Intergenerational Communication
Active aging in a Rural Environment
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During the last decades, significant demographic changes took place in small villages in the rural area: not so long ago, people used to work and live in the same area, which lead to a natural commitment with village life. Nowadays, less people work in their own village and newcomers do not always participate in village activities. The number of older people is rising while young professionals tend to leave the rural area.

The overall aim of I-CARE was to strengthen the vitality of small villages and empower older people within an intergenerational context. I-CARE partners wanted older people to be more actively involved in an intergenerational debate about the future of their village. Key principles of the project were the strength of the elderly, their wisdom and the inspiring cooperation between generations. The partners are convinced that education plays a major role in this process and can inspire older and younger inhabitants to take initiatives together.

Through this Grundtvig learning partnership, I-CARE partners wanted to contribute to:
− The empowerment of senior citizens in the rural area
− The active involvement of seniors in the realization of village visions with an intergenerational approach
− The promotion of senior volunteering in and related to the rural area
− The insight in educational wishes and needs of the rural population concerning intergenerational work
− The knowledge on what stage(s) of the process education is necessary, which methods and tools are adequate, who can deliver the education and what can be the role of older volunteers
− The exchange of good examples and studies on active ageing, on intergenerational and inter-municipal cooperation in the rural area
− The exchange of strategies to motivate the older population to become active in the village, especially persons who are socio-economic disadvantaged and/or in risk of isolation

The project aimed at a wider view of possibilities of participatory education close to home, in delivering tools for developing consciousness, knowledge and common practice.

During two project years and with active involvement of rural learners, I-CARE partners arranged study visits, exchanged good practices and did research on several topics: methods to involve seniors in future planning and action; intergenerational debate and practice within the community organisation; voluntary involvement and educational needs of the ageing population; changing lifestyles and how to make use of this; methods to increase the power of local capital and anticipation on future care needs.

Every project meeting had a specific topic. The meeting in Spain was dedicated to the planning of the project and to get acquainted with participating organizations. The very rural area where this first meeting was held turned out to be an excellent illustration of the context and goals of I-CARE. In The Netherlands I-CARE partners discussed how older people can become more active in village planning and how to realize senior friendly village visions. Good examples were presented: ‘Inclusive village visions’ and ‘How to empower older people to become active in village planning?’.

During the course of the project this topic was also illustrated in Belgium ‘Together we combat exclusion’ and in Denmark ‘Norholm countryside grocery shop’. In Denmark the focus was on how to stimulate intergenerational practice and lifelong learning in small villages. In this brochure examples are presented from Catalunya: ‘International village work’ and ‘Learning with one click’, from Hungary ‘Strengthening the role of families in society’, from Denmark ‘Kindergarten ‘Grasshopper’ in the village of Rørbaek’ and from Belgium ‘Together on the road’.

In Hungary I-CARE partners studied the educational needs of senior citizens. Practices were presented by Germany: ‘Rural Senior Association Ostfriesiand’ and Hungary: ‘Educational
needs of elderly and the role of social media in their learning’. In Germany the main focus was on the training of senior volunteers and the promotion of active ageing in the rural area. Germany presented an interesting example: ‘Training senior guides Slickmuseum’. The final project meeting took place in Belgium, where in addition to the evaluation and dissemination of I-CARE also relevant project were visited.

The European cooperation in the framework of I-CARE provided significant results for every individual partner. All I-CARE partners have shared these country-specific results with their own second circle of experts and organisations. A common I-CARE outcome is this brochure in which good practices are presented that were encountered during the project period. The larger collection of best practices and other outcomes of the Learning Partnership I-CARE can be found on the project website www.i-ca.re.

I-CARE participants during the last project meeting in Belgium

I-CARE partners
Welzijnswerk Midden Drenthe, NL
Coordinació Rural de Catalunya, ES
LEB Kreisarbeitsgemeinschaft Aurich/Ostfriesland e.V., DE
Landelijke Gilden, BE
Landdistriktradet Mariagerfjord, DE
Bibó István Népfőiskolai Alapítvány, HU
Learn for Life (silent partner), NL
In the countryside, poverty is usually hidden, yet it is a harsh reality for too many rural residents. Rural poverty has its own face. It is e.g. not concentrated in one place, but more widespread. Rural dwellers generally wait longer before they contact professional care. This makes rural poverty less measurable and therefore less visible and often forgotten. A lot of older people in rural areas have a small pension and therefore experience financial problems at the end of the month. But even older residents who are well-off, face similar problems as people in poverty, for instance the decline of services in the villages and towns (recreational services, healthcare services, shops, etc.), the lack of good public transportation and a lack of affordable housing of good quality.

During the GRUNDTVIG-project, we discovered a way to increase liveability in a visible and sustainable way. This approach method was developed by the association ‘Welzijnsschakels’. This organisation brings volunteers with and without a background of poverty together in local groups. The actions of these groups empower people who are marginalised. This is done in several ways: for instance through personal contacts during group activities or by analysing situations of exclusion together with social welfare organisations, schools, health care institutions, family doctors etc. These meetings give people with a background of poverty a voice and a place in society. People feel that they really count as a person.

The methodology of ‘Welzijnsschakels’ consists of several steps:
1. People who face exclusion, pool their experiences. They examine in which areas of life they come across problems. They list these problems and look for persons or organizations that can contribute to a solution. Sometimes a change in their own behavior and/or a simple action of their group can be sufficient. Usually however, public and private service providers have a role to play as well. Often the solution lies in a change of mentality among citizens, service providers, politicians and policy makers, or in structural changes that require a policy decision.

2. The problem is communicated to allies (voluntary workers of other associations, school directors, members of local advisory councils, etc). Do they recognize the problems? Do they have information that was not yet available in the first analytic step? Which approach can be developed together?
Together they draw up a list of all the questions that need further discussion.

3. The third step is a dialogue between people who are living in poverty and their allies (see step 2) with specialized organizations, private and public service providers, local and other public authorities. It’s a good start that people in poverty tell how they experience the service of these organizations. Then they discuss the questions on their list and - together, in dialogue - try to define a desirable situation. Next, they see whose commitment is required to reach that situation. Is there something that they can do themselves, as an individual or in a group? Or is the assistance of other groups and structural partners required (service providers and civil services)? Agreements must be translated into commitments. Concrete improvements at the local level must be monitored on a regular basis.

Bringing youngsters and older people together to organize a common activity is not so easy. They are not used to organize activities together. The project ‘Together on the road’ helps them cope with this lack of experience. ‘Together on the road’ is a joint project of the youth movement ‘KLJ’ (catholic rural youth movement) and the adult association ‘Landelijke Gilden’.

We literally go on the road, together, in the village. It is not just another walk, but a fun trip: the gps guides us along locations that are meaningful for the different generations: the school, the community center, the nursing home, the church, the bench in the street, the youth club, the jeu de boules court … In each of these spots, the participants receive additional information about the importance of that place. They also participate in an activity that is typical for a particular generation, such as a ball game, a quiz about heritage, a cooking class, a tug of war. In other places they listen to a story about the village or the region, they milk a cow, or taste gin … The technology used in this project, the gps showing the way, is new to almost everyone. In addition to the walk and the activities, a teambuilding activity is organized: with a flying carpet all participants are brought on the same level.

In this project, cooperation between the generations starts at the very beginning of the process. In a joint working group, youngsters and adults work closely together: from the beginning
to the end, from the preparation to the evaluation of the activity. It is important that both generations learn more about each other, about their common interests as well as about their skills. They have to reflect together on several subjects: how to communicate with different age groups? How to negotiate with the municipal administrators? How to realize that both generations come to an agreement and put it into practice? How to organize a press conference?

Landelijke Gilden and KLJ developed this project together. It was co-financed by the socio-cultural innovation fund of the Flemish Government. Pilot projects in several local guilds made it possible to experiment with the practical implementation of this activity. On national level the organization supported the local projects by providing the gps-devices, the flying carpet and the scenario.

The pilot activities had a positive result. The intergenerational contacts led to an increased mutual respect and appreciation, both by the younger and the older participants.

They not only shared the experience of having fun together, they learned several practical skills as well. Taking the decision to cooperate together seemed to be the most difficult aspect of this project. This activity proved to have a strong concept: all the local experiments were very successful and had sustainable effects! Afterwards several local guilds continued to work together on various occasions.

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Volunteers from youth and adult organisations work together
How to empower older people to become active in village planning?

In 2005 three villages in the municipality of Midden-Drenthe got the opportunity to do research on ‘the needs and wishes of older villagers that must be met so that they can continue to live as long as they want in their village’. Soon two other villages joined them and in 2014 ten villages are member of the project ‘Active Ageing’.

Why are inhabitants of the rural area so interested in this subject? For many year, it was very common in Midden-Drenthe that at a certain age people moved from the countryside to an elderly home in one of the larger villages. But nowadays peoples’ wishes have changed and many older people prefer to stay in the village instead of moving. In addition, there is a growing percentage of 60+ people and elderly homes are too expensive and are closing more and more.

The desk research ‘Active Ageing in the Rural Area’, realized by professional researchers, gave the inhabitants a creative boost to develop new activities and facilities in their villages. E. g. in the research category ‘Social relations’ one of the villages studied loneliness and seclusion among elderly people in order...
Inclusive Village Visions

The municipality of Midden-Drenthe in The Netherlands has a long tradition in developing Village Visions. In this participative process, inhabitants work together and are supported by professional organisations, like the local government, the organisation for community based services and nature conservation organisations.

The goal is to create a shared vision about the liveability of the village and its surroundings and to define the actions needed to realize necessary improvements. A Village Vision does not only focus on ‘hardware issues’ (buildings, etc.) but also integrate social factors like ‘social cohesion’ and ‘safety’ in the village plans.

I-CARE partners discussed how to create an Inclusive Village Vision, where all inhabitants of the village have the opportunity to be part of the process. The fact that in most occasions Village Visions are developed to a great extend by volunteer inhabitants was considered as both a threat and strength. By involving as many inhabitants as possible, a sense of ownership is created towards the end result. This makes people feel responsible for the final implementation. A local process...
manager, like a village board, can check if every target group in the village is engaged in the process.

On the question ‘how to empower elderly people to participate in the Village Vision’ the main conclusion was: invite them personally and challenge them to contribute with their talents and competences. We anticipate that a qualified and well educated generation will retire the next couple of years. Therefore a strong recommendation to rural areas is to make use of the still existing knowledge and competences of older people in the villages.

Finally I-CARE partners focused on how to start the process of creating a Village Vision. First of all you need the common ambiguity to make things better in the village. In many cases a specific event or an urgent situation, such as an unsafe children’s playing area, can trigger the community to come together and discuss what needs to be done to make the village more liveable. Then villages can make use of the already existing social network to get the process started. The final Village Vision will be of high quality if people work together, share their knowledge and ask professional help when and where needed.

The overall conclusion was that a Village Vision is a very useful tool for inhabitants to define a shared vision on enhancing the liveability of the village.
The Rural Senior Association was founded in May 2006 with assistance and organizational help from the LEB in East Frisia. The idea was to connect all those seniors who want to be engaged in volunteer work, with seniors from the countryside, in order to learn from each other and take an active role in current changes in society. The Rural Seniors get financial support and donations from several companies and associations in East Frisia. There is no member fee.

The statute of the association points out that, amongst other things, the following topics are important:

- Improvement of the social conditions of the people living in rural areas and strengthening the common work with other Senior clubs
- Promotion of understanding between the generations and strengthening the relationship between urban centers and countryside
- Organize field trips and excursions in order to get new impressions and ideas for own activities

Several times a year, seniors meet for an ‘Education Breakfast’ in a central meeting place. Sometimes more than 200 seniors gather. Generally they invite lecturers who speak about current interesting topics. These lectures have an educational aim.
Training (senior) guestguides

Schlickmuseum Riepe

An training program for seniors who are interested in presenting special local features to the guests of the regional Slick (Silt) Museum.

Interested inhabitants from the region were informed about the training for guest guides. In the recent past these locals themselves experienced or even accompanied a significant changing process in the landscape in their region, this long process to improve the soil for a better agricultural use. Therefore many seniors who took part in the training already had many years of experience and knowledge on the silt topic.

The aspirant-guides followed a 32 hours training about:
- How to manage the thematic presentation in the Silt Museum
- Geography and water regulation
- Flora and Fauna in the region
- How to present the area
- Techniques for guides

Tour guides with historical knowledge now can present excellent local features and combine this with their own personal experience. This was showed to the I-CARE partners who visited the Silt Museum in Riepe.

Twelve guides were training by LEB Aurich - Ostfriesland e.V.

The results:
- The guides manage the local Silt Museum
- They got an attendance certificate. This certificate counts as a module for a higher level tour guide certificate with star
- After having followed the course, the senior course participants still play a very active role in informing local younger people and guests about the changing life in the region
- As a museum guide, seniors have the chance to be in contact with children, youngsters and other visitors. They can transfer their knowledge about the landscape change process realized in Riepe. They have a solid basis for discussion on the pro and cons of this important regional silt project.
- The guides earn some little money for their guided tours

Several times a year Rural Seniors in East Frisia gather for an Education Breakfast

International demografic advantages were an important topic in the meeting with I-CARE participants in February 2014
Senior guides learned how to present the region Riepe.
In 2012, Bibó Folk High School in collaboration with the Hungarian Folk High School Society, started to work in 20 villages and towns in the Balaton-Highland region with the aim to strengthen the social role of families. This project is supported by the Social Renewal Operational Programme, which is an EU and governmental co-financed supporting fund.

The objectives are to
- change the approach to families in society and emphasise the importance of families
- develop a more co-operative relationship between workplace and family,
- encourage and increase part-time and flexible employment,
- create as favourable conditions as possible in order to slow down demographic decline
- involve in this development the whole local society

The organizers personally contacted all the local self-governments - NGO’s in the 20 villages or small towns - and tried to encourage and mobilize them to take part in the programme. At the same time one volunteer from each of the 20 settlements was recruited to join the training courses. Participants represented a variety of family and employment status: young women on maternity leave, young parents, grandparents, pensioners, unemployed people.

The three training courses that were delivered focussed on themes related to family life, working life and self-employment.

The topics related to family life including: family models today and in the past, roles within the family, typical family situations, interdependence, the family as a spiritual, social and economic unit, external impact families can experience. Also the broader perspective, family policy and government measures was discussed during the course.

The work related training sessions included topics such as flexible and part time work, family-friendly workplace, young parents returning to employment, job seeking techniques, prevention or resolution of tensions with employers because of family matters, getting to know employers’ aspects.
Self-employment or entrepreneur topics included information on the legal regulations and practical implementation of social cooperatives and distance work, day care provision for children and elderly, village tourism, summer camps, sustainable rural development and eco-farming.

In the same period of these training courses three series of forums were organised in the 20 villages. With the help of family mentors, local people were invited to share their experience of the current situation and needs in their village, and to tell their ideas about the future they envisage for their families and the place where they live.

The outputs so far include the mentors’ decision to establish a private foundation with all 20 settlements involved and to build a network to help each other to improve the life conditions of families. They organised a regional Day of Families in May 2013 as a kind of festival to show the results of the mentoring programme and to present further plans.

The group of mentors now work on the audit of family-friendly settlements by adapting elements from the family-friendly workplace, and they will initiate a regular competition between villages and towns in the region.

The organisers also plan to develop recommendations for the regional authority regarding family policy to be integrated into the regional development plan. This should include a budget item for specific family purposes.
Educational needs of elderly and the role of social media in their learning

This short paper was prepared for the I-CARE meeting in Hungary. The aim was to discuss the educational needs of the elderly more deeply and to overview a Hungarian survey.

Five benefits of social media for seniors ¹
1. Social Media Can Keep Families Close
2. Social Photo and Video Sharing
3. Coupons and other Discounts
4. Peace of Mind
   Seniors and their families have a convenient way to check in daily, or on whatever frequency is desired, creating peace of mind on both ends of the communications.
5. Community Belonging
   Socializing as part of a community is important for seniors spending much of their time living isolated at home.

The questionnaire
99.2% answered yes to the question ‘Did you hear about the concept of lifelong learning?’
96% said yes to the second question ‘Would you like to continue learning?’ The subjects that were listed cover a very wide range of programmes: 72 different topics such as informatics, use of the internet, language, writing applications, digital photos, visiting libraries, organising programmes for retired people, consumer protection, law, technical issues, health, caring of elderly, gerontology, working during retirement, community work etc.

Analysing the inputs of the inquired people, informatics and internet use are top subjects. This means that not only training is necessary but also the improvement of the accessibility of the internet. From the 3.58 million people are above 45+ in Hungary, every 7th person uses the internet. There are more and more seniors - the survey says - who have recognized the importance of the internet in preserving their social contacts, mental fitness and health. The use of the internet is popular as its use is informal.

It is significant that 38% of the inquired persons mentioned ICT as an important learning topic and 18% mentioned language learning, which is altogether 56%. Other topics of interest: personal development, social and family issues, intergenerational problems, community work, programmes for the elderly.

Motivation to learn
An important outcome from the conferences held in 2008/9 was that elderly people mainly like to learn for the pleasant company and the being together. However, the I-CARE workshop showed something else. The expectations of elderly people seem to be more serious: they want to have a better quality of life and way of life, to compensate for disadvantages due to their age, to keep their identity and conditions in their changing age. They don’t feel being prepared to explore the learning opportunities that would suit their needs. They emphasised the importance of the motivational impact of community.

Educational needs of ageing people in Hungary ²
In 2008-2009 the National Employment Fund supported a series of conferences in Hungary together with a survey on the educational needs of ageing people (45+). The events were attended by 613 people who were asked about their lifelong learning needs. 358 persons answered the questionnaire.

The result can be considered representative although it seems to be more positive as the participants of the conferences were more active and open elderly people.

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Active Facebook users in Hungary 2009-13

Active Facebook users in Hungary ²

Educational needs of ageing people in Hungary ²

³ Barry Brikett: http://seniorcarecorner.com/5-benefits-of-social-media-for-seniors
² Hazai körkép az idősek tanulási igényeiről /National overview of the learning needs of the elderly. Author: Szabóné Molnár Anna PhD Budapest University.
The village Nørholm is quite isolated in the northern part of the region Himmerland about 4 kilometers from any major road. The village consists of approximately 90 households with its own church, school, grocery shop and community hall. In addition to these facilities the village boasts an active community life. The strength and the weakness of the village is the distance to the regional capital, Aalborg, which is 12 km away.

This on one hand means that the village inhabitants have quite well-paid jobs – almost all the inhabitants in the village work in Aalborg and compared to other villages in the region, this means that the number of young families is relatively high. However, the proximity to Aalborg also means that the former grocery shop had to close in 1999 after a hundred years of existence, as a result of the local inhabitant’s habit of buying their daily groceries in Aalborg supermarkets and discount stores on the way home from work.

In 2001, some of the local citizens decided to re-open the shop, since there was need of a place for informal gathering. Today the shop is managed by a board of 5 volunteers elected annually according to the rules of the association. Initially, the annual turnover was at € 133,350. Today, the turnover is about half that amount. That presents a challenge to the store’s continued existence.

At the beginning, the municipality assigned young people with minor psychological challenges to work in the shop - paid by the municipality – which was a good solution for all. But the financial resources of the municipality changed and the project stopped. Nowadays all service, cleaning, maintenance and accounts of the shop is based on volunteers, who in turn show up during opening hours 14:30 to 17:30 all weekdays. In addition to this the volunteers also deliver goods to elderly and infirm persons when needed.
Rørbæk is a small village located in the southern part of the region Himmerland, Denmark. The village has 206 households with 470 inhabitants. The only major workplace is a ‘care’ home for alcoholics and drug addicts with 10 employees. Most inhabitants in Rørbæk work in the larger towns in the area. The town has a community house, a kindergarten, an active sports club and a grocery store, which is in danger of closing.

Around 2004 the kindergarten in the neighboring town, Nørager, had outgrown its localities and needed more room for the children. The citizens of Rørbæk were ready. They suggested that they - in connection to the sports club facilities - could build a kindergarten that the municipality could rent as soon as it was built. The parties reached a mutually agreement on an irrevocable rental agreement of 10 years.

Building a kindergarten in connection to the sports facilities opened the possibility of getting € 27,350 from LEADER funds and an equal amount from the municipality. The rest of the funding was taken as an ordinary bank loan. In the beginning of February 2004, no less than 87 volunteers from the village started the process of construction and the kindergarten could start as planned on the 1st of August 2004. By the 10th anniversary in 2014 the kindergarten house is paid off. The rental agreement continues with one-year non-cancellable contracts with the municipality. 37 children attend the kindergarten daily and the house is open on weekdays from 6.20 am to 5 pm.

The village shop has approx. 80 members of whom 50 are regular customers. The membership fee works as individual ‘deposit’ to be used when buying groceries. The shop sells the most common groceries and supplementary goods can be ordered.

The kindergarten “Grasshopper” in the village of Rørbæk

Rørbæk is a small village located in the southern part of the region Himmerland, Denmark. The village has 206 households with 470 inhabitants. The only major workplace is a ‘care’ home for alcoholics and drug addicts with 10 employees. Most inhabitants in Rørbæk work in the larger towns in the area. The town has a community house, a kindergarten, an active sports club and a grocery store, which is in danger of closing.

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The kindergarten “Grasshopper” in the village of Rørbæk

The local grocery shop is an important meeting place in the village.

The village shop has approx. 80 members of whom 50 are regular customers. The membership fee works as individual ‘deposit’ to be used when buying groceries.

The shop sells the most common groceries and supplementary goods can be ordered.

The shop is specialized in organic foods such as vegetables, milk, beer, wine, etc. which has proven to be a good decision, as these items have generated an increased revenue. It has given the business a ‘high profile’. Frozen foods are not available.

At least twice a year additional activities are organized, such as musical evenings, author evenings with readings, wine and beer tastings, dining, etc. The profits from these activities are used for the improvement of the shop and inventory. It is not easy to make the shop profitable, therefore bigger events are arranged when larger investments are needed.
There is a staff of 4½ in the institution sharing leadership and temporaries with the kindergarten in the neighboring town of Nørager. The staff is hired to work in both kindergartens and there is an ongoing exchange of personnel between the two kindergartens giving the effect that good ideas are exchanged to the benefit of all parties. And at the same time making effective use of resources without compromising everyday life. The short distance between the club house and kindergarten gives a good opportunity for parent meetings and gatherings between parents. The sports club lets its facilities free for these purposes. In this way children learn at a young age that it is quite natural to be in the sports club. The parents get to know each other from when their children are small – and they often follow each other throughout the school years.

A new project is in the pipeline: building a pavilion of 300 square meters in connection to the kindergarten. This means that the children can play outside whatever the weather may be. At the same time the village will obtain a good place for larger activities. The village looks with confidence to the future of the kindergarten as young families with children are still moving to the area. At the same time the village acknowledges the challenge of being on “the geographical” fringe.
The project ‘Learning with one click’ consists in offering e-learning modules to adult people aiming to promote life-long learning in rural villages. This project was coordinated by CRUC and INS Aubenc, a school with 100 students between 12 and 16 years. The students of this High School prepared a questionnaire to know the subjects which adult people are interested in.

The questionnaire was sent to peoples’ homes and was left in different shops in the villages. This way, relevant information of six rural neighbour villages was collected. The youngsters studied the completed questionnaires and drew some conclusions: adult people in the villages were interested in photography, digital skills and different kinds of handicraft. On the basis of these results, the youngsters divided themselves in groups and each group prepared a e-learning course of 12 study-working hours. Every group decided about a formal index and they were working on that until March. In April the groups discussed the results of each group and worked on further improvements. In May the e-learning courses were put online.

Looking back to this experience, the results are really positive. The youngsters that were involved in this project were very motivated because they could teach adult people and share their knowledge with them. Moreover, the youngsters themselves learned about new technologies and the educational cloud.

It was very positive to see how they were participating in this intergenerational project and experienced the importance of lifelong learning.
Main conclusion of this project: New systems like e-learning are very useful in intergenerational learning. Young people do like to prepare e-materials to teach adult people.

‘Learning with one click’ was a great learning experience for everybody involved and it was a good intergenerational service for the village. The project promoted training and knowledge acquisition by all generations. The youngsters were actively involved in all stages of the project: from the development of the questionnaires to the three e-learning courses that are used by the adults in the villages.

International Village Work

Older adults have a lot of knowledge and it is very enriching to use it. For that reason, Coordinació Rural de Catalunya develops different projects in which older adults can participate and can teach children and youngsters about different subjects.

Participants learn about the village and the region where they have a significant life experience during 15 days. In both blocks older local people participate a lot. They offer their time to teach youngsters from different nationalities how to create a vegetable garden, how to make jam, etc. The result of these intergenerational contacts and learning is very positive because older adults can teach the young participants of the work camps. At the same time they also learn a lot from these youngsters, who come from abroad and sometimes even from big cities as Rome or other capitals.

These international work camps are just one possibility for seniors to be active in their village.

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www.cruc.info

Gathering in the village after having visited the vegetable garden

Already for many years CRUC organizes international work camps and projects addressed to youngsters between 18-30 years from all over the world. These projects are divided in two blocks: the block Work can be related to social work, disable people, environment. This block benefits the community very much. In the block Cultural and Social Activities the young
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