<b>Total Respondents: 54</b>	

### How do you generally evaluate the whole experience?

Answered: 54 Skipped: 92



ANSWER CHOICES	RESPONSES
▼ Insufficient	0.00% 0
▼ Bad	0.00% 0
▼ Regular	0.00% 0
▼ Good	9.26% 5
▼ Great	90.74% 49
<b>Total Respondents: 54</b>	

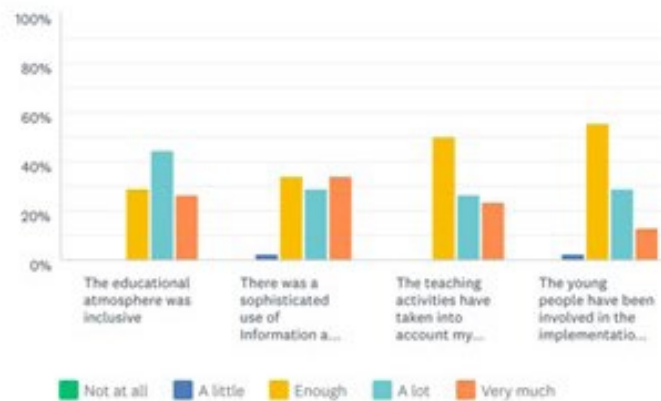
### CZECH REPUBLIC

According to 63.15% of the participants in the activities carried out in the Czech Republic, the level of use of the technologies was between “a lot” and “very much” More than 52% of the participants considered their computer knowledge much

improved after their participation to the project and to the courses attended at the University of Ostrava. 57.89% of the participants considered the experience “Good”, 26,32% rated the experience as “Great” and only 15.79% considered the experience “Regular”.

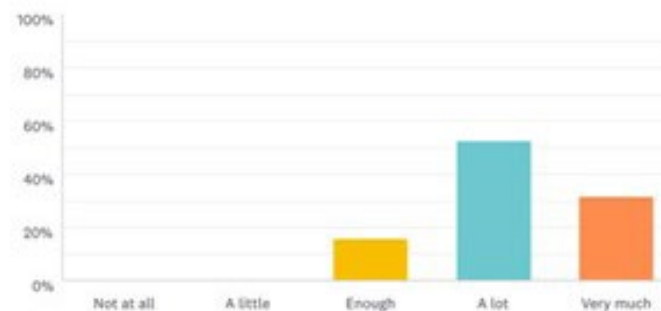
How do you evaluate the learning methodology used during the project activities? (Evaluate from “not at all” to “very much”)

Answered: 38 Skipped: 108



The course improved your ability to use computers and the internet?

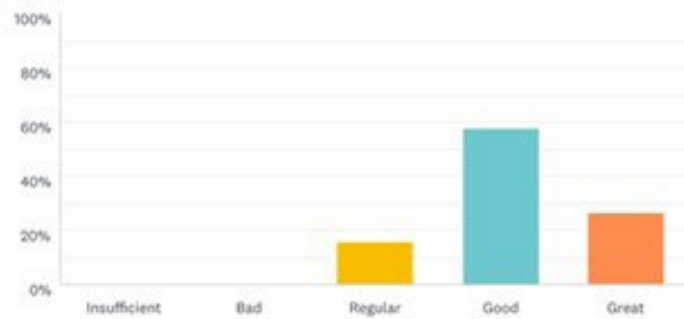
Answered: 38 Skipped: 108



ANSWER CHOICES	RESPONSES	
▼ Not at all	0.00%	0
▼ A little	0.00%	0
▼ Enough	15.79%	6
▼ A lot	52.63%	20
▼ Very much	31.58%	12
<b>Total Respondents: 38</b>		

### How do you generally evaluate the whole experience?

Answered: 38 Skipped: 108



ANSWER CHOICES	RESPONSES
▼ Insufficient	0.00% 0
▼ Bad	0.00% 0
▼ Regular	15.79% 6
▼ Good	57.89% 22
▼ Great	26.32% 10
Total Respondents: 38	

The experience was judged by almost all Seniors as “Excellent or “Very good”. This demonstrates the positive results obtained applying the described methodology to provide a positive opportunity for the beneficiaries. At the end of the project, the Seniors were aware of having acquired personal

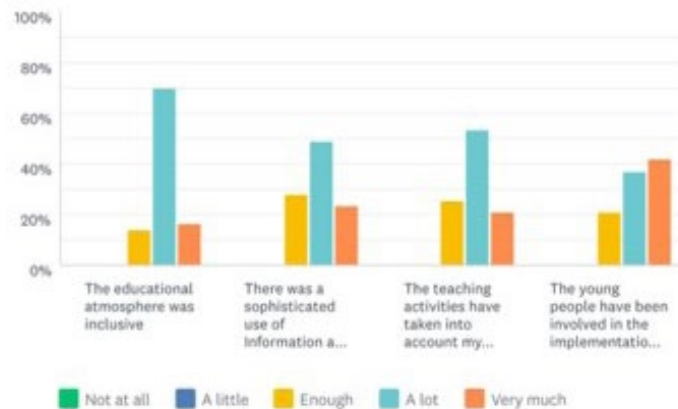
competencies and skills and they were confident that such abilities would be useful for them in the future. Moreover, all the beneficiaries expressed an interest in participating to future similar initiatives, demonstrating once again the beneficial impact of the activity model and approach.

## ENGAGEMENT OF SENIORS AND YOUTH IN THE DEVELOPMENT OF EDUCATIONAL ACTIVITIES

### ITALY

How do you evaluate the learning methodology used during the project activities? (Evaluate from “not at all” to “very much”)

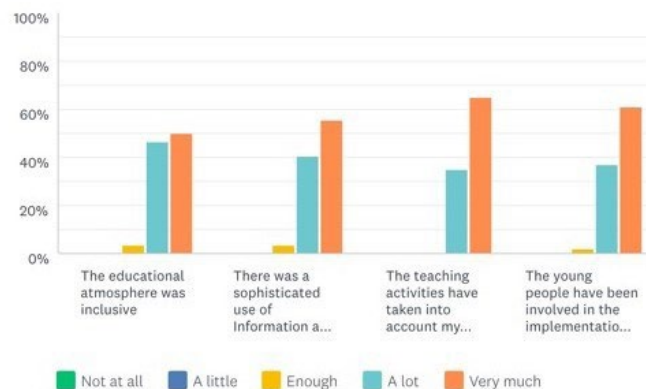
Answered: 43 Skipped: 103



### PORTUGAL

How do you evaluate the learning methodology used during the project activities? (Evaluate from “not at all” to “very much”)

Answered: 54 Skipped: 92

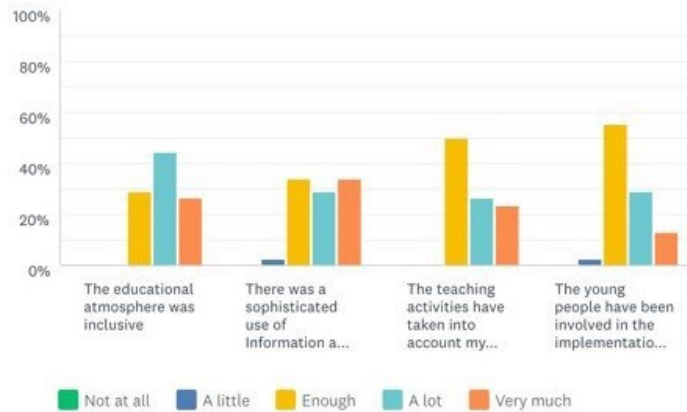




## CZECH REPUBLIC

How do you evaluate the learning methodology used during the project activities? (Evaluate from “not at all” to “very much”)

Answered: 38 Skipped: 108



According to the graphs shown above, all the participants stated that the course and the learning activities took into account their needs, rating the level of responsiveness of the contents to their needs between “A lot” and “Very much”. The importance of the role of the young people in the implementation of the learning activities is also judged by almost all the participants between “Enough” and “A lot”. Young students, in the role of tutors, supported the Seniors during the lessons, assisting them in practicing the

use of digital devices. The majority of the Seniors attending the courses stated that the tutors helped them a lot to acquire skills and knowledge about ICT.

The teaching approach based on intergenerational learning, networking, and role exchange was the key aspect of the program. ISEV promotes social relationships through the active involvement of different generations who share experiences and become aware of their opportunities to actively participate in society.

## VOLUNTARY EXPERIENCE

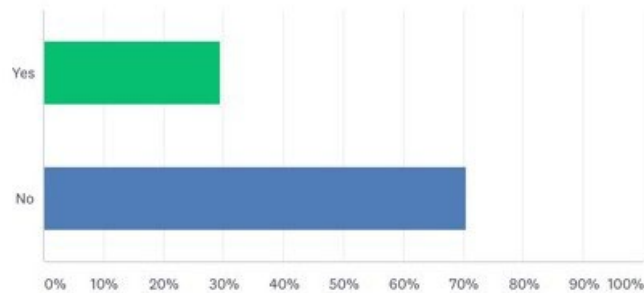
In Italy, most of the Seniors did not previously volunteer within their community (70.59%) and did not participate in projects or activities that included voluntary activities by young people (80.35%). In both Portugal and the Czech Republic most of the Seniors had carried out voluntary activities within their community before taking part to the ISEV programme (Portugal 88% Czech

Republic 75%) and had already participated in projects that included voluntary activities by youth (Portugal 78% Czech Republic 65%) before the ISEV project. **“I would like to be useful and help my colleagues in the use of ICT,”** said Marie, Eva and Frantisek, who together with 16 other Seniors attended the courses wishing to become ICT volunteer teachers within the senior centres in their community.

### ITALY

Have you already participated in voluntary activities inside your community?

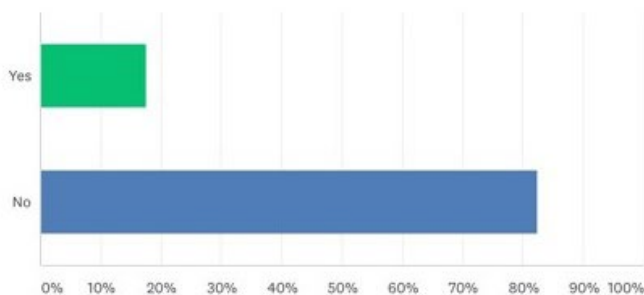
Answered: 51 Skipped: 99



ANSWER CHOICES	RESPONSES
Yes	29.41% 15
No	70.59% 36
Total Respondents: 51	

Have you already participated in voluntary activities inside your community with young students?

Answered: 51 Skipped: 99

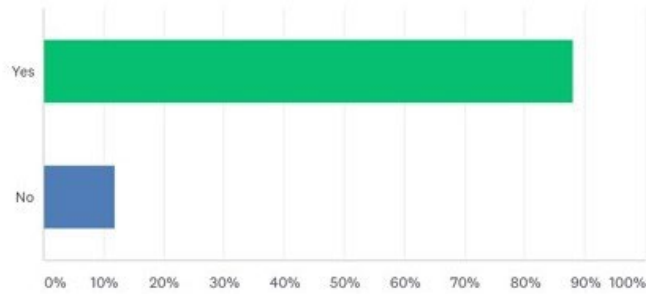


ANSWER CHOICES	RESPONSES
Yes	17.65% 9
No	82.35% 42
Total Respondents: 51	

**PORTUGAL**

Have you already participated in voluntary activities inside your community?

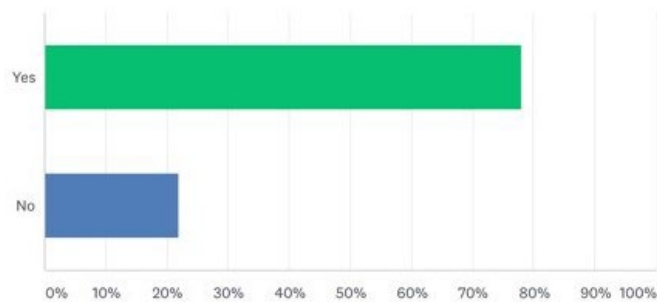
Answered: 50 Skipped: 100



ANSWER CHOICES	RESPONSES
Yes	88.00% 44
No	12.00% 6
<b>Total Respondents: 50</b>	

Have you already participated in voluntary activities inside your community with young students?

Answered: 50 Skipped: 100

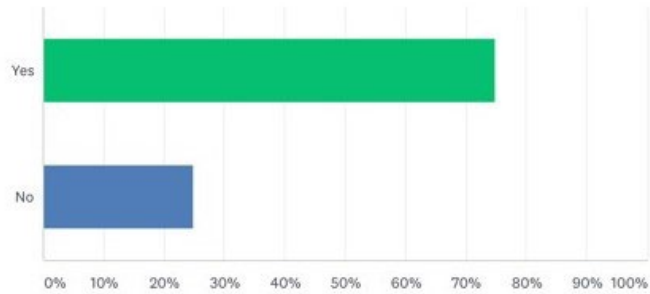


ANSWER CHOICES	RESPONSES
Yes	78.00% 39
No	22.00% 11
<b>Total Respondents: 50</b>	

## CZECH REPUBLIC

Have you already participated in voluntary activities inside your community?

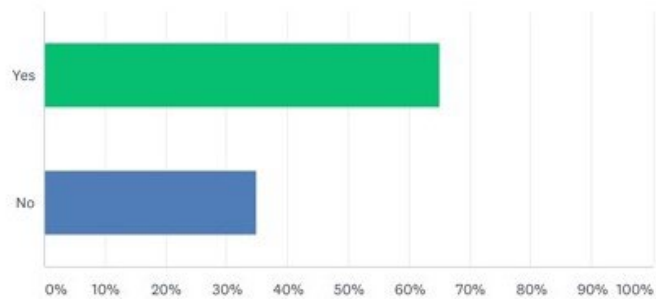
Answered: 40 Skipped: 110



ANSWER CHOICES	RESPONSES
▼ Yes	75.00% 30
▼ No	25.00% 10
<b>Total Respondents: 40</b>	

Have you already participated in voluntary activities inside your community with young students?

Answered: 40 Skipped: 110



ANSWER CHOICES	RESPONSES
▼ Yes	65.00% 26
▼ No	35.00% 14
<b>Total Respondents: 40</b>	

## ICT SKILLS ACQUISITION

### ICT skills before the ISEV program

At the beginning of the courses, Seniors were asked to quantify their daily use of technology and to assess their digital skills on various topics:

- online search for information
- e-mail,
- writing programs such as Word
- Social Networks
- Online Payment systems
- transfer of pictures between a camera or mobile phone and the PC
- communication tools such as Skype.

Such abilities had to be measured on a scale from “>Extremely poor” to “Very good”.

The graphs demonstrate that most of the course participants (in the Czech Republic even the totality) already used the computer before participating in the course. The country where the use of the PC was less widespread was Italy; in fact, 24% had not used the device before. 73% found the PC useful and interesting, but had a poor knowledge of the different advanced functionalities. The majority of Seniors had some basic experience using the PC, having used it between 2 or 3 hours per week.



54% knew how to use the internet, 27% the Word program, 31% the e-mail (moderate level). Only a small percentage knew how to download pictures from a camera to the computer. Over 80% did not know how to use online communication tools, make payments online and use social networks.

The Graph about Portugal is very interesting: 40% used the new technologies for fun. Most Seniors used the personal computer between 2 and 4 hours

per week. But the level of previous digital skills is lower than in other countries: only 18 Seniors knew how to use the internet, 14% used to send e-mails and had previously used Word. 22% used social networks and knew how to download pictures from a camera to the computer.

Finally, 77.50% of the users in the Czech Republic (the highest percentage compared to the other countries) recognized the essential role of new techno-

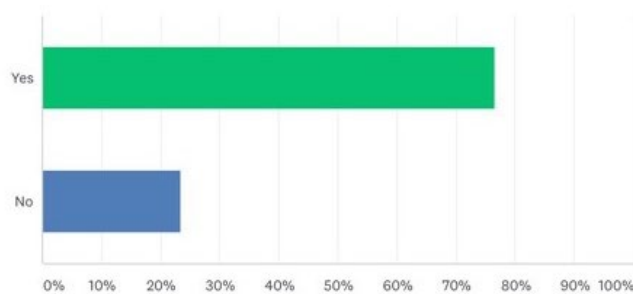
logies in daily life. Most of the Seniors said they had good skills in all areas: 65% knew how to use the internet, 62% declared to be able to use Word, 55% used to send e-mails, 17.95% have used social networks, 40% knew how to download pictures from a camera to the computer, 32.50% made payments online and 37.50% used online communication tools. **“I have some ICT skills but I need more. Mainly to be able to communicate with my schoolmates and friends”**, told Jitka from the Czech Republic.



### ITALY

Do you currently use a computer?

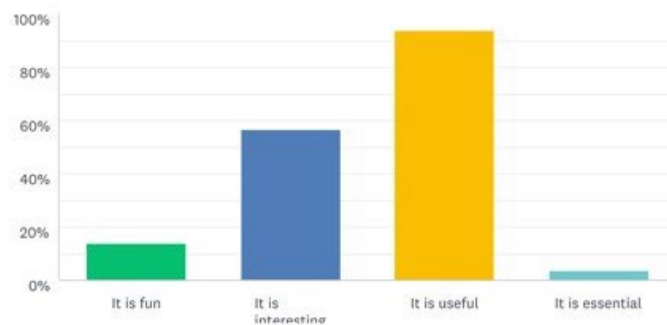
Answered: 51 Skipped: 99



ANSWER CHOICES	RESPONSES
Yes	76.47% 39
No	23.53% 12
Total Respondents: 51	

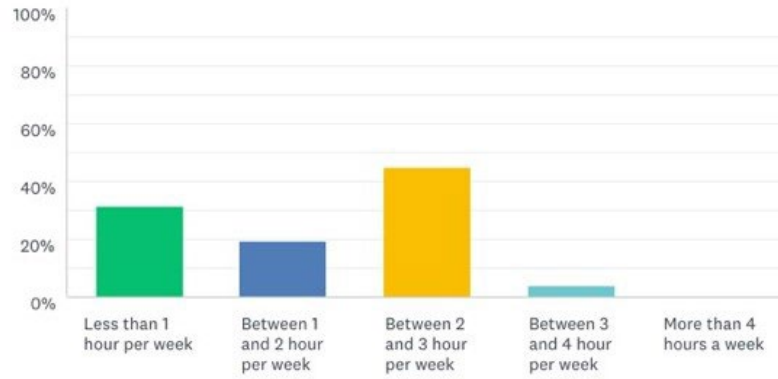
Why do you use a computer?(You can select more than one answer)

Answered: 51 Skipped: 99



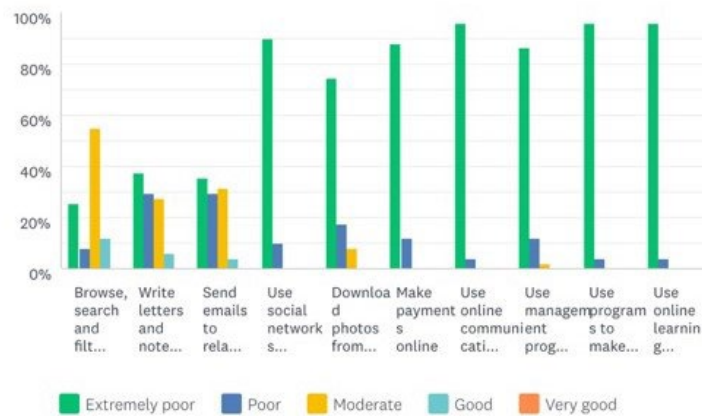
### How much time do you spend on a computer, in average per week?

Answered: 51 Skipped: 99



### Can you self-assess your digital skills and competencies?(Measure your ability level from extremely poor to very good)

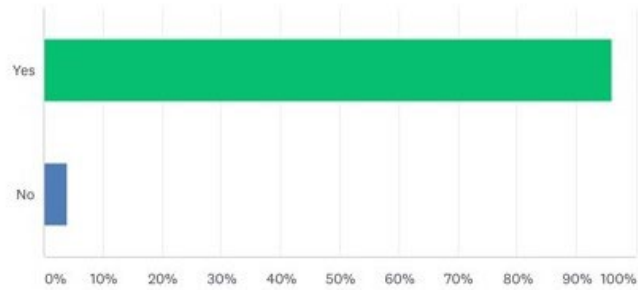
Answered: 51 Skipped: 99



**PORTUGAL**

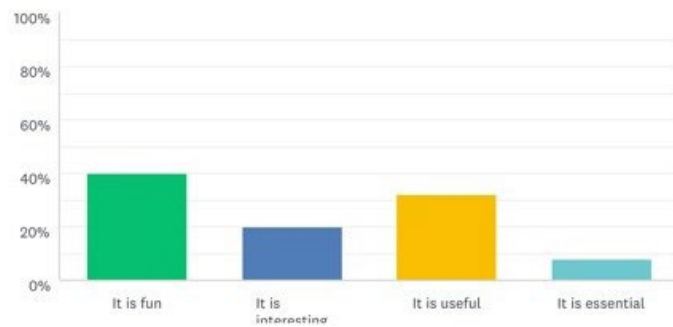
Do you currently use a computer?

Answered: 50 Skipped: 100



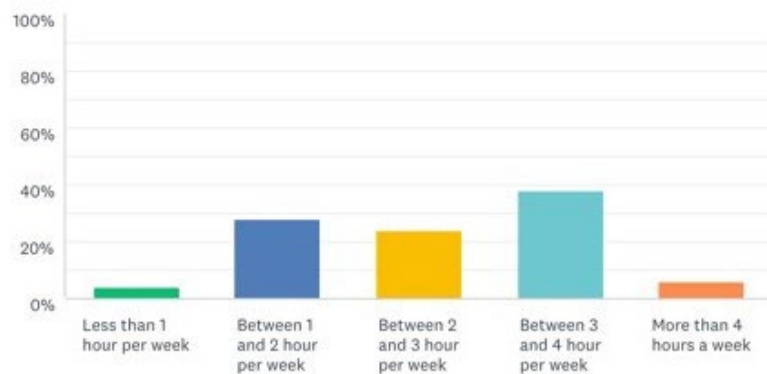
Why do you use a computer?(You can select more than one answer)

Answered: 50 Skipped: 100



How much time do you spend on a computer, in average per week?

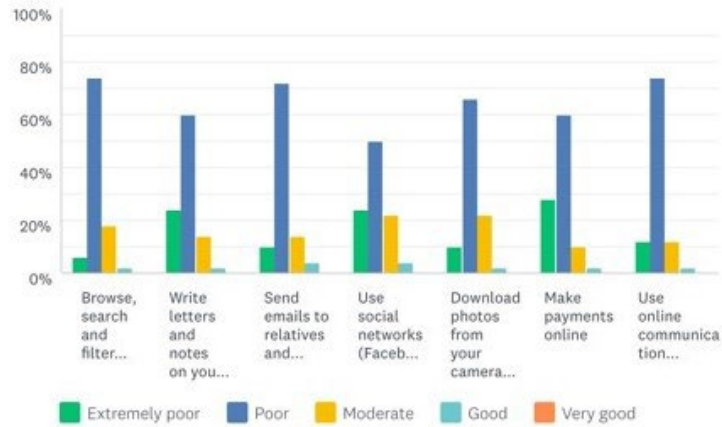
Answered: 50 Skipped: 100





Can you self-assess your digital skills and competencies?(Measure your ability level from extremely poor to very good)

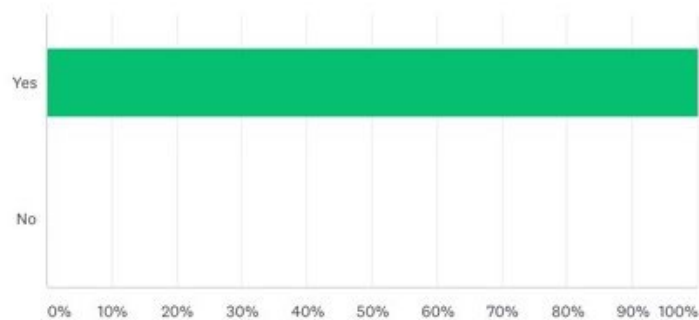
Answered: 50 Skipped: 100



## CZECH REPUBLIC

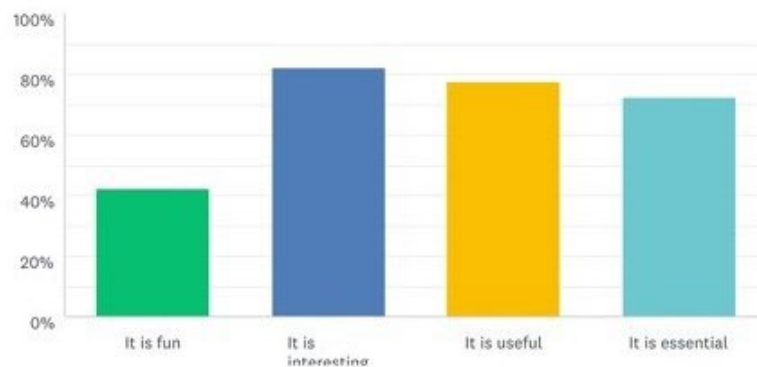
Do you currently use a computer?

Answered: 40 Skipped: 110



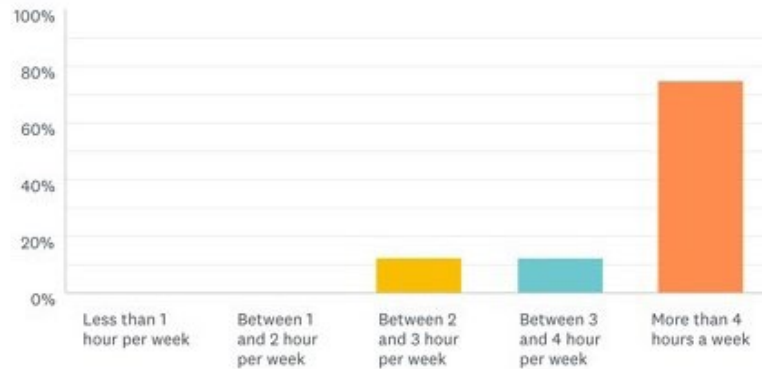
Why do you use a computer?(You can select more than one answer)

Answered: 40 Skipped: 110



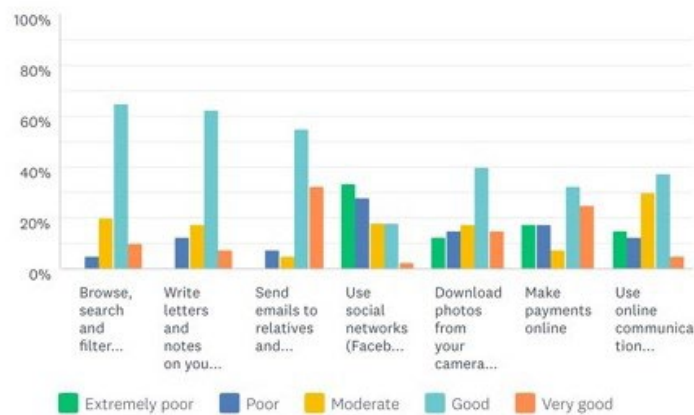
How much time do you spend on a computer, in average per week?

Answered: 40 Skipped: 110



Can you self-assess your digital skills and competencies?(Measure your ability level from extremely poor to very good)

Answered: 40 Skipped: 110



The Survey depicts a completely different scenario when we consider the usage of mobile devices. Only 10% of Portuguese Seniors had a smartphone, while in other countries all users had one. Among the Italian Seniors, skills are higher in relation to the use of a tablet or smartphone, compared to those related to the use of a computer. In Italy, more than half of Seniors (58.82%) answered that they have used





a smartphone to make and receive calls, send and receive messages and access the internet. Regarding the ability to use different applications, less than 10% of the Italian Seniors responded affirmatively. In Portugal, the ability to use the smartphone to navigate online is confirmed by 62% of Seniors, while online searches on the computer are only carried out by 20%. Greater is the number of Portuguese Seniors (48%) who declared to have used different kinds of applications. In the Czech Republic, where the charts have already demonstrated a good ability of the Seniors regarding PC usage, 45% of them declared to have surfed online from their mobile phone and 37% of them expressed the capacity to use different applications on the device.

Less widespread in all countries is the tablet, in Italy 98% never had one, in Portugal 32% and in the Czech Republic

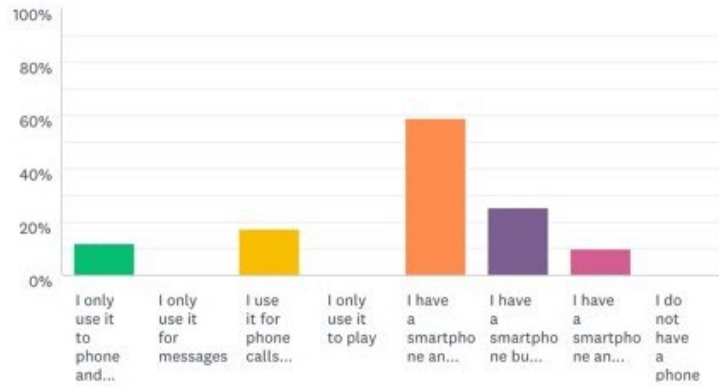
52.50%. Among those who had used a tablet before, most used it for web browsing (Portugal 42%, Czech Republic 30%), reading newspapers (Portugal 42%, Czech Republic 20%), shopping online (Portugal 22%, Czech Republic 17.50%), text writing (Portugal 42%) and gaming online (Portugal 42%, Czech Republic 17%).

“My children have bought me a smartphone; I only know few functions. I would like to know more, mainly using skype, Facebook and email”, said Mr. Bohuslav from Czech Republic before the attending the ISEV course on mobile technology.

**ITALY**

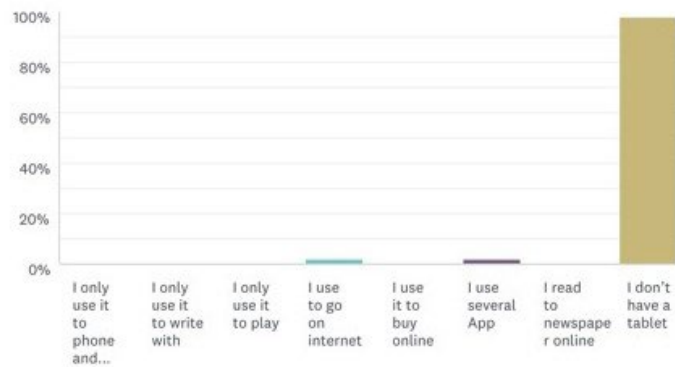
How do use your cellular phone?(You can select more than one answer)

Answered: 51 Skipped: 99



How do you use your tablet?(You can select more than one answer)

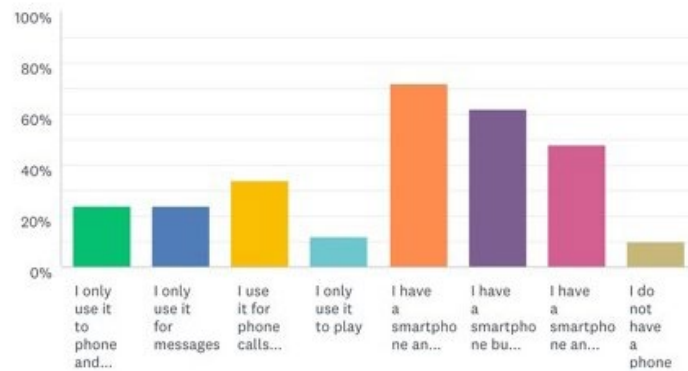
Answered: 51 Skipped: 99



**PORTUGAL**

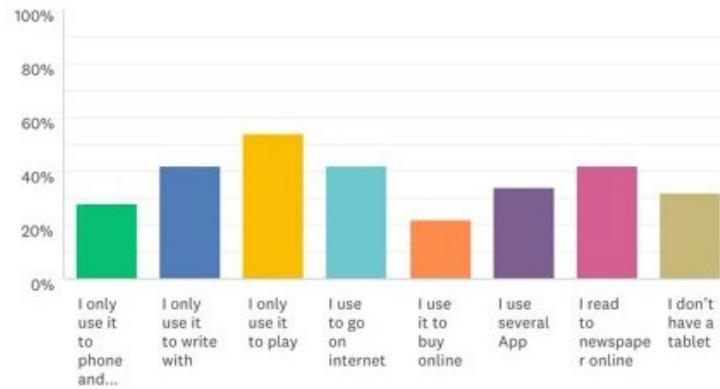
How do use your cellular phone?(You can select more than one answer)

Answered: 50 Skipped: 100



### How do you use your tablet?(You can select more than one answer)

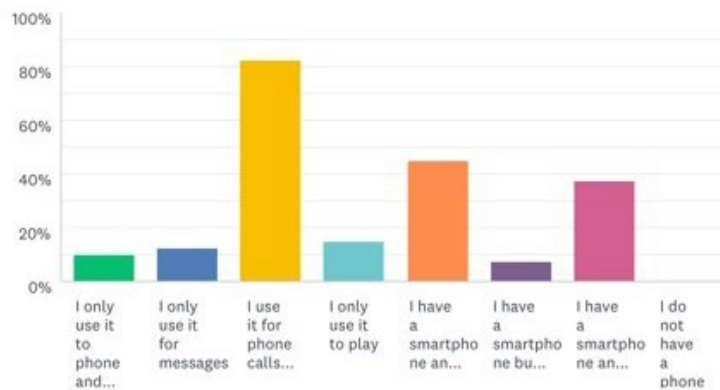
Answered: 50 Skipped: 100



## CZECH REPUBLIC

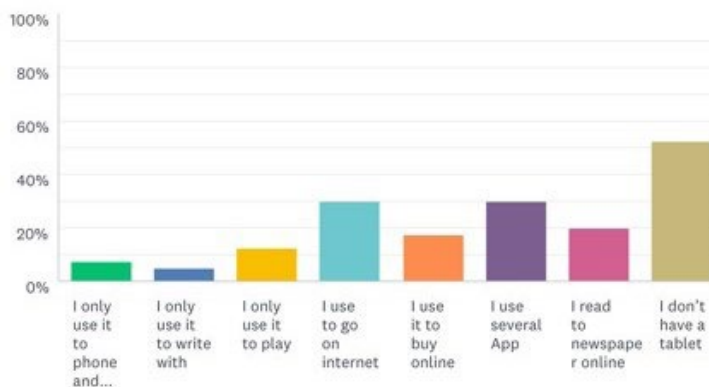
### How do use your cellular phone?(You can select more than one answer)

Answered: 40 Skipped: 110



### How do you use your tablet?(You can select more than one answer)

Answered: 40 Skipped: 110



## ICT SKILLS AT THE END OF THE ISEV PROGRAM

The Digital skills assessed in the final questionnaire were the following:

- Browse, search and filter information on the internet
- Write letters and notes on the computer (e.g. Word software...)
- Send emails to relatives and friends
- Use social networks (e.g. Facebook,

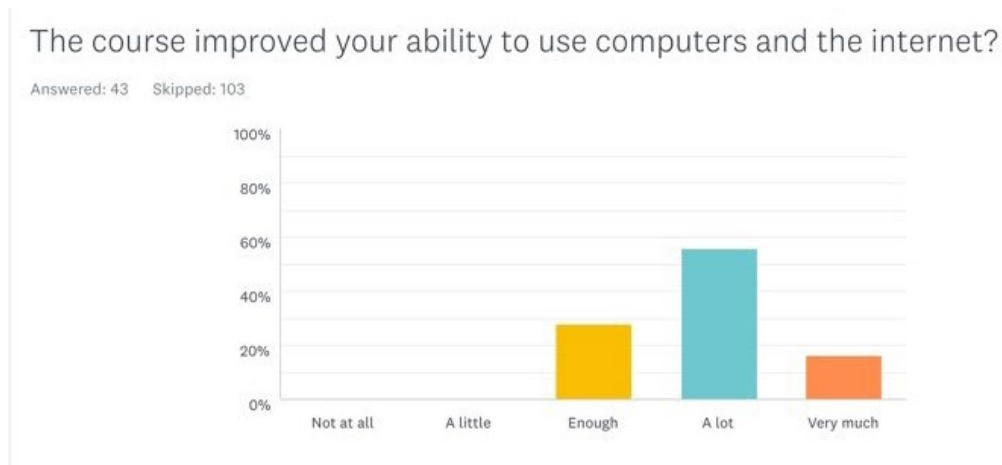
Twitter ...)

- Download photos from camera to the computer
- Make payments online
- Use online communication tools (e.g. Skype, chat ...)
- Use spreadsheet program (e.g. Excel ...)
- Use presentation program (e.g. PowerPoint...)
- Use online educational Platform

## ITALY

As a result of attending the ISEV training, Seniors in Italy became aware of their

opportunities to participate actively in society and improve their digital skills. 75,09% of them said the course improved their ICT skills. “a lot” or “very much”



At the beginning of the course 11% of the participants rated their ability to search online as good, at the end the percentage rises to 55.81%. Their level of competence using Word and e-mail also increased, being considered “good” by 44.19% and 46.51% (before the course the rating was 5.88% and 3.92%) and “very good” by 4.65%. At the end of the course no senior evaluated his/her ability to use Word or e-mail as “extremely poor” while at the

beginning of the course this evaluation was made by 37.25% and 35.29%. During the courses, Seniors also enhanced their capacity to use social networks: if before the course 90.20% of the Seniors were not able to use social networks, at the end of the course the percentage drops to 25.58%. The percentage of Seniors able to use social networks in an adequate way rises to 34.88% and 2.33% considered being able to use them in very good way.

Even the ability to manage and transfer media from mobile phones to PC, considered difficult, at the beginning of the course by 74.51% of the users, reached an “adequate” and “good” rating for 58.13%. Only 6.98% of the participants maintained their initial opinion on the topic. On the other hand, the survey highlighted that the level of skills remain poor with regard to online payment systems, use of communication tools, programs such as excel and PowerPoint (53.49%, 48.84%, 60.47%, 74.42% respectively).

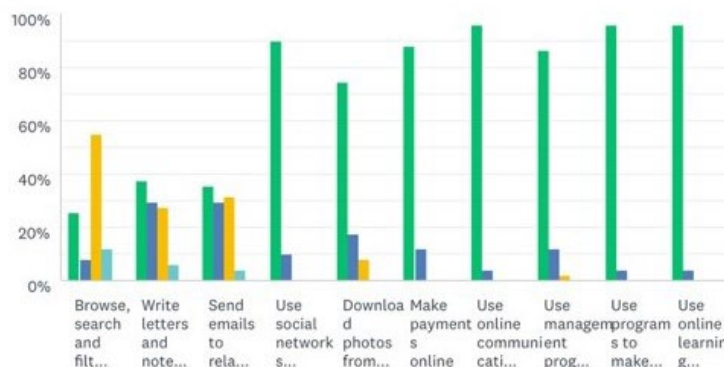


**“The most important things I learned were: sending e-mails, and searching YouTube for tutorials regarding the cooking recipes. I also understood**

**how the public administration portals work and especially I can now make video calls on WhatsApp to talk to my grand-daughter,”** says Anna at the end of the course in Italy.

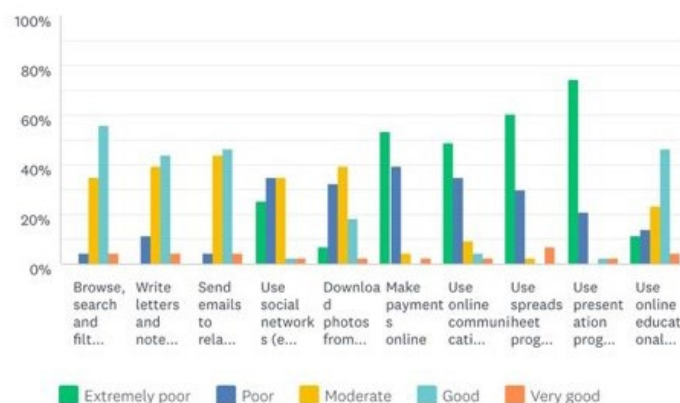
Can you self-assess your digital skills and competencies?(Measure your ability level from extremely poor to very good)

Answered: 51 Skipped: 99



Can you self-assess your digital skills and competencies? (Measure your ability level form “extremely poor” to “very good”)

Answered: 43 Skipped: 103

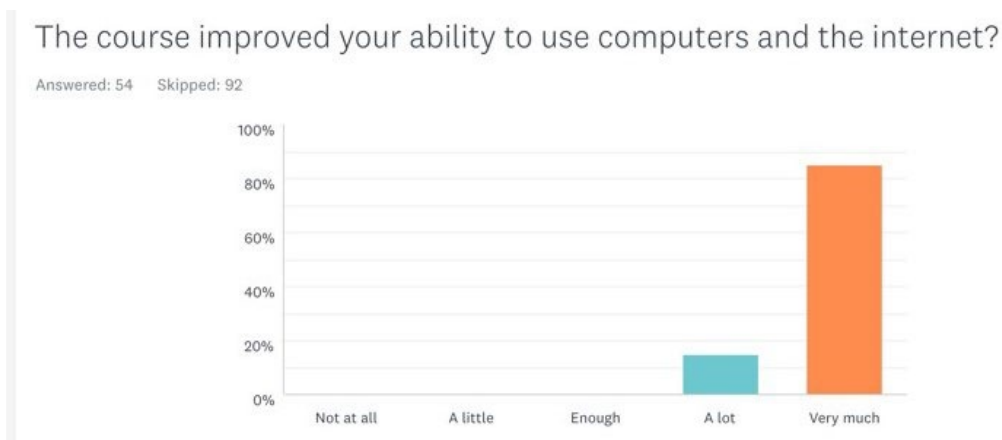


## PORTUGAL

In Portugal, all participants rated their digital skills as “much-improved” (14.81%) and “very much-improved” (85.19%) at the end of the program.

While at the beginning of the course 70% assessed their ability to search online as “poor”, at the end of the courses the percentage dropped to 0% and more than

half (51.85%) defined their competence as “very good”. The levels of knowledge related to writing (using Word) increased so much that 74% rated it “good” compared to the initial 2%. Regarding the capacity to use e-mails, at the end of the program it was considered “very good” by 55.60%. Before the program, 72% of the participants considered their capacity “poor”.



At the end of the course, none of the Seniors evaluated their ability to use Word and e-mails as “poor”. The ability to use social networks also raised: if before the course 50% were not able to use social networks, at the end of the course the percentage dropped to 0%; rising to 54.41% the percentage of users who know how to use it well and 37.04% in a very good way. In addition, the ability to manage and transfer media contents from mobile phones to PC, which resulted difficult at the beginning of the course for 66% of the users, reached an “adequate” and “good” evaluation for 94.45% of the Seniors. 59.26% increased their ability to make online payments; in fact, 59.26% rated their ability “good”; 60% considered it “poor” at the beginning of the pro-

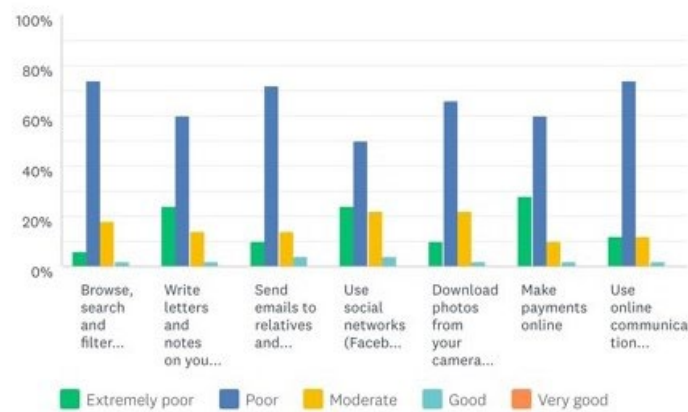


gram. 55.56% of the Seniors considered their ability to use communication tools such as Skype “very good” at the end of the program, while at the beginning of the course 74% considered it poor. At the

end of the program, the ability to use programs such as Excel and PowerPoint is considered “good” by 61.11% and 48.15% of users respectively.

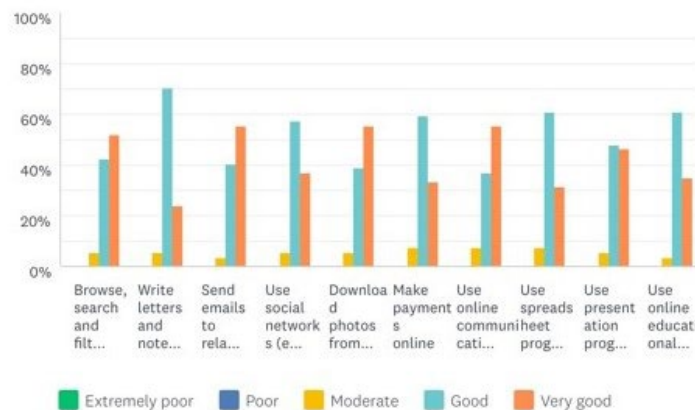
Can you self-assess your digital skills and competencies?(Measure your ability level from extremely poor to very good)

Answered: 50 Skipped: 100



Can you self-assess your digital skills and competencies? (Measure your ability level form “extremely poor” to “very good”)

Answered: 54 Skipped: 92



## CZECH REPUBLIC

In the Czech Republic, the starting level of users' knowledge in relation to ICT was higher than in other countries. Participants rated their digital skills as "much-improved" (52.63%) and "very much-improved" (31.58%).

At the beginning of the course only 10% were very good at searching online, while at the end of the course the percentage raised to 21.05% dropping from 5% to 0% those declaring to have low skills. There was also an increase in the levels of competence using Word; in fact, 18.2% of users rated it "very good" compared to the initial 7.5%. On the other hand, the skills related to the use of electronic mail did not improve, the data remain almost unchanged, the "moderate" parameter is selected by 5% at the beginning of the course and by 18.42% at the end of the course, while the "good" and "very good" parameters are selected at the beginning of the course by 55% and 32.5% respectively, while at the end of the course they are selected by 50% and 31.58%. The skill level increased regarding the use of social network-

ks; "extremely poor" and "poor" at the beginning of the course for 61% of the Seniors, decreased to 34.21% at the end of the course. The number of Seniors who claimed to know how to use them with a parameter between "good" and "very good" was 36.85% at the end of the program, while it was 20.51% at the beginning.

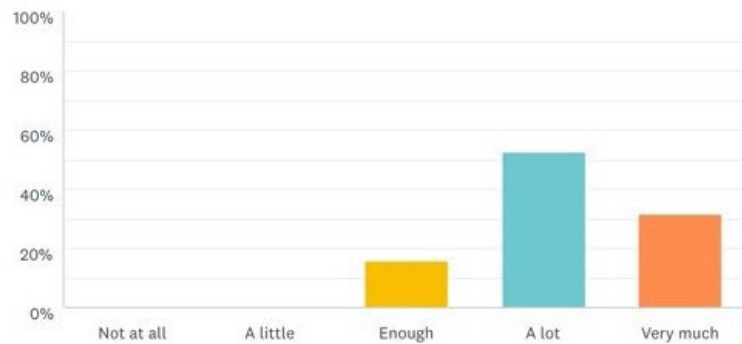
Little improvements were registered regarding the capacity to transfer media contents from the mobile phone to the PC; the "extremely poor" and "poor" parameters decreased by only 2% and 5% and the "very good" parameter increased by 11.32%. Little enhancements were assessed also for online payments: "good" for 32.50% at the beginning of the course and for 39.45% at the end, "very poor" for 17% at the beginning of the course and 15.79% at the end. The ability to use communication tools raised up to 57.89% ("good" and "very good") while was 42% at the beginning of the course.

The ability to use programs such as Excel and PowerPoint was assessed good and very good by 55.27% of users at the end of the program.



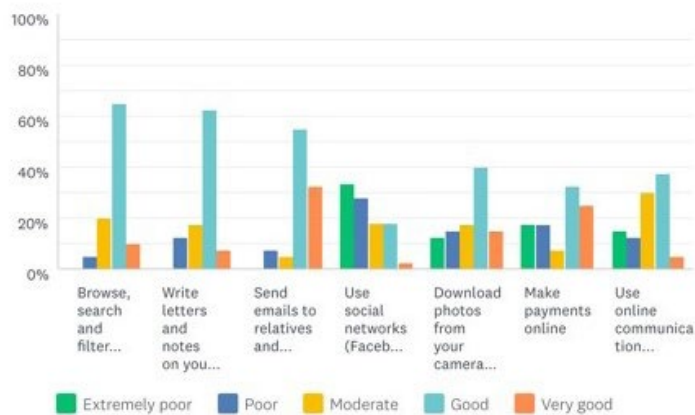
### The course improved your ability to use computers and the internet?

Answered: 38 Skipped: 108



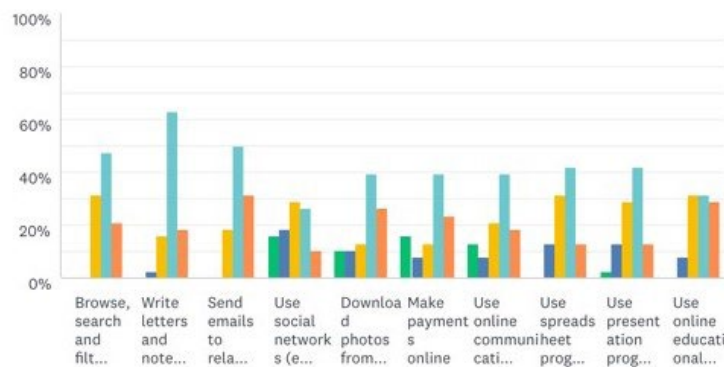
### Can you self-assess your digital skills and competencies?(Measure your ability level from extremely poor to very good)

Answered: 40 Skipped: 110



### Can you self-assess your digital skills and competencies? (Measure your ability level form “extremely poor” to “very good”)

Answered: 38 Skipped: 108



## A COMPARISON BETWEEN COUNTRIES

The country where the program resulted to be more effective in terms of ICT skills acquisition by Seniors involved is certainly Portugal, where 81.9% of the Seniors completing the program stated to have improved “very much” their capacity.

The same parameter was selected by 16.28% of the Italian Seniors and by 31.58% of the Seniors in the Czech Republic.

In comparison with other countries, Portuguese Seniors improved much more their ability to make **online payments** (9.65% more than in the Czech Republic and 31% more than in Italy). Regarding the usage of communication tools, in Portugal the self-rating after

the program was 37.14% higher than in the Czech Republic and 53,23% higher than in Italy.

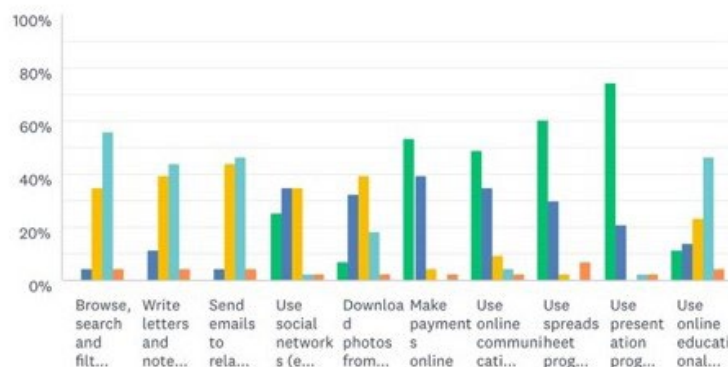
Regarding the usage of worksheets, such as Excel, the self-assessment results in Portugal were 24.5% higher than in Italy and 18.32 higher than in the Czech Republic. Regarding Power-Point, the Portuguese Seniors estimated to have improved 33.14 % more than in the Czech Republic and 43.97% more than the Italian.

In Portugal, the capacity to use the Moodle platform is also rated higher than in other countries: 61.11% of the Seniors assessed their skills as “good” and 35.19% as “very good”, while in Italy the same parameters were selected by 46.51% and 4.65%; in the Czech Republic by 31.58% and 28.95%.

## ITALY

Can you self-assess your digital skills and competencies? (Measure your ability level from “extremely poor” to “very good”)

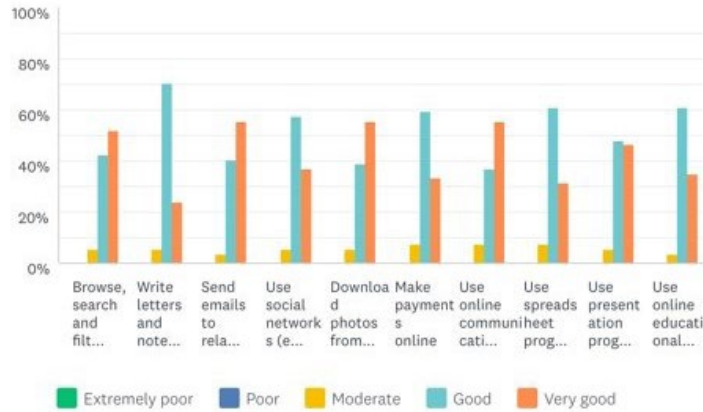
Answered: 43 Skipped: 103



**PORTUGAL**

Can you self-assess your digital skills and competencies? (Measure your ability level form “extremely poor” to “very good”)

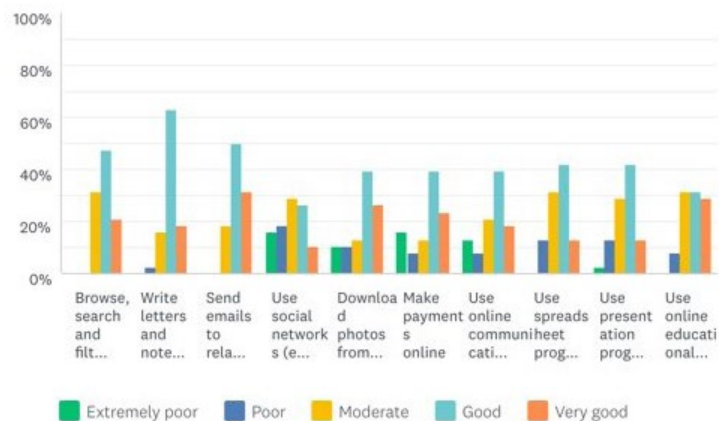
Answered: 54 Skipped: 92



**CZECH REPUBLIC**

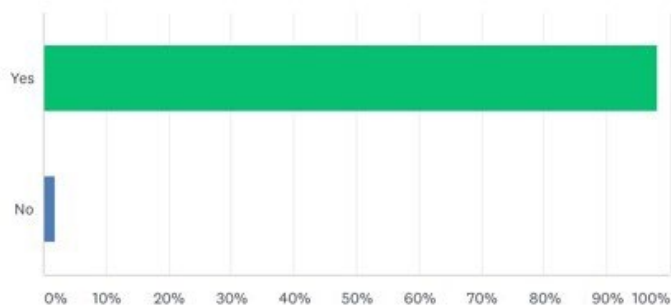
Can you self-assess your digital skills and competencies? (Measure your ability level form “extremely poor” to “very good”)

Answered: 38 Skipped: 108



In the future, will you continue to use the computer?

Answered: 54 Skipped: 92



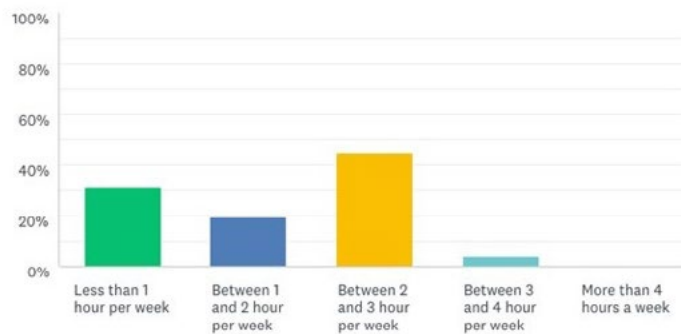
With the exception of 1.85% of the Portuguese Seniors, that have stated that they will not continue to use the computer after the course, all other users in Portugal, Italy and the Czech Republic said that they will continue to experiment with the new technologies with an increase in time of use. In Italy and Portugal, the computer usage time was practically doubled. In Italy, before the training program, 4% of users used the computer between 3 and 4 hours per week and 31% less than one hour per week; at the end of the project, more than 60% said they will use the device for more than three hours per week. In the same way, in Portugal, before the

program 4% of Seniors said they used the PC less than one hour per week and only 44% more than 3 hours per week. At the end of the project, the percentage of Seniors who declared to use the PC for more than 3 hours per week is more than 88%. More stable instead the oscillation within the Czech Republic; where at the beginning of the program Seniors used the computer for a longer time during the week, 75% declared to use it for more than 4 hours per week and no user for less than an hour. At the end of the project, the percentage of those who will use it for more than 4 hours rose to 76.32%.

**ITALY  
BEFORE THE COURSES**

How much time do you spend on a computer, in average per week?

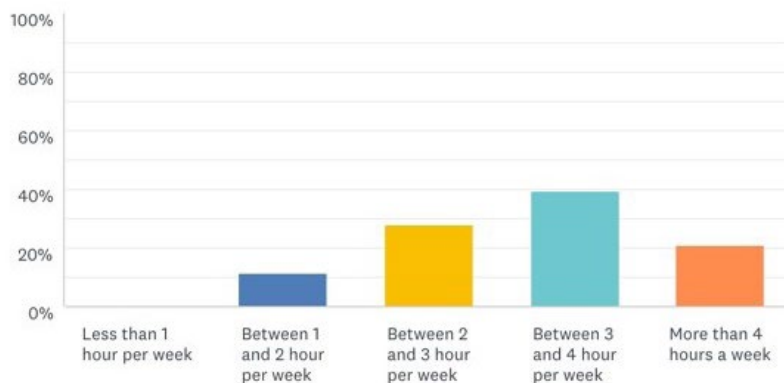
Answered: 51 Skipped: 99



**AFTER THE COURSES**

How much time will you spend with a computer?

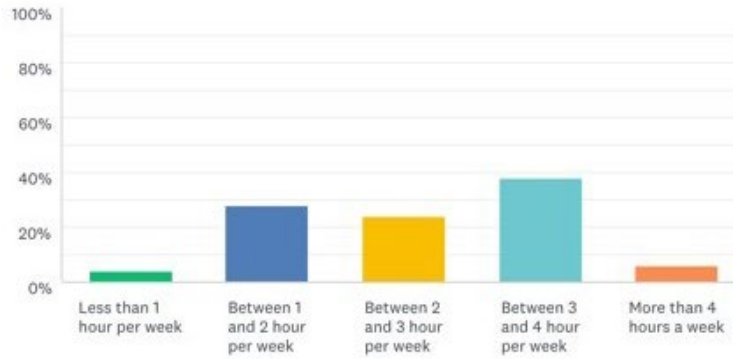
Answered: 43 Skipped: 103



**PORTUGAL**  
**BEFORE THE COURSES**

How much time do you spend on a computer, in average per week?

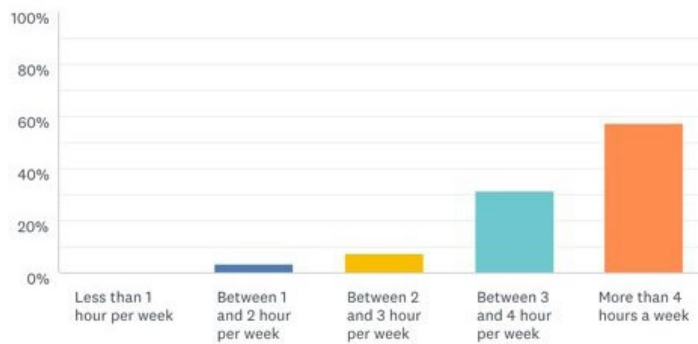
Answered: 50 Skipped: 100



**AFTER THE COURSES**

How much time will you spend with a computer?

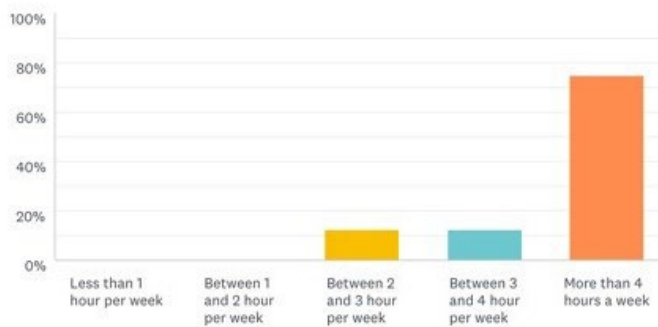
Answered: 54 Skipped: 92



**CZECH REPUBLIC**  
**BEFORE THE COURSES**

How much time do you spend on a computer, in average per week?

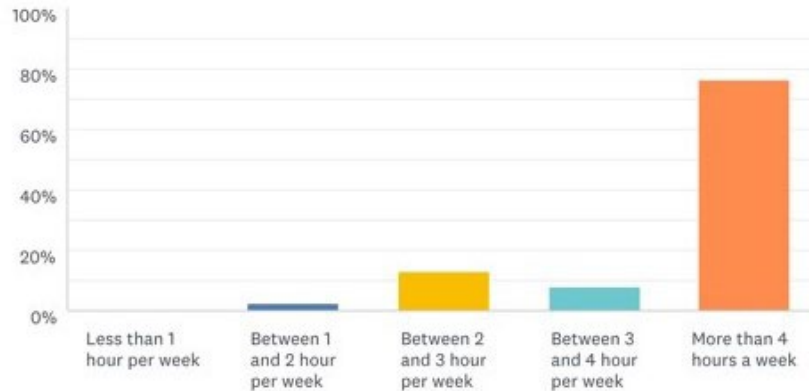
Answered: 40 Skipped: 110



**AFTER THE COURSES**

How much time will you spend with a computer?

Answered: 38 Skipped: 108



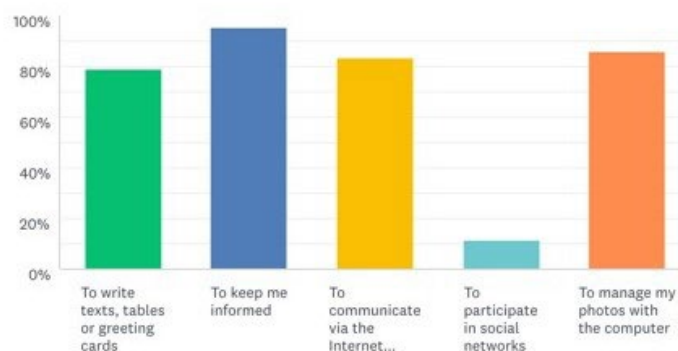
The graphs show that, in addition to the increase of the number of hours of computer usage, a growth in ICT digital skills was registered. In all countries, Seniors completing the program declared to have become able to use new technologies in different ways. At the end of the training program, more than 70% of Seniors were able to use the programs to write texts, tables

and greeting cards (Word, Excel, and PowerPoint). After the course between 70% and 90% were able to use the computer to surf the Internet and communicate through Skype and e-mail. Many Seniors (over 75% in all three-project countries) acquired the necessary skills to manage files using the PC. In Portugal 92.59% learned to use social networks.

**ITALY**

If yes, why will you use the computer?

Answered: 43 Skipped: 103

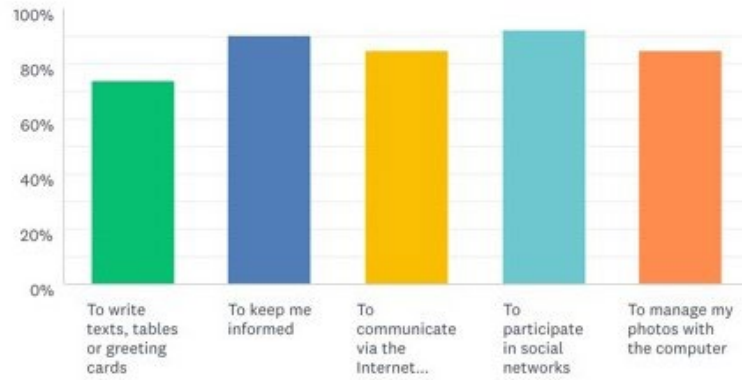




**PORTUGAL**

If yes, why will you use the computer?

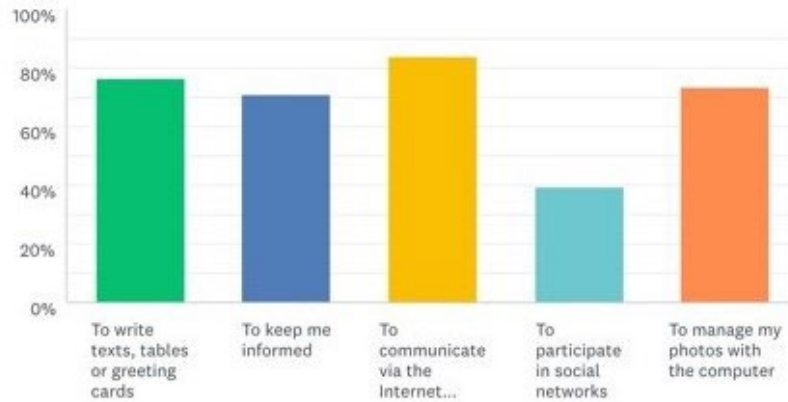
Answered: 54 Skipped: 92



**CZECH REPUBLIC**

If yes, why will you use the computer?

Answered: 38 Skipped: 108



# Blended mobility

At the end of the training program, selected Seniors and youth from the partner countries met in Lisbon (Portugal), as part of the blended mobility. It was intended as an exchange for intercultural dialogue among generations and involved 6 Italian Seniors, 4 Portuguese and 8 from the Czech Republic.

Blended mobility was held from 18th to 24th September 2019. The program included cultural and recreational activities, visits to the partner organisations and presentations by each group of participants to the training path carried on in each country.

## THE PROGRAM

### 18 September

Presentation of work done by RUTIS  
Presentation of work done by Ambesp

### 19 September

Presentation of work done by FONDAZIONE MONDO DIGITALE  
Presentation of work done by UNIVERSITY OF OSTRAVA

### 20 September

Training day Blended mobility at SEMINÁRIO  
Visit to University of Third Age in RIO DE MOURO

### 21 September

Visit to Nazaré (the most typical beach in Portugal)  
Reception by the University of Third Age of Nazaré City  
Visit to ÓBIDOS

### 22 September Free time

### 23 September

Training day - Blended mobility at SEMINÁRIO  
Visit to University of Third Age in SINTRA

### Day 24

Training day - Blended mobility at SEMINÁRIO  
Dinner with FADO SONG (live)



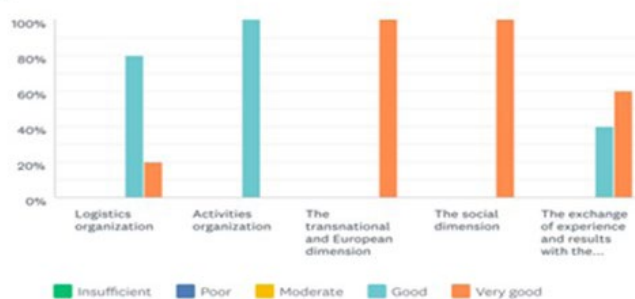
At the end of the week, the participants evaluated the experience positively. In fact, all Seniors considered the logistics and proposed activities as “good” or “excellent”. Italian Seniors considered the social dimension and the exchange between European citizens as “very good”. The same aspects were evaluated between “good” and “very good” by Czech and Portuguese Seniors. The experience was considered enrich-

ing by most of the Seniors, giving them the chance to meet different cultures and know about the life styles of peers in other countries. Despite the language barriers, Seniors found creative ways to communicate and get to know each other. Thanks to the competences acquired during the ISEV training program, some of them will stay in touch and exchange information in the future.

**ITALY**

If yes, how do you evaluate the following aspects of the meeting? (Evaluate from “insufficient” to “very good”)

Answered: 5 Skipped: 141

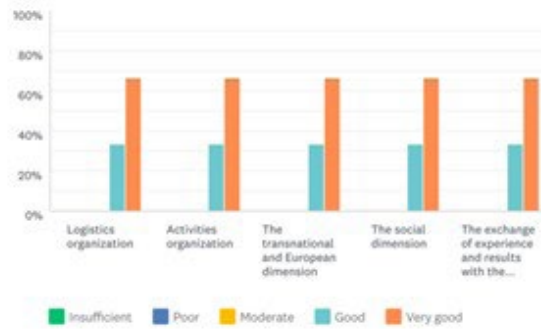


	INSUFFICIENT	POOR	MODERATE	GOOD	VERY GOOD	TOTAL	WEIGHTED AVERAGE
Logistics organization	0.00% 0	0.00% 0	0.00% 0	80.00% 4	20.00% 1	5	4.20
Activities organization	0.00% 0	0.00% 0	0.00% 0	100.00% 5	0.00% 0	5	4.00
The transnational and European dimension	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 5	5	5.00
The social dimension	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 5	5	5.00
The exchange of experience and results with the participants	0.00% 0	0.00% 0	0.00% 0	40.00% 2	60.00% 3	5	4.60

**PORTUGAL**

If yes, how do you evaluate the following aspects of the meeting? (Evaluate from “insufficient” to “very good”)

Answered: 6 Skipped: 140

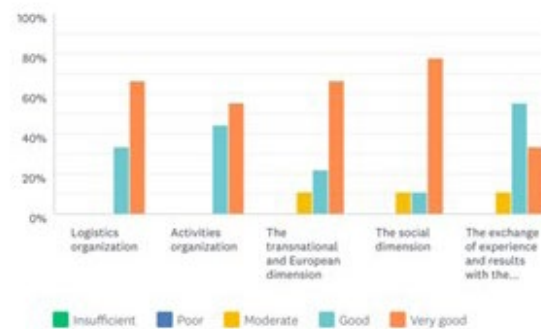


	INSUFFICIENT	POOR	MODERATE	GOOD	VERY GOOD	TOTAL	WEIGHTED AVERAGE
Logistics organization	0.00% 0	0.00% 0	0.00% 0	33.33% 2	66.67% 4	6	4.67
Activities organization	0.00% 0	0.00% 0	0.00% 0	33.33% 2	66.67% 4	6	4.67
The transnational and European dimension	0.00% 0	0.00% 0	0.00% 0	33.33% 2	66.67% 4	6	4.67
The social dimension	0.00% 0	0.00% 0	0.00% 0	33.33% 2	66.67% 4	6	4.67
The exchange of experience and results with the participants	0.00% 0	0.00% 0	0.00% 0	33.33% 2	66.67% 4	6	4.67

**CZECH REPUBLIC**

If yes, how do you evaluate the following aspects of the meeting? (Evaluate from “insufficient” to “very good”)

Answered: 9 Skipped: 137



	INSUFFICIENT	POOR	MODERATE	GOOD	VERY GOOD	TOTAL	WEIGHTED AVERAGE
Logistics organization	0.00% 0	0.00% 0	0.00% 0	33.33% 3	66.67% 6	9	4.67
Activities organization	0.00% 0	0.00% 0	0.00% 0	44.44% 4	55.56% 5	9	4.56
The transnational and European dimension	0.00% 0	0.00% 0	11.11% 1	22.22% 2	66.67% 6	9	4.56
The social dimension	0.00% 0	0.00% 0	11.11% 1	11.11% 1	77.78% 7	9	4.67
The exchange of experience and results with the participants	0.00% 0	0.00% 0	11.11% 1	55.56% 5	33.33% 3	9	4.22

# Conclusions

From a pedagogical point of view, the ISEV project delivered so much more than knowledge. In addition to the achievement in terms of digital competences acquired by the Seniors, the project, in fact, offered a wide social value for the benefit of both the young and the Seniors. The intergenerational approach was so positive that it exceeded the initial expectations: the exchanges between young and Seniors not only facilitated the learning path, but also led to very special relationships, based on respect and knowledge sharing. This method allowed beneficiaries to understand the importance of cooperation and dialogue between generations for the positive development of society and of the whole community. In short, intergenerational learning method, proposed in the framework of the project, is validated by all the benefits observed during the project execution.

Intergenerational exchange, personalisation of the path, cooperation and active involvement in the program development were the key components of the success obtained in improving the Seniors' ICT competences. The use of the Moodle platform, allowed each participant to access the course mate-

rials and download in-depth thematic information from home, strengthened the accessibility of the program, and expanded the opportunities to practise.

Seniors enhanced their PC usage capabilities and learned how to use the new technologies to improve their lifestyle and actively participate in society. Because of their experience with the project, Seniors will continue practicing on their PCs after the end of the courses, in some cases using a friend's PC or going to libraries or social centres. Some will enrol in other courses and purchase a personal computer.

The ISEV project was a very rewarding project for all the involved participants: coordinators, teachers, tutors and students. Youth acquired new communication and problem solving skills, changing their self-perception, increasing their self-confidence regarding capabilities and acquiring awareness of their social role. The volunteering experience enriched the participants and allowed them to understand the value of cooperative work and social responsibility. Youth and Seniors were provided with a concrete opportunity to socialise and meet new

## Conclusions

friends, sharing their positive experience, but also supporting each other in front of difficulties and fears. Teachers and tutors who participated in the courses expressed their willingness to repeat the experience.

The blended mobility approach reinforced the project social value and

enriched the participants' experience. Seniors had the opportunity to get to know other cultures, share their learning experiences, learn about other countries traditions and life styles, activating their curiosity and desire to discover, feeling included and as active contributors to the social life.



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