

Result 3

Programme of municipal workshop

Material for educators

The Whole City Learns

Project: Urban Learning – Intergenerational exchange of knowledge
and experience for the development of cultural competences

No: 2020-1-PL01-KA204-082183

Cooperation for Innovation and the Exchange of Good Practices



**URBAN LEARNING - INTERGENERATIONAL EXCHANGE OF KNOWLEDGE AND EXPERIENCE
FOR THE DEVELOPMENT OF CULTURAL COMPETENCES**

2020-1-PL01-KA204-082183



The main aim of the project is to increase the capacity of the organization to offer education and experience exchange activities to seniors in order to strengthen European identity through Urban Learning.



The objectives of the project:

- **Exchange of good practices in the field of Urban Learning**
- **Strengthening the competences of educators with regard to the intergeneration exchange of knowledge and experience**
- **Increasing the capacity of the organisation to act at the international level as well as online during the COVID-19 pandemic**



Strategic Partnership:

**GAUDETE FOUNDATION -Coordinator - POLAND
PARAGON LIMITED - MALTA
NEOTALENTWAY - SPAIN
UNIVERSIDADE CATOLICA PORTUGUESA - PORTUGAL
ECOCENTER ALAPÍTVÁNY - HUNGARY
CENTRO INTERNAZIONALE DELLE CULTURE UBUNTU - ITALY**



The objectives of the project:

1. Exchange of good practices in the field of Urban Learning.
2. Strengthening the competences of educators with regard to the intergeneration exchange of knowledge and experience.
3. Increasing the capacity to the organisation to act the international level as well as online during the COVID-19 pandemic.



The program municipal workshops is intergenerational education and takes into account the intergeneration learning of generations.



PROGRAMME OF MUNICIPAL WORKSHOP
MATERIAL FOR EDUCATORS

The Whole City Learns - Całe Miasto Uczy się

FUNDACJA GAUDETE

1. Introduction

Learning cities are those that can effectively mobilize resources in every sector to promote inclusive learning from basic to higher education. Learning cities also revitalize learning in families, communities and the workplace throughout life.

Building Learning Cities and the Key Features of Learning Cities. The importance of learning cities' role in promoting social inclusion, economic growth, public safety and environmental protection.

2. Participating organization

The Gaudete Foundation is taking steps to increase the opportunity to participate in the layperson adult education. The organization aims to encourage adults to discover and appreciate Europe's heritage and to strengthen a sense of belonging to common European space. The organization undertakes activities to expand the educational offer for the elderly in the field of communication and intelligence development emotional, memory enhancement. It undertakes initiatives in the field of intercultural and intergenerational education and lifelong learning.

3. Purpose of the seniors program, what we want to achieve through this program.

The program aims to support seniors towards learning in the city, increasing motivation, improving the image of seniors. The program aims to show the possibilities of lifelong learning. We believe lifelong learning is crucial to the quality of an individual's life. We continually strive to revitalise learning within families, Silesian communities, enable effective learning for the workplace, create a vibrant culture of learning and most importantly enhance the quality and excellence in learning.

4. Defining - What is a learning city?

A learning city promotes lifelong learning for all.

Learning city as a city that:

- effectively mobilizes its resources in every sector to promote inclusive learning from basic to higher education,
- revitalizes learning in families and communities,
- facilitates learning for and in the workplace,
- extends the use of modern learning technologies,
- enhances quality and excellence in learning,
- fosters a culture of learning throughout life.

5. A practical task for seniors to raise their learning competences.

Exercise to do

Title: Increasing motivation (Two Meetings)

Introduction to the seniors program. Intergeneration group exercises to increase motivation to learn in late adulthood, necessary for the implementation of various forms of activity.

Intergenerational learning (IL) is where people of all ages can learn together and from each other.

Part A. – First Meeting

Motivation Might Be the Key to Healthy Aging.

Motivation boosts mental health, fosters creativity, encourages promotes healthy lifestyle choices, and spreads compassion.

The Many Benefits of Motivation - writing down the benefits by the participants.

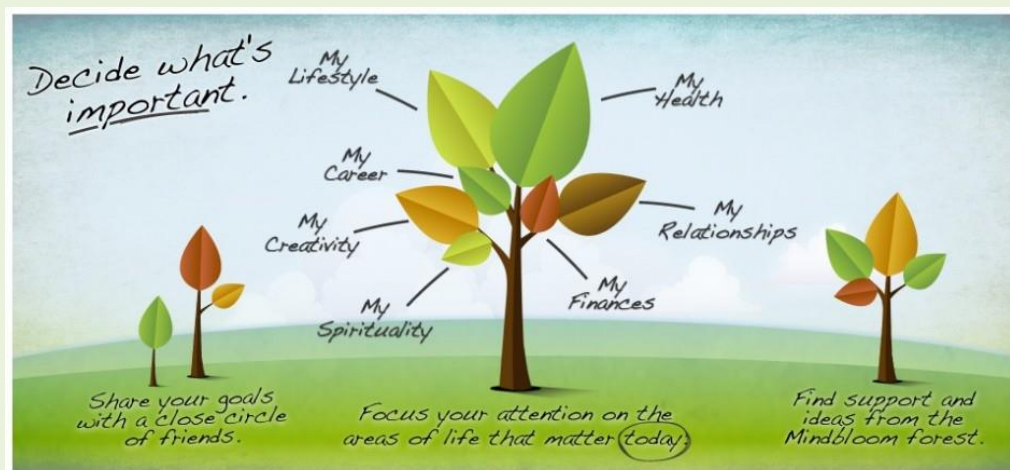
Motivation contributes to a healthy aging process for several reasons. Firstly, it can be a tool to combat the inevitable stress of life. It also fosters creativity and improves cognition, and subsequently leads to success in all areas of life, including relationships and work performance. It helps to cultivate a stronger sense of self, which often leads to improved physical health and wellbeing.

Part B. – Second Meeting

Exercise to do

Goal-setting is key to fulfilling potential into old age.

Tree of goals. The goal tree is a tool used to outline and visualize required to achieve a challenging long-term objective.



Task summary

Summary of the program for seniors. Comments and suggestions for conducting exercises.

Exercise to do

Task II - Title: Benefits of learning city

Introduction to the seniors program.

Discussion Focus Group Interview: Benefits of learning together in the city

Part A. - First Meeting

City learning is an important factor in promoting participation, health and safety in old age.

Benefits of Lifelong Learning city for Seniors and older adults.

- Improves Cognitive Health,
- Increases Positive Emotions,
- Development of cultural competences.
- Helps Promote Social Connection,
- Keeps Activity Levels Up.

Part B. - Second Meeting

Presentation of benefits for seniors - group work.

Simple ways to introduce seniors to new skills or hobbies they may enjoy: Teaching a painting class, Cooking new recipes, Planting a garden, development of cultural competences, Practicing dance moves, Making minor home repairs, Engaging with new technology.

The best way to incorporate learning and education into the lives of a senior is through personal engagement.

Task summary

Summary of the program for seniors. Comments and suggestions for conducting exercises.



PROGRAMME OF MUNICIPAL WORKSHOP MATERIAL FOR EDUCATORS

The Whole City Learns

NEOTALENTWAY - SPAIN

1. Introduction

Intergenerational learning is key to create cohesive societies that promote joint generations and want to ensure all society members feel as valued, recognised and taken care of, hence why developing seniors' skills is so vital. A city that promotes learning activities for all its citizens is a city that will be allowed to grow steadily and contribute to the emotional well-being of its citizens.

2. Participating organisation

Neotalentway is a training and educational research centre specialized in new teaching methodologies and in the personal development of people. We are working as educational researchers, SMEs consultancy, counselling and trainers. The main activities that we develop are training, research and educational consultancy.

We use those key competences as a tool for personal development as a way to create new opportunities. We improve these competences through boosting skills like leadership, time management, business management, risk assumption, risk management, conflict management, team work, communication skills, emotional intelligence, coaching, and so on, while researching best ways to do so and creating our own educational materials.

3. Purpose of the seniors program, what we want to achieve through this program.

The performance of this programme will favour socialisation between elders and will contribute combating elderly loneliness, developing a sense of community and bringing people together.

Ensuring a healthy social life contributes to living a longer life, as people with more social support and relationships tend to live longer than those who are more isolated, to a better physical health, since friendship is associated with a stronger immune system and to a better mental health, with a special mention to dementia. This happens because interacting with others boosts feelings of well-being and decreases feelings of depression and, also, social people generally perform better on tests of memory and other cognitive skills.


4. Defining - What is a Learning City?

Defined by UNESCO a learning city is 'a city which effectively mobilises its resources across all sectors to maximise the opportunities for lifelong learning for all its citizens', and should cover these requisites:

- Effectively mobilize resources across sectors to foster inclusive learning from primary to higher levels of education.
- Activates family and community learning.
- Facilitates learning for work.
- Extends the use of the latest learning techniques.
- Improves the quality and excellence of learning.
- Promotes a culture of lifelong learning.
- In this way, the city promotes individual self-determination and social inclusion, economic development and cultural prosperity, and sustainable development.

- *Exercise to do*

5. A practical task for seniors to raise their learning competences

Title of the activity:	Friendship group: The importance of friendship as you age.
Goal:	Promote social relationships and activities between elders to foster their wellbeing ensuring every aspect of their life is being fulfilled.
Development of the activity:	<p>Organise a friendship group to spend some quality time performing different activities:</p> <ul style="list-style-type: none"> - Coffee Morning: Meeting to share thoughts, ideas and get to know each other while eating breakfast.  <ul style="list-style-type: none"> - Quizzes: Meeting to celebrate a trivia afternoon. This workshop allows the elders to play and have fun while exercising their memory and putting their knowledge to use.



- Support group: Weekly meeting to share personal worries, doubts, fears, longings and good times by the participants. This activity is useful to share common thoughts and fight loneliness.
- Pen-pals: (letters, e-mails, phone calls...). For those with mobility issues, the friendship group would also aid connecting people so that they can still develop friendship even if they have to be apart due to health issues.
-

To complete this activity and focus their leisure time in this group, more workshops could be added (arts and crafts, painting, gardening, knitting, movie clubs...) depending on the budget.

**Resources
needed:**

An available room, chairs for the participants' comfort, beverages (soda, coffee, tea...), blank sheets of paper.



PROGRAMME OF MUNICIPAL WORKSHOP
MATERIAL FOR EDUCATORS

The Whole City Learns
PARAGON EUROPE

1. Introduction

Malta Urban Population

Currently, 93,2% of the population on Malta is urban. The current population of Malta is 444,560. The Maltese archipelago is made up of three islands: Malta, Gozo and Comino. It is located in the Mediterranean Sea with Sicily 93 km to the north, Africa 288 km to the south, Gibraltar 1,826 km to the west and Alexandria 1,510 km to the east. Comino is uninhabited, and with Gozo having a population of just 29,904 persons, leaves Malta as the major island of this archipelago state. 93.2 % of the population is urban (411,533 people in 2022). Between 2019 and 2050, Malta is expected to see a 35.4% increase in overall urban population, the highest among European Union countries, Eurostat statistics show.

2. Participating organisation

Paragon Europe is a leading host agency managing successful Internship programmes through various EU projects.



3. Purpose of the seniors program, what we want to achieve through this program.

Malta is no exception to the unprecedented demographic changes that are being experienced by industrial countries. As a result of declining fertility and mortality levels, the Maltese islands have registered a decrease in fertility rates and a major improvement of life expectancy at birth. The near future the nation will continue to experience a decline in the numbers and percentages of the younger and working age population, with the opposite effect with respect to older persons.

Malta's social policy on active ageing, as it related to labor issues, participation in society, and healthy, independent and secure living in later life. Many older people already participate in and contribute to society in a variety of ways such as providing support to their families by caring for spouses or grandchildren, working as volunteers or paid employees, and in receipt of various health and social care services that enable 'ageing in place'.

4. Defining - What is a Learning City?

Intergenerational learning can be seen as an entity of lifelong learning. Learning City is a natural setting to support intergenerational learning and solidarity. Many interesting initiatives are taking place in our schools, universities, adult education and youth centres.

5. A practical task for seniors to raise their learning competences

Although several inroads have been made in welfare ageing policies, further initiatives education are warranted for older persons to lead active, successful, and productive lifestyles.

Active ageing strategy facilitates greater engagement of older people through the following.





PROGRAMME OF MUNICIPAL WORKSHOP
MATERIAL FOR EDUCATORS

The Whole City Learns

CEPCEP UNIVERSIDADE CATÓLICA PORTUGUESA
PORTUGAL



1. Introduction

Learning cities are those that can mobilize resources in every sector and domain in order of the promotion of an inclusive learning from basic to higher education, formal and non-formal, integrating all the population from younger to the oldest generations.

An inclusive education combines different types and modalities of learning and a diverse set of competences, from social to cultural.

The cultural competences are an important and complex combination of experience and knowledge and a crucial instrument for the support to senior population to maintain a physical and psychological active life condition.

2. Purpose of the Program “Network for Competences”

The program “Network for Competences” aims to promote a better integration of the senior population in the city, contributing for a stronger participation in the cultural activities, and through this, to better conditions of life and a more active attitude towards the surrounding environment.

In particular, this project has the following objectives:

- To involve the senior population in the cultural activities of the Learning City
- To improve knowledge on the cultural domains
- To better integrate the older population, in a perspective of lifelong learning
- To stimulate an intergenerational attitude, integrating the younger generations in the cultural activities
- To strengthen the senior universities and other institutions related to the senior population, establishing a network of institutions, sharing experiences, knowledge, and training actions.

3. Program “ Network for Competences” – A practical guide to the Methodological Intervention

a. Introduction

This program envisages the promotion of cultural activities for senior population as well as the strengthening of senior institutions in regard of the increase of a better offer of cultural activities for the older

b. Training Modules

The training actions have the objective of the development of cultural competences and include, namely, the following modules:

Theatre;
Creative writing;
Literature (Clubs);
Digital competences;
Practical exercises on the web;
Visits to cultural institutions, like museums, and theaters.

c. Creation of the Network

In order to strengthen the senior institutions involved, a network needs to be established, where it can be shared the good practices and other experiences, as well as to promote joint activities that will enlarge the capacity of a single institution.

This network is based on a digital platform integrated by senior institutions of the same Learning City.

d. Working groups – responsible for senior institutions, Educators

4. *Exercise to do*

The share of experiences and knowledge is an important asset for the development of a network for cultural competences.

In this context, the preparation and implementation of working groups in the different domains, especially considering the important role of educators, can be a means of a better understanding of the state of the art and a more inclusive definition of the strategy and priorities.





Program of Municipal Workshops

„The whole city learns”

Ecocenter Alapítvány



What is a learning city?

A learning city is a city that is committed to continuously improving the quality of life of its residents through **lifelong learning**. A learning city has a culture of learning that is evident in the way its residents view and value learning, in the way its institutions are organised and funded, and in the way its physical environment supports and encourages learning. A learning city is also a city that is constantly evolving and adapting to change, and that uses learning as a tool for social and economic development.

Global Network of Learning Cities

The UNESCO Global Network of Learning Cities is an international policy-focused network that aims to share inspiration, know-how and good practice among participating cities in lifelong learning. The network has two Hungarian members: **Pécs** and **Kaposvár**.

The city of Pécs received the UNESCO Global Learning City Award in 2017 in recognition of its community-based learning festival program application prepared with the participation of PTE (University of Science Pécs), which was celebrating its 650th anniversary that year.

The learning city promotes the inclusive learning processes of citizens, families and institutions from primary education to higher education for the sake of sustainable development. Learning cities, be they at any stage of development, can certainly benefit from sharing their ideas with other cities, as questions may arise during the development of any city for which answers and solutions may already exist in other cities.

Since 2016, the **Pécs Learning City model** has focused on the community, intercultural and intergenerational dimensions of participation in learning activities and increasing performance. In this model, the participating institutions, organizations and communities in Pécs explored and interpreted what kind of concrete skills development, knowledge foundation and/or expansion they involve the

people of Pécs, regardless of age, based on the lifelong learning approach. Related to this, on the basis of learning about local/regional, national and foreign examples, partner institutions and organizations

active in the subject with good practices and an innovative approach are identified in order to share their practical experiences with each other for the purpose of effective and attractive development.

Since 2017, the Pécs Learning City project provides a framework for the development of collaborative skills, while contributing to experience-, and problem-based learning. All these activities are coordinated by the **House of Civil Communities in Pécs**.

Exercise to do

Adult learning

Sources dealing with education policy and adult education now use the concept of lifelong learning and the learning society almost as a commonplace. However, adult learning is interpreted by most people - and, unfortunately, sometimes by many professionals - in a very narrow way: according to this, learning takes place both at school and at a young and active age. However, it is time to break with these stereotypes, for several reasons.

Learning motivations in old age

There is no adult learning without lasting motivation. Learning motivations can be grouped according to many different aspects (Csoma 2005; Kocsis 2006; Réthyné 2003; Zrinszky 2005), although these structures show considerable overlap. However, a learning process that is "purely" driven by a specific motivation is rare. These usually have a combined effect on the learning situation, often without the adult student being aware of them. Of course, the same situation applies to learning in old age, with the difference that here extrinsic (external, secondary) motivations are no longer as decisive as they are in active age: the effects of expectations from the workplace or family or economic advantages influence the labour force of the elderly they "fade out" due to their market and life situation. Learning in old age can be brought into a closer relationship with intrinsic (inner, primary) motivations. Their sources are basically the following.

- Communication needs
- Technical development
- Useful use of free time
- Common professional history
- Health reasons

Elderly education in the adult education system

In the practice of adult education in Hungary, the emphasis has unfortunately completely shifted towards labour market training. This is understandable in itself, since these trainings are essential for increasing employability and the sustainability of economic development. However, it would be a big mistake if we identify the concept of adult education and lifelong learning with the concept of labour market training in the long term. Adult education must include significantly more diverse activities, so that target groups with different characteristics and different needs can appear, and different learning goals and forms can be realized. If this diversity - and with it the learning society - is really realized, senior education will also become an "adult" in the domestic education market.

Some examples of adult education training

Senior Academy at Semmelweis University: The new mission of the 250-year-old University: health education for the elderly

In the older age groups, between 70 and 80 years, the need to maintain mental and physical freshness comes to the fore.

In health-related education programs, self-care and getting to know and validating the goals of preventive medicine can be the defining goal. This is enriched by the effort to maintain the ability to adapt to rapidly changing environmental conditions.

Based on the above, adult training, lifelong continuous training, and senior training (gerontology) do not have the same theme and objective. The purpose of adult education can be multifaceted: on the one hand, maintaining the competitiveness of the workforce, and on the other hand, ensuring the time spent in health and meaningful aging, especially for the older age groups.

Link: <https://semmelweis.hu/szeniorakademia/kuldetesunk/>

It's never too late to start...

Seniors can also participate in EFEB's Adult Education and they can choose from many courses.

We often hear that lifelong learning is very important and that it is never too late to change. At an older age, of course, these can be pushed into the background, but that age is not everything, that we can remain mentally fresh for the rest of our lives, that and many other things will be revealed during the following interview. He interviewed one of EFEB's e-learning students over the age of 60.

Link to the interview: <https://www.efeb.hu/hirek/idoskorban>







PROGRAMME OF MUNICIPAL WORKSHOP
MATERIAL FOR EDUCATORS

The Whole City Learns

CENTRO INTERNAZIONALE DELLE CULTURE UBUNTU



1. Introduction

To face social, cultural and environmental changes it is necessary that citizens of all ages acquire new knowledge, skills and attitudes in different life contexts.

This need is heightened in the current historical moment in which the pandemic linked to the spread of COVID 19 has increased socio-economic exclusion and inequalities, mainly affecting the most vulnerable sections of society.

Lifelong learning and the idea of the "learning city" play a fundamental role in building more inclusive and sustainable societies. UNESCO in 2015 established a "Global network of learning cities", a network of communities and Learning cities.

The objectives of the Global network of Learning cities are:

- promote learning from basic school to university;
- revitalize learning in families and communities;
- facilitate learning in the workplace;
- extending the use of modern learning technologies;
- improve quality and foster excellence in learning;
- cultivate a culture of learning for life.

2. Participating organisation

The workshop, structured according to the objectives indicated in the "Global network of learning cities" is led by Centro Internazionale delle Culture Ubuntu ETS in collaboration with AUSER Palermo, a voluntary association, widespread at national level, whose main objectives are: to promote the well-being and health of the elderly, training and lifelong learning, civic volunteering, active citizenship, social inclusion and intergenerational participation.

AUSER has a network of popular universities and cultural clubs throughout the country and organizes a biennial event called "The Learning City" dedicated to lifelong learning and adult education. In Palermo Auser association manage "The Garden of wellness" created in a land confiscated to Mafia, that aim to: -promote the psycho-physical well-being of people of all ages and active aging-Facilitate the creation of an educating community in the area with the active involvement of citizens and institutions.

3. Purpose of the seniors program, what we want to achieve through this program.

The main goal of the workshop is to contribute to active aging by using new technologies in an innovative way and overcoming the digital divide, which increases the sense of isolation of the elderly.

Furthermore, the program proposes the enhancement of people's memories and their sharing, building opportunities for meeting and favoring the relational and communicative exchange with the new generations.

4. Defining - What is a Learning City?

A Learning city is a supportive and inclusive city that aims to involve the communities and favors the contamination of experiences between people of different ages and with different socio-cultural backgrounds In 2019 Palermo was named "Italian city of lifelong learning" recognized by the UNESCO Institute for Lifelong Learning.

Lifelong learning is a fundamental tool to combat social exclusion and loneliness for all people, and in particular for those who live in a marginal condition. The elderly must have the opportunity to be an active, aware and critical citizen. In this sense, it is necessary at various levels to contribute in creating a city in which the elderly get back into the game both to learn new knowledge and to pass on to others their knowledge and experiences. In this perspective, learning leaves the exclusive sphere of institutional contexts (schools, universities, training centers) and becomes sharing, care, practice organized by people. Non-formal education based on the real needs of the person represents the privileged approach to promote the growth of Learning cities.

Exercise to do

The workshop “From the past to the future. Let’ s tell together” involves the elderly in the creation of video stories and / or video tutorials. It is a digital storytelling application, designed to foster and develop the spontaneous aptitude of older people to tell and share their memories.

5. A practical task for seniors to raise their learning competences

Exercise to do

WORKSHOP PLAN:

STEP I - (Two Meetings) Digital Literacy

The use of simple videomaking tools The elderly, guided by experts, will learn simple techniques for the use of digital tools that will allow them to create short video stories and / or video tutorials (mobile phones , pc, video editing programs).

During the second meeting the theme of communication on social networks and promotion of events will be addressed. Small groups will be created where each elderly person will have an interchangeable technical role in the videomaking activity (photography, video shooting, editing) according to the preferences and skills developed.

Exercise to do

STEP II - (2 Meetings)

Telling together The elderly will be guided in the narration of their life stories and in the identification and sharing of their knowledge and skills. In groups or individually, the participants will develop their stories on the chosen themes: cooking / ancient crafts / traditional games / life stories. (Eg: How to build a traditional game / How to prepare a typical food of the local tradition / Telling significant life experience).

The other participants, divided into groups, will make the videos





The achievement of seventeen **Sustainable Development Goals (SDGs)**,

- in particular **SDG 4**

‘Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’)

- And **SDG 11**

- ‘Make cities and human settlements inclusive, safe, resilient and sustainable’.



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