

# LIFESTYLES REVISITED: EDUCATIONAL EXPERIMENTS IN INTERGENERATIONAL ENVIRONMENTS



Education and Culture DG

Lifelong Learning Programme



**LIFESTYLES REVISITED:  
EDUCATIONAL EXPERIMENTS IN INTERGENERATIONAL ENVIRONMENTS**

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Lifelong Learning Programme

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## LIVING PLACES



## BELGIUM

**Zebra Formations workshops and intergenerational educative experiments on Housing as a lifestyle variable**



### DEFINITION AND CHARACTERISTICS OF THE IG GROUPS

- Type 1: Seniors and assisting staff belonging to two residential homes mixed with junior students training to become Education Agents (16 in all with a majority of women).
- Type 2: Eight adults of ages ranging from 25 to 76 gathered to analyse the impact of the age factor on perceptions related to living conditions and residence styles.
- Type 3: Two teacher-trainers and six Education Agent students (3 boys and 3 girls) assembled for interviews used as incentive in type 1 debate circles.

### OBJECTIVES OF THE IG WORKSHOPS

Learners should be able to express and describe their aesthetic preferences for home decoration and to learn about each other's tastes in matters of living conditions. They are encouraged to exchange their views and feelings on what makes a place attractive to live in. Learners discover the existence of relative values regarding the way people live at home in different cultures across Europe.

### METHODOLOGY AND DESCRIPTION OF THE WORKSHOP ACTIVITIES

- Type 1 groups: activities are supervised by trainers and assisting staff using props to stimulate discussions around the proposed themes: questionnaires, photographs and objects. Juniors helped Seniors to answer questions and write their answers for reporting.
- Type 2 groups: training course set up by Zebra using techniques such as photo-language, survey questionnaires, role plays, case analysis and creative expression. The lifestyle topic concentrated on a question put forward by the learners themselves: "What makes us feel comfortable and happy at home?"



Type 3 groups: collecting the opinions of a group of young students about their personal views on generational lifestyles in the home, including themselves, their parents and other generations. The filmed interviews are later shown to older generation members (in type1 groups) for their reaction.

### 1<sup>ST</sup> WORKSHOP (TYPE 1 GROUP): “ORNAMENTAL AND AESTHETICS TASTES IN THE HOME”

- Learners were presented with a number of objects found in a flea market and asked to give their preferences for each: figurines, paintings, cups and saucers, religious statuettes, etc.
- A variation of this workshop was organised in the form of a game with unusual functional household objects that were displayed one by one from a
- “mystery box” and participants had to guess what they were for.



### 2<sup>ND</sup> WORKSHOP (TYPE 2 GROUP):

#### “INTERIORS: HOW DO YOU FEEL AT HOME?”

- The intergenerational particularity stems from a subdivision into 2 age groups: UNDER 50 (average = 36,5) and ABOVE 50 (average = 66,25). All participants, mostly women, are dissatisfied with the way they live, for personal, social or economic reasons and feel blocked in their wish for change.
- Zebra created a structured course aimed at stimulating the learners’ involvement in the transformation of their own living conditions and unsatisfactory lifestyles. The participants were asked to respond to various stimuli presented to them and to compare their attitudes and reactions towards different domestic lifestyles.

### STAGE 1

- Responding to an example of past living conditions in a modest quarter of Brussels in the 1960’s and 70’s.



- Photographs taken at that time and today were shown with explanations as incentives for discussion.



## STAGE 2

- Responding to a survey questionnaire on learners' self-satisfaction and perceptions of their own living conditions in order to identify objects of dissatisfaction and obstacles to change.

## STAGE 3

- Defining a harmonious and pleasant place to live in by confronting learners to 10 pictures of mixed styles interiors which they had to classify in order of preference.
- The interior photographs were selected from Internet and from the Archives of Modern Architecture in Brussels (1981).

## STAGE 4

- Case study and role play dramatizing a fictional situation. Learners were asked to choose the most appropriate apartment from 2 plans and furnish it in the best way considering the position of a divorced mother and her two adolescent sons.



## STAGE 5

- Evaluating and giving conclusions about feeling relaxed and happy at home.
- An open discussion including all participants was arranged on the basis of a simple satisfaction questionnaire reviewing the principal task activities.

## 3<sup>RD</sup> WORKSHOP (TYPE 1 GROUP) DAILY ACTIVITIES IN THE HOME: NOW AND THEN

- Participants were asked to speak about their occupations when they were at home, the time spent on them and to say how they felt about them. They described their personal involvement in sharing tasks with other members of the family.





### 4<sup>TH</sup> WORKSHOP (TYPE 1 GROUP) PERCEPTIONS OF PREFERRED LIVING PLACES

- All participants were asked to reveal which was or still is the place they preferred living in (village, quarter, street) and to give the reasons of their choice.
- Using Google Earth Street View it was possible to visualise the places that were mentioned. Seniors and Juniors were then asked to complete a short questionnaire.



1. What was / is the room in which you like(d) being most?
2. What was / is your favourite piece of furniture?
3. What was /is the object you cherish most?

During restitution each person explained the reasons of their choices and included their answers in a more personal background.

### 5<sup>TH</sup> WORKSHOP (TYPE 1 GROUP) GENERATIONAL HOUSEHOLD APPLIANCES

- Each generational subgroup was asked to say what they knew about past and contemporary domestic devices and equipment.
- The knowledge included instructions on how to use the apparatus and an evaluation of its usefulness. During the comparison and discussion period each person shared his or her experience and know-how about the objects.



### 6<sup>TH</sup> WORKSHOP (TYPE 3 GROUP) PAST AND PRESENT LIFESTYLES IN THE HOME

- Students were gathered in a school classroom for filmed interviews. They had time to prepare their answers to a number of questions about the way they perceived differences between generations regarding their domestic lifestyles and





occupations at home. Their interviews were recorded on film for later presentation to Type 1 groups.

## RESULTS OBTAINED FROM THE VARIOUS WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING / TEACHING PEDAGOGY AND IG EXPERIMENTS

### A. Discoveries about living and habitation lifestyles

For **type 1** groups (Juniors / Seniors):

- The fundamental factor determining differences in living styles is physical mobility or the lack of it. Usually still living with their parents the younger generation remains partly dependent in its lifestyle choices. Seniors living in residences have lost the faculty of doing as they please and look back nostalgically on the days they had their own home.

For **type 2** groups (Below 50 / Above 50):

- Both generations share a common difficulty: finding the right place to live in comfortably and in harmony with their surroundings. Therefore the determining factor is not so much age but features related to income, culture and personality.



For **type 3** groups (Education Agent Students):

- Students insisted on the lack of family relationships in homes today. Their perceptions of past domestic lifestyles reflected their own isolation and an aspiration for more contacts between family members. Their perceptions concentrated on the quality of relationships within the home rather than on material advantages.

### B. IG transmission during workshops and activities

For **type 1** groups (Juniors / Seniors)

- All groups, including assisting staff and teacher-trainers, learnt a lot about each other's habitation styles, each of them being receptive and respectful of expressed individual tastes and inclinations. The Seniors were able to "teach" Juniors on a number of subjects related to living places, their evolution and the causes of changes over time. The Juniors tried to inform them the best they could about recent transformations, particularly in the field of new facilities at home (heating and lighting, communication, maintenance and cleaning, etc.).



For **type 2** groups (Below 50 / Above 50)

- Transmission was usually in one direction: from Below 50 to Above 50. It was most efficient during the creative exercises in mixed groups during which the Below 50 were able to stimulate and propose positive alternatives in living conditions, breaking the resistance of the Above 50.

For **type 3** groups (Education Agent Students)

- Due to the type of workshop, transmission from one generation to another was limited to an exchange of perceptions that were confirmed by each generation. All agreed that living conditions determined lifestyles, attitudes, behaviour and relationships at home that could only be accepted as a given fact.

## ASSESSMENT OF THE DEGREE OF ADAPTABILITY OF THE ACTIVITIES TO DIFFERENT INSTITUTIONAL AND ORGANISATIONAL CONTEXTS

### 1<sup>ST</sup> WORKSHOP *ORNAMENTAL AND AESTHETIC TASTES IN THE HOME*

- The pictures must be selected so they can be easily identified by learners. The objects should be chosen carefully in order not to represent a too high degree of “mystery”.

### 2<sup>ND</sup> WORKSHOP *ORNAMENTAL INTERIORS: HOW DO YOU FEEL AT HOME?*

- The training course should be prepared with the students themselves making sure that their specific needs are taken into account and that they express their own objectives. The 5 stages can easily be reproduced providing the stimuli are meaningful for learners. The role play situation must be adapted to the local context, lifestyle habits and norms.

### 3<sup>RD</sup> WORKSHOP *DAILY ACTIVITIES IN THE HOME, NOW AND THEN*

- No difficulty for adjusting.

### 4<sup>TH</sup> WORKSHOP *PERCEPTIONS OF PREFERRED LIVING PLACES*

- No difficulty for adjusting.

### 5<sup>TH</sup> WORKSHOP *GENERATIONAL HOUSEHOLD APPLIANCES*

- Appliances should not necessarily be identifiable by all learners but should be culturally relevant.



## 6<sup>TH</sup> WORKSHOP *PAST AND PRESENT LIFESTYLE IN THE HOME*

- Questions have to be carefully targeted taking the learners' background into account.



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**ITALY**

**DEFINITION AND CHARACTERISTICS OF THE ITALIAN IG GROUP**

The group is composed of 30 persons: 19 women and 11 men.

AGE RANGES	Women	Men	Total
14 - 25 years' old	3	2	5
40 - 50 years' old	6	3	9
Over 50	10	6	16
<b>Total</b>	<b>15</b>	<b>9</b>	<b>24</b>



**OBJECTIVES OF THE IG WORKSHOPS**

- Knowing the evolution of living places in our region
- Knowing the different living places where Fasano inhabitants live
- To highlight the age differences in equipping one's own "ideal" house
- To encourage socialization and the exchange of experiences about the one's own living place
- To know the structure of a XIX century Fasano typical house and the objects of daily use.
- To exchange knowledge, impressions and sensations between young and adults.
- "To live our home": emotions and memories
- To highlight the generational differences about the way we "live" our home
- To encourage the socialization and to share one's own experiences

**METHODOLOGY AND DESCRIPTION OF THE WORKSHOP ACTIVITIES**

**1<sup>ST</sup> WORKSHOP: LIVING IN FASANO**

- Methodology:
  - research on books and web, visiting, analyzing and making photos.
- Description of the activity:



- a group of students made researches and studied the different kinds of houses where Fasano inhabitants have lived from the ancient times until today.

## 2<sup>ND</sup> WORKSHOP: MY IDEAL HOUSE

- Methodology:
  - collecting materials, making up posters, exchanging experiences.
- Description of the activities:
  - this activity was arranged in advance. We cut out images of furniture from newspapers and magazines: objects, sofas, chairs, beds, gardens, kitchens, tables, of different colours and styles. At the beginning of the activity each person had an empty poster, glue, scissors. He had to choose from the pile of images the ones that best represented its taste about the way of furnishing his own ideal house. After making posters, each participants said the reasons of their choices.

## 3<sup>RD</sup> WORKSHOP: MY IDEAL HOUSE

- Methodology:
  - visiting an old typical house: the “casa alla fasanese”, today a museum.
- Description of the activity:
  - the group visited a typical house in the historical centre of Fasano. The Association “U mbracchie” has dressed a museum house there. Young had to observe objects and guess what were these tools for.

## 4<sup>TH</sup> WORKSHOP: AUTONARRATION

- Methodology: writing something about this topic: “To inhabit means to live our own home. Each place, each object, tells us something. What does “to live our own house” means for you? In the home where you live now or in the one you lived, what is the place or the object that arouses in you particular emotions? Why?”
- Description of the activity: each member of the group received the autonarration sheet, he read carefully the questions and then he wrote the answers. After the individual work, we formed small groups composed of 3-4 people, where we communicated our experiences. At the end we went back to form a unique group and we shared our impressions.



## RESULTS OBTAINED FROM THE VARIOUS WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING / TEACHING PEDAGOGY AND IG EXPERIMENTS

### 1<sup>ST</sup> WORKSHOP

- The group enriched its knowledge about the historic events that brought to build particular houses with certain characteristic in style, shape, color.
- The group got aware about the differences of dwellings today and the reasons of such differences (economic, social, working, traditional...).



### 2<sup>ND</sup> WORKSHOP

- In general, the ways of furnishing one's house depend on the experiences and life of each person. In fact all spaces, objects, colours, reflect the personality of the persons who live there.
- 10-20 years: very modern style, bright and mixed colours. Simple houses and refined details
- 21-30 years: modern and affected furniture with a lot of accessories. Decorated and well groomed gardens and porches.
- 31-50 years: modern but sober style with light colours. Big spaces to play hosts, stay together with friends.

### 3<sup>RD</sup> WORKSHOP

- Adults were happy to show the old living organization to the young. They were satisfied to share with young their past experiences and that of their grandparents.
- Young listened to the stories carefully. They observed the different objects and rooms with a great interest. They noticed the most important differences between their present living system and that of XIX century Fasano inhabitants. They showed a great curiosity and incredulity about the important changes of our living style in the last 50 years. They enriched their store of knowledge.





## 4<sup>TH</sup> WORKSHOP

After the discussion, for all the members of the big group agree that:

- “house” is synonym of “family”;
- all participants agree in living their own house as a favorite place after the daily works and affairs;
- it is a shelter where all are able to get rid off the anxieties and the stress of daily life;
- it is a place where they can dedicate to hobbies or to the contact with family.

Differences within the group are linked to the place where they spend their time:

- for young people it is one’s bedroom where they usually shelter to see Tv, to read, to send messages, to use computer.
- for the adults (both groups) kitchen as meeting place, and the studying room and the verandah to practice hobbies
- for the adults objects are linked to the souvenir of some important event of members of family, children, sisters, brothers, that arouse particular emotions.

the group 40-49 years add the living room as an important place to receive and stay with friends.

## ASSESSMENT OF THE DEGREE OF ADAPTABILITY OF THE ACTIVITIES TO DIFFERENT INSTITUTIONAL AND ORGANIZATIONAL CONTEXTS

### 1<sup>ST</sup> WORKSHOP

- At school, it is an useful method to increase motivation among students.
- In working groups, it is an interesting method to compare the most important differences noticed.
- Individually, it constitutes a method to understand and study things we don’t know.

### 2<sup>ND</sup> WORKSHOP

- The method used in this workshop can have different contexts of application. In fact, searching material, creating posters, exchanging ideas, are useful tools to understand, study and discuss about different topics at school or in similar groups.
- The pictures selected have some meaning for students and reflect an idea of reality. They represent a situation they can identify themselves with.
- 







### 3<sup>RD</sup> WORKSHOP

The visit and the interview:

- can be considered as an useful instrument in work sessions where different objects of the past are compared. Students will become aware of how Fasano inhabitants lived in the past.
- will be watched by the younger groups of students who will discuss the positive and negative aspects of these important changes.



### 4<sup>TH</sup> WORKSHOP

- The activity of auto-narration can be adapted to other contexts where one deals with groups: parents associations, parish groups, sport groups, school groups.
- This method helps the members of a group to know each other, to socialize and form a single entity, especially when members come from different contexts.





## LUXEMBURG

CLUB SENIOR  
NORDSTAD



### DEFINITION AND CHARACTERISTICS OF THE IG GROUPS

We continued our project with the same groups as in the first periode of the project 6 Adults of the Club Senior Nordstad and 6 students from Centre National de Formation Professionnelle Continue (CNFPC) Ettelbruck.

To continue with the same groups was positive for the developement of the project.

The young and elderly people know each other and also for the two new girls it was easy to climb in the project and to come in contact with the other generation.

The energy during the workshops was high on both sides.

We saw a great motivation and interest in the theme and the discussions.

### OBJECTIVES OF THE IG WORKSHOPS

- Knowledge about living and housing conditions in the past
- Knowledge about living and housing needs for elderly people
- Knowledge about living and housing needs for young people
- Knowledge about typical living and housing in the Partnership countries
- Developement of the social contact in the IG group
- Exchange about living and housing likes and dislikes
- Communication between both IG groups
- Communication in both Generation groups



## METHODOLOGY AND DESCRIPTION OF THE WORKSHOP ACTIVITIES

The lokal IG groups are from different associations.

First step to continue, is the coordination between the responsible persons of those two different associations.

- Staff meeting to prepare the next workshops with the new lifestyle variable living and housing
- Information of the colleagues who were not present on the partnership meeting
- Collecting general ideas for the workshop
- Fixing dates for three workshops in march, april and may
- Deciding who prepares what ?
- Fixing the place where the workshop should take place

## COMMUN LUNCH

In remember of our last lifestyle variable, we started the next periode of the project with a commun lunch in the school of our young students.

## 1<sup>ST</sup> WORKSHOP: FROM FAR TO NEAR

The Continents on Earth designed by the olympic rings





Question: Do you know landscapes or typical houses from Partnership countries ?

Question: In what type of house do you like to life and why ?



***Nicole wants to live in a camping car***



***Tatjana wants to live modern with Swimming pool***

## PARTNER INTERVIEW WITH INDIVIDUAL QUESTIONS

We prepared a questionnaire to compare the different living situations of young and senior people.

## 2<sup>ND</sup> WORKSHOP: INTERIOR LIVING PLACES

In this workshop we wanted to initiate a discussion between the senior people and the young people. Together with the whole groupe we collected a list of rooms that perhaps could exist in a flat or in a house.

The senior people had to think:

What are the 6 important rooms for the young people ?

The young people had to think :

What are the 6 important rooms for the senior people ?

We gave 6 colored points to each group to mark their results. Afterwards we asked each group if the estimation from the other generation is true ?





The discussion was stimulated. The result was surprising: The senior people found 5 from 6 accordances, just the priorities were a little bit different. The young people found 4 from 6 accordances and also differences in the priorities. This first question showed us, that we not know enough from another generation and that we could be wrong in our estimation.

We continued with this example of working to analyse the following rooms: Kitchen, Bathroom, Living Room, Sleeping Room, Decoration, Colors.



### 3<sup>RD</sup> WORKSHOP: VISITING A RURAL LIVING MUSEUM

The Luxembourgish Museum “Thillenvogtei” is an alive countryside museum what is focused on agriculture, handicraft, housework and School. In this museum all visitor get impressions of life conditions from the people about 50 years ago. The group starts in an old classroom, sitting in the small schoolbanks and listening to the guide who explained how children during this time could go to school. After this we visited the kitchen and 2 girls of our group learned to make fire in the oven, because we had to prepare this for the bread we baked later. Then seniors and the other girls prepared the dough for the bread. Later in the morning we went to the barn, where we learned how to treat the corn. Our seniors knew how to use the working instruments and it was really interesting to regard them explaining this functions to the students. After the lunch we could imagine how difficult life without electricity was. The students could try to carry water from the fontain and to wash clothes with their hands in a washing house near the fontaine.



Catherina and Ana learn to use the old balance. Marie-Therese shows them how it works.

### OTHER WORKSHOPS PROPOSED BY STAFF AND LEARNERS

Regarding photos from individual rooms of the senior and the young students.



Making a collage of furniture likes and dislikes.

Visiting a home for senior people and analysing the important needs of elderly people concerning composition of furniture.

## RESULTS OBTAINED FROM THE VARIOUS WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING / TEACHING PEDAGOGY AND IG EXPERIMENTS

The first workshop brought all participant nearer to the new theme living and housing without getting to individual. We wanted to be sure that every person is accepted in the way he/she is. No one should be blamed because of it's living situation. To talk about likes and dislikes with pictures from different styles of houses was a possibility to express emotions but in a more global way. From Far to near was our view to the new theme and also to our participants.

The second workshop should be make the participants more sensitive by thinking of the other generation. The workshop was simple but good structured. After the first question the students and the senior people knew the Working system and they were very active in searching the 6 important things from the other Generation. There were many interesting discussions between both generations, when the estimations were controled. The exchange has been so intensive that the time was nearly not enough for this workshop.

The third workshop: To recover the living and housing conditions from the past was very Interesting for all the students, because they didn't knew anything before. They were excited to work and to try the instruments.

**For the students:** There is a positive big difference between their engagement in the project and their behaviour in the school.

**For the teachers:** They could see their students in a different, surprising way. The students are acting more active in the project, than in the school classes.

**For the senior people:** They could remember situations from their own childness. They have experiences and can tell about them. They can show and tell the children from today how hard the life in the past was.

## ASSESSMENT OF THE DEGREE OF ADAPTABILITY OF THE ACTIVITIES TO DIFFERENT INSTITUTIONAL AND ORGANISATIONAL CONTEXTS

The first two workshops are adaptable in different institutional and organisational contexts.

The living museum is a local speciality but maybe there are similar initiatives in other countries or regions.



**POLAND**FUNDACJA POMOCY  
NIEWIDOMYM**BLIND ASSISTANCE FOUNDATION –POLAND**

City	Krakow	Lublin
Age and gender ratio	9 respondents: 17 - 25 years' old (4 women and 5 men)	3 respondents: 17 - 25 years' old (2 women and 1 man)
Age and gender ratio	9 respondents: 26 - 50 years' old (7 women and 2 men)	5 respondents: 26 - 50 years' old (4 women and 1 man)
Age and gender ratio	2 respondents: 50+ years (2 women)	3 respondents: 50+ years' old (3 women)
Profile of the listeners	Students, teachers and parents	Students, teachers and parents

**DEFINITION AND CHARACTERISTICS OF THE LOCAL IG GROUPS**

We organised two local IG groups for Type 1: mixed age group (both young and older people living in two Polish cities: Krakow and Lublin).

**OBJECTIVES OF THE IG WORKSHOPS****1<sup>ST</sup> WORKSHOP**

- Preparing with the students a survey concerning the housing preferences in order to examine respondents' housing needs as well as their expectations.

**2<sup>ND</sup> WORKSHOP**





- Filling the surveys by students from Krakow and Lublin, analysis of their content. Discussion about the surveys' results. Similarities and differences in responses, especially in the scope of elderly and disabled people's expectations. Proposals of necessary changes in the environment connected both with their place of residence and work, changes of design and housing equipment. The examples of difficulties in everyday functioning as well as relations with the neighbors.

### 3<sup>RD</sup> WORKSHOP

- A visit in the heritage park, thanks to which the participants of the workshop could learn about the former housing and compare how the city's structure looked like in the past, and what is more, how does it differ from the present one. They also had the chance to learn what was the basis of housing equipment and where contemporary people made everyday's usage staff. Thanks to the visit, students became familiar with utility of already known tools, interior design, daily life and traditions.

### 4<sup>TH</sup> WORKSHOP

- On the basis of the surveys' results, participants' experiences of the workshop and professional literature, there was prepared a presentation entitled "How to furnish a flat?", which contained the instructions of what to do if one want to make their house open for people with sight dysfunction. The key elements of such a house should be light, the contrast between different elements of the interior as well as location of the equipment. Another important aspect is also the proper selection of the equipment in the house that may have e.g. sound signaling or alarm, touch signs and other similar solutions.

## METHODOLOGY AND DESCRIPTION OF THE WORKSHOP ACTIVITIES (ILLUSTRATIONS INCLUDED)

### 1<sup>ST</sup> AND 2<sup>ND</sup> WORKSHOPS

- Were conducted with the students from Krakow and Lublin in March- April 2012. The participants prepared the content and then they examined completed surveys. The questionnaires show that, depending on the age of the respondents, they have different expectations to the preferable dwelling environment. There were given examples what they would like to change in their house/ environment. This problem started a wide discussion. There was a comprehensive analysis of the surveys, along with the illustrations.



### 3<sup>RD</sup> WORKSHOP

- One organized a trip to the heritage park - there was a visit of Vistula Ethnographic Park in Wygieźłów and Lipowiec castle, located in vicinity of Krakow. In the heritage park area there are 25 precious monuments of wooden buildings apart from small landscape architecture. Among the scenic area, there are farmhouses with orchards and flower gardens, objectives connected with rural craft production, a church with a belfry, a provincial complex and other examples of rural Vistula's architecture.
- To the provincial complex belong: arcaded house (built in 1825), a house with a pottery workshop, manor granary from 1789 and the tavern( XIX c.) with the regional cuisine. Worth of mentioning are also: soltis' larch cottage with rich interior equipped with original furniture, a house of wealthy peasant (1843) in which one can find a class of village school and willow workshop forming farmstead with a barn and pigsty as well as house from 1862. In the eastern part of the museum, there is one more farmstead from 1855.
- The participants learned about the cultural heritage of the region. The possibility of free conversations, sharing the experiences and taking pictures made that students felt more comfortable and integrated. The generation gap between them disappeared.

### 4<sup>TH</sup> WORKSHOP

- The participants presented the catalogue of the most important, in their opinions, elements which house "friendly" for people with sight dysfunctions should have. On this basis, the presentation entitled " How to furnish a flat ?" was prepared.



## RESULTS OBTAINED FROM THE VARIOUS WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING / TEACHING PEDAGOGY AND IG EXPERIMENTS

The result of the workshops was knowledge of the living conditions that prevailed in the past. There was an exchange of views concerning the current housing needs of young and elderly people both with expected housing facilities according to age and disability. The course was fulfilled by a number of interesting discussions between generations, and people from different age groups formulated useful and fascinating observations.

### THE RESULTS

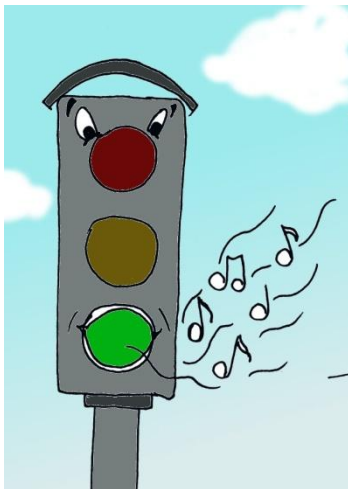
Gathering of knowledge about the facilities for people with sight dysfunction (regardless of age) - to identify barriers to everyday life.

The respondents paid a special attention to usefulness of the following facilities:

- Instillation of sound signaling and alarm (especially people under 25 years)
- Lowering of the threshold, the alignment of objects near the surface, lowering curbs, bus stops, railway station platforms (in each age group, the answer was given by more than a half of respondents)
- Liquidation of differences in levels of traffic routes for pedestrians (particularly regarded by those between 20-50 years)
- Routing of parking spaces for disabled people's vehicles (especially those in the range of 25-50)
- Sound information in means of public transport, together with information on transit flights, numbers of buses departing from the bus stop (especially those in the age of 50)
- Change of the way of lightening and illumination of the room, use of colors and textual solutions to improve the orientation in the environment



- Non-slip floors
- Installation of audio signals at pedestrian crossings
- Assembly of balustrades and handles



## THE IMPROVEMENT OF RELATIONS BETWEEN YOUNGER AND OLDER GENERATIONS

Mutual discussions, observations and “brainstorming” activities meant that the younger generation were shameless in conversations with elderly people, they openly present their views, the sense of shame and embarrassment disappeared.

## ASSESSMENT OF THE DEGREE OF ADAPTABILITY OF THE ACTIVITIES TO DIFFERENT INSTITUTIONAL AND ORGANISATIONAL CONTEXTS

All the actions mentioned above were performed with the intergenerational audience. Answers to the questions in the survey allowed to the preparation of the characteristics of an ideal home and its surroundings adapted for the elderly people and for those with sight dysfunctions- which were presented in the Power Point project. This presentation may be useful for the disabled and elderly who may have problems with eyesight, the proposed solutions are versatile and can be used in several countries by other partners.

The visits in the heritage park is a good practice, which can be probably used in each country.



## PORTUGAL

DON SANCHO  
I SECONDARY SCHOOL

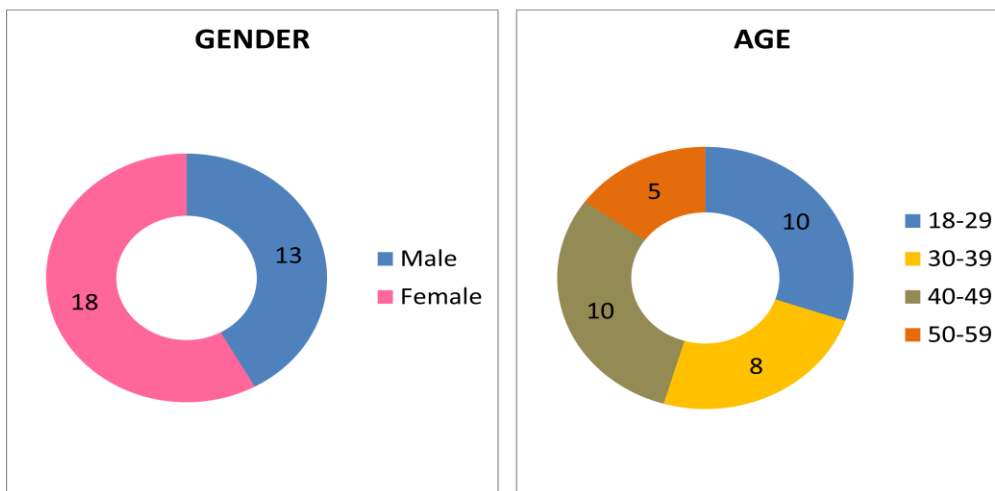


### DEFINITION AND CHARACTERISTICS OF THE IG GROUPS

The IG groups are composed of secondary school students and staff, with women as the vaster group. The ages range from 18 to 51 years old.

The vast majority of the students work: they have full-time jobs during the day and come to school at night in order to complete their secondary education.

### IG GROUP – Secondary School students and staff





**OBJECTIVES OF THE IG WORKSHOPS**

<b>WORKSHOPS</b>	<b>METHODOLOGY AND DESCRIPTION</b>
<b><u>1<sup>ST</sup> WORKSHOP</u></b>	Comparing the living preferences of different generations concerning living surroundings, type of housing and decoration.
<b><u>2<sup>ND</sup> WORKSHOP</u></b>	Being able to identify and describe types of surroundings. Expressing opinions about different living opportunities.
<b><u>3<sup>RD</sup> WORKSHOP</u></b>	Comparing preferences from different genders and generations.
<b><u>4<sup>TH</sup> WORKSHOP</u></b>	Selecting information and pictures to describe one’s living room and explaining what activities one’s do there.
<b><u>5<sup>TH</sup> WORKSHOP</u></b>	Becoming aware of the lifestyle of people who live in small villages in the countryside and comparing different lifestyles: town/country, past/present.
<b><u>6<sup>TH</sup> WORKSHOP</u></b>	Identifying typical houses of each region of Portugal.
<b><u>7<sup>TH</sup> WORKSHOP</u></b>	Getting to know students’ preferences on multiple variables concerning the way they live.







## METHODOLOGY AND DESCRIPTION OF THE WORKSHOP ACTIVITIES

### 1<sup>ST</sup> WORKSHOP

- Students and staff collect imagery connected to their preferences regarding living surroundings, type of house and decoration and write small illustrated texts justifying their choices.



### 2<sup>ND</sup> WORKSHOP

- Students and staff complete a questionnaire based on facts and preferences while several images of different places in Europe are projected on a screen.

#### SHOW AND TELL - pictures

18 TO 30 AGE GROUP: CRISTIANA, 20.



31 TO 50 AGE GROUP: ISABEL, 36 AND LEONOR, 50.



#### Living places: identification/opinion

##### QUESTIONNAIRE

Grundtvig programme  
Project "Lifestyles Revisited - Educational Experiments in IG Environments"

**WORKSHOP 2 – LIVING PLACES: IDENTIFICATION / PREFERENCES**

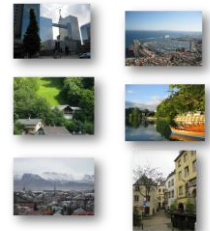
NAME: \_\_\_\_\_  
AGE: \_\_\_\_\_  
SEX: \_\_\_\_\_  
Male   
Female

**Picture 1:**  
1. Choose three adjectives to describe the picture:  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

2. The picture depicts:  
 a village/town on the coast  
 a village/town by a river  
 town/city centre  
 a village/town in the mountains  
 a town in a valley

3. Do you see yourself living in such a place?  
 Yes  
 No  
 Why/why not? \_\_\_\_\_

##### PICTURES



### 3<sup>RD</sup> WORKSHOP

- Students choose a picture depicting the place they prefer above all others and prepare an oral presentation.



### 4<sup>TH</sup> WORKSHOP

- Learners and staff describe their living rooms to the IG group and say what kind of activities they prefer to do there and with whom they do them.





Education and Culture DG

Lifelong Learning Programme

# LIFESTYLES REVISITED: EDUCATIONAL EXPERIMENTS IN INTERGENERATIONAL ENVIRONMENTS

## 5<sup>TH</sup> WORKSHOP

- Organisation of cultural visits to *Lindoso* and *Gerês*, small villages located in a National Park in the north of Portugal. Guided tour to their typical houses, greenhouses, animal stables, corn barns, communal granaries, church and castle.
- Visit to an ethnographic museum

### Lindoso/Gerês: cultural visits

LINDOSO



GERÊS



### Rural world: past and present

ANCIENT RURAL LIFE



MODERN RURAL LIFE



### TYPICAL HOUSES

MINHO

Wood, granite stone, tiles, mortar - interior



BEIRAS

Granite, shale stone, clay tiles - exterior



## 6<sup>TH</sup> WORKSHOP

- Learners produce work that shows what kind of houses are typical of each region of Portugal, what kind of material is used to build them and how they are usually decorated.

## 7<sup>TH</sup> WORKSHOP

- Creating a survey to find out about learners and staff's preferences regarding types of houses and decoration, as well as, family organization or the importance of pets. Reporting its results.

**RESULTS OBTAINED FROM THE VARIOUS WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING / TEACHING PEDAGOGY AND IG EXPERIMENTS.**

## 1<sup>ST</sup> WORKSHOP

- Surprisingly, there are no significant differences between the choices of younger



and older learners or staff concerning their favourite living surroundings, type of house or décor. In fact, the older ones seem to prefer bigger noisier places than younger ones. Also, learners and staff seem to prefer places by the sea, big houses or flats and modern simple décor.

- Participants become aware of a cultural identification within the group.



## 2<sup>ND</sup> WORKSHOP

- Independently of age or gender, all learners prefer big modern cities or towns on the coast. The mountains or towns by a river are preferred only to spend weekends or holidays. None of them likes old towns. Most of them dislike cold, very calm or ancient places.
- Once again, there's a common set of values present, contributing to the group's harmony.

## 3<sup>RD</sup> WORKSHOP

- Most of the learners of this working group chose pictures portraying one beach or another, in Portugal or abroad. Learners seem to feel more relaxed and happier on the coast, maybe because they usually go there when they are on holiday with their.

## 4<sup>TH</sup> WORKSHOP

- The living-rooms described by older learners seem to be more traditional and cluttered than the ones described by younger learners and staff. Male learners feel shy when asked to show how their living-rooms really look like (their descriptions are shorter and they don't usually include any picture in their paragraphs).
- After listening to people reasoning about their choices, young people understand better that the cluttered décor makes older people feel protected and warm but women in general are surprised when they find about men's difficulty in acknowledging their living realities. They have a hard time understanding men's detachment towards it

## 5<sup>TH</sup> WORKSHOP

- The structure of rural houses hasn't changed much, though their interior is now more comfortable and kitchens are more modern. Agricultural methods are now more technological. Participants realise people helped each other more in rural



areas in the past and life was easier for older people: young and old generations used to live together and help each other, which was reassuring.

- Everyone was shocked to find small villages are almost abandoned today and fewer and fewer people want to work in agriculture. They left looking for better jobs and now facilities like schools and health services are being transferred to bigger places

## 6<sup>TH</sup> WORKSHOP

- Learners and staff became aware that in each region of Portugal, houses were/are built and decorated according to the raw materials available there and the weather conditions each region has to endure.

## 7<sup>TH</sup> WORKSHOP

- Women seem to prefer to live in a town, while men seem to prefer the countryside. Those who prefer the countryside choose it for its calmness, fresh air and healthy atmosphere. Curiously, men are the only ones who refer these benefits as positive when raising children.  
Those who prefer the town, mostly women and younger learners choose it for its shopping and entertaining facilities, as well as the contact with other people. Men prefer bungalows, while women prefer flats. Regarding decoration most respondents prefer modern or open and simple styles. Most young students live with their parents and older ones with their spouses. Nobody lives with friends or alone. Most learners have pets. Different realities still maintain touching areas, creating an emotional bond between members of the group.

## ASSESSMENT OF THE DEGREE OF ADAPTABILITY OF THE ACTIVITIES TO DIFFERENT INSTITUTIONAL AND ORGANISATIONAL CONTEXTS

All the activities are easily adaptable to different contexts and different cultures.

As long as pictures are carefully chosen to meet the group's interests and the tasks become more about oral than written work in some situations, there's no reason why the activities won't succeed with every IG group.



**SPAIN**

**PERMANENT UNIVERSITY  
OF THE UNIVERSITY OF ALICANTE**



**DEFINITION AND CHARACTERISTICS OF THE IG GROUPS**

The group is composed of 24 respondents: 15 women and 9 men.

AGE RANGES	Women	Men	Total
18 – 30 years' old	5	5	10
Over 50 years' old	10	4	14
<b>Total</b>	<b>15</b>	<b>9</b>	<b>24</b>



**OBJECTIVES OF THE IG WORKSHOPS**

**1<sup>ST</sup> WORKSHOP – INTERGENERATIONAL MEETING**

- Preparing the milestones for the questionnaire on LIVING PLACES.

**2<sup>ND</sup> WORKSHOP – INTERGENERATIONAL DEBATE**

- Analysing the questionnaire data and results and obtaining conclusions.
- Debating on LIVING PLACES among the different generations.

**3<sup>RD</sup> WORKSHOP – CHARMING SPOTS**

- Exchanging ideas and discussing from the different generations point of view about favourite places in the region.
- Expressing opinions.

**4<sup>TH</sup> WORKSHOP – VISIT TO INTERGENERATIONAL DWELLINGS**

- Becoming aware of the existence of intergenerational flats in the region.
- Obtaining information about what people have gained with this initiative.

**5<sup>TH</sup> WORKSHOP – KNOWLEDGE TRANSMISSION**



- Transmission of information to young generations about the places where seniors used to lived.
- Expressing feelings and emotions.

### 6<sup>TH</sup> WORKSHOP – EVOLUTION IN THE PLACES WE LIVE

- Debating about the evolutions of the places we live.
- Talking about positive and negative aspects.

### 7<sup>TH</sup> WORKSHOP – EVOLUTION OF SPANISH ARCHITECTURE DURING LAST 35 YEARS

- Knowing about the architecture in our country and the evolution.


### 8<sup>TH</sup> WORKSHOP – MATERIAL DEVELOPMENT

- Production of presentations, videos, reports.

## METHODOLOGY AND DESCRIPTION OF THE WORKSHOP ACTIVITIES

WORKSHOPS	METHODOLOGY AND DESCRIPTION
<b><u>1<sup>ST</sup> WORKSHOP</u></b> INTERGENERATIONAL MEETING	Meeting of the intergenerational work group to prepare the questionnaire-based survey on LIVING PLACES and discuss its contents.
<b><u>2<sup>ND</sup> WORKSHOP</u></b> INTERGENERATIONAL DEBATE	Debate on survey results and analysis of the latter
<b><u>3<sup>RD</sup> WORKSHOP</u></b> CHARMING SPOTS	Each one of the participants will choose a place in their environment which has a special meaning to them.



<p><b><u>4<sup>TH</sup> WORKSHOP</u></b></p> <p>VISIT INTERGENERATIONAL DWELLINGS</p>	<p>TO</p> <p>Interview with older adult and young users <i>Plaza de America</i> [America Square] Alicante.</p>	
<p><b><u>5<sup>TH</sup> WORKSHOP</u></b></p> <p>KNOWLEDGE TRANSMISSION</p>	<p>Recording of stories about the places where we have lived and transmission of the feelings and emotions they awake in us.</p>	
<p><b><u>6<sup>TH</sup> WORKSHOP</u></b></p> <p>EVOLUTION IN THE PLACES WE LIVE</p>	<p>Debate on the evolution of the places where we live as well as of lifestyle from a historical point of view. Technology and evolution of dwellings.</p>	
<p><b><u>7<sup>TH</sup> WORKSHOP</u></b></p> <p>EVOLUTION OF SPANISH ARCHITECTURE DURING THE LAST 35 YEARS</p>	<p>Visit of the exhibition in order to learn about the transformation of the Spanish urban landscape through a chronological travel.</p>	
<p><b><u>8<sup>TH</sup> WORKSHOP</u></b></p> <p>MATERIAL DEVELOPMENT</p>	<p>Once the results had been obtained, the group met in order to produce: presentations, videos and a questionnaire report.</p>	

**RESULTS OBTAINED FROM THE VARIOUS WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING / TEACHING PEDAGOGY AND IG EXPERIMENTS.**

**1<sup>ST</sup> AND 2<sup>ND</sup> WORKSHOPS – INTERGENERATIONAL MEETING AND DEBATE**

- Even though we can have favourite way of life and an ideal, the lifecycle prevails, since we try to adapt our ideal to our needs in the course of our life. There are three phases in people’s lives as far as dwelling-relating needs are concerned:
  - 1<sup>st</sup> when you are single or married without children, you only need a small dwelling;
  - 2<sup>nd</sup> when you have children, the need for larger spaces increases;
  - And 3<sup>rd</sup> when you are alone or without children once again, you need a small dwelling which does not represent a burden for you.
- The experience of having lived in other places and other dwellings is positively valued. A special emphasis is laid on personal enrichment together with personal





relationships. Another group of participants mention that this fact also has its negative side due to the effort required to adapt to a new dwelling, a new place and, more specifically, to new relationships.

### 3<sup>RD</sup> WORKSHOP – CHARMING SPOTS

- We can highlight the choice of the sea as the favourite spot by most workshop participants. Living in Alicante, a city by the sea, has had an enormous influence, to such an extent that it has become a reference place for most people.
- People who have had to change their place of residence during their life have chosen the place associated to their childhood as their favourite spot, regardless of whether it was at the seaside or in the mountains, a large or small town, etc. That place brings back to them feelings and life experiences from the past, smells that take them to other periods of their lives, emotional relationships and good memories that they miss as time goes by and geographical distance increase.
- Other people have chosen shelters or places which transmit peace to them or places associated with family gatherings during which family members of different ages meet to enjoy some time together.



### 4<sup>TH</sup> WORKSHOP – VISIT TO INTERGENERATIONAL DWELLINGS

- This type of dwellings has the advantage that, on the one hand, “they avoid loneliness and isolation” and on the other hand, “facilitates the extension of independence and the disappearance of the fear of suffering accidents without receiving attention.” To this must be added that “the relationship between young people and seniors permits to discover other problems and ways of living through the transfer of knowledge, thus giving real value to the meaning of solidarity and mutual help.”

### 5<sup>TH</sup> AND 6<sup>TH</sup> WORKSHOPS – KNOWLEDGE TRANSMISSION AND EVOLUTION IN THE PLACES WE LIVE

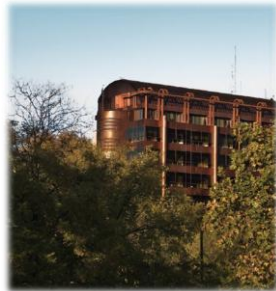
- Household appliances, more precisely, the washing machine, and housing in general.
- Open spaces have changes. Space is better used.
- Improvements in closing systems, air conditioning and heating systems and accessibility.
- Increased number of bathrooms.





- Access to new technologies and communication systems.
- We have gained quality of life.

### 7<sup>TH</sup> WORKSHOP – EVOLUTION OF SPANISH ARCHITECTURE DURING THE LAST 35 YEARS



### 8<sup>TH</sup> WORKSHOP – MATERIAL DEVELOPMENT

Once the results were obtained the group met in order to produce:

- Presentations
- Videos
- Questionnaires
- Reports

LIFESTYLES Living Places RESULTS OBTAINED FROM THE DIFFERENT WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING/TEACHING PEDAGOGY AND IG EXPERIMENTS

**8TH WORKSHOP – MATERIAL DEVELOPMENT**

<b>QUESTIONNAIRES</b>		<b>REPORTS</b>	
Living Places	Intergenerational Dwellings	Living Places	Intergenerational Dwellings

**VIDEO PRODUCTION**

KNOWLEDGE TRANSMISSION	&	INTERGENERATIONAL DWELLINGS
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University of Alicante Universidad de Alicante PERMANENT UNIVERSITY UNIVERSITY OF ALICANTE

### ASSESSMENT OF THE DEGREE OF ADAPTABILITY OF THE ACTIVITIES TO DIFFERENT INSTITUTIONAL AND ORGANISATIONAL CONTEXTS.

All the activities organized could be adapted to other intergenerational groups.

The questionnaire could be used as milestones for dialogue between generations. However, they should be adapted to the different countries in order to take into account local and cultural living habits.

The survey may be used in working sessions and its results compared with the results of the partners in similar surveys.

The videos with the interviews about knowledge transmission and the evolution in the places we live can be viewed in order to be aware of the living places in Spain in the past.

The example of intergenerational dwelling in Alicante could be promoted by different stakeholders in other places.



## TURKEY

**Living Places in Beypazari -  
Turkey**  
**Prepared by Beypazari Girls  
Technical and Vocational High  
School**



### DEFINITION AND CHARACTERISTICS OF THE LOCAL IG GROUPS

Our group consists of 16 persons.

- 4 of them are 15 – 30 years of age, 4 of them are 30 – 50 years of age, 4 of them are 50 – 70 years of age and the rest 4 of them are over the age of 70. The average age of them is: 48.
- 11 of them are female and 5 of them are male in the group.
- 6 of them are primary, 5 of them are high school and 5 of them are university graduates.
- 12 of them live in a flat and
- 4 of them live in a house which has got a garden.
- The number of people living together at home is 3 or 4.
- Only 3 of them have got a pet.



### OBJECTIVES OF THE IG WORKSHOPS

Our studies aim at getting the following information to employees and their followers.

- 1) Considering the historical progress related with home preferences and regulation of living places.
- 2) Getting ideas about the reasons which affect home preferences of different age groups.
- 3) Having an idea on the tastes of different age groups connected with the regulation of living places.
- 4) Viewing the historical development on regulation of living places. Identifying the views



of different age groups about the changes in home furnitures from the past to present.

- 5) Making mutual interaction and sharing about phases passed from past to present on division of labour and how the changes in social life is reflected to the life at homes.
- 6) Detecting different perspectives of different generations which emerge with the reflection of technology to the homes.

## METHODOLOGY AND DESCRIPTION OF THE WORKSHOP ACTIVITIES WITH ILLUSTRATIONS

### 1<sup>ST</sup> WORKSHOP

One of the touristic district of Ankara,Beypazarı owes this especially to its historical houses.

These houses which bring the architecture and house life

of long years to these days were visited and examined carefully in various aspects by our project team.

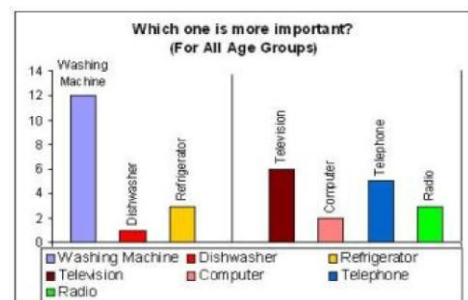


The aim of this study is getting information about the houses used in the past and being used in present,and reaching a deeper knowledge on the reasons for transition from the old wooden houses to the new generation of houses.

### 2<sup>ND</sup> WORKSHOP: QUESTIONNAIRE

A questionarre was applied to the group about living places, living conditions and the modernization on house furnitures.

The aim of this study is to be able to demonstrate differences between generations related with such issues as houses, household goods and sharing of domestic tasks at homes.



### 3<sup>RD</sup> WORKSHOP

Some photos of items used in the past or being used at present were shown to the group and they were asked to make comments on them.

The purpose of this study is to find out the changes in





home furnitures from the past to present and the meanings of these items for different age groups.

#### 4<sup>TH</sup> WORKSHOP

6 home photos were shown to the group and they were asked in which they want to live and they were expected to give their explanations with reasons.

The aim of this study is to see different age group's household preferences and what affects these preferences.

#### 5<sup>TH</sup> WORKSHOP

Similarities and differences between the houses they have lived so far and the house in their dream was asked to group members.

The aim of the study is to determine similarities and differences between the houses they live and they want to live.

#### 6<sup>TH</sup> WORKSHOP

The group was asked what the important point was while they were deciding the household goods and which household goods were essential for them.

The aim of the study is to understand the differences in the selection of household goods.



#### 7<sup>TH</sup> WORKSHOP

Group members were asked what the changes in the number of people living at houses these days were and their opinions about the causes and consequences of them. The aim of the study is to become aware of how different age groups perceive the transition from the structure of crowded to the nuclear families.

#### 8<sup>TH</sup> WORKSHOP

Group members were asked how the distribution of household tasks were made at home and whether it differed over time. The aim of the study is to gain knowledge about the changes in distribution of tasks according to distinction of women-men, old-young.

#### 9<sup>TH</sup> WORKSHOP

Group members were asked about the changes and developments in bathrooms and one of the most important elements of our culture, in Turkish baths and they were wanted to express their thoughts on the consequences of technological developments in this area.



## RESULTS OBTAINED FROM THE VARIOUS WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING / TEACHING PEDAGOGY AND IG EXPERIMENTS

### What have we learned?

#### FOR THE YOUNGERS:

- They had the opportunity to think about the reasons of changes in houses.
- Youngers who have very little information about the house life of former years, had the opportunity to receive knowledge from the people who lived in those years.
- They learned some of the intended use of household items which were used in the past but only decorate the houses now.
- They learned how people reacted to some of the household items when they first came into use.
- They learned how hard was listening to music and watching tv at those times.
- They had more information about the developments in technology .
- They remembered once more that at once upon times the olders were also young.

#### FOR THE STAFF:

- They had the opportunity to think about the reasons of changes in houses.
- They learned the difficulties in working with different age groups.
- They learned some of the intended use of household items which were used in the past but only decorate the houses now.
- They had the opportunity to recall some cultural elements which are about to be forgotten.
- They learned that different age groups can have similar preferences in living places.
- They had the opportunity to be able to see the good and bad aspects of technology.
- They had information about different areas of life around us.







- They learned how comfort and convenience affect people's relationships with each other.
- They learned how important is transferring the experiences that elders had to the youngsters.

#### FOR THE OLDERS:

- They had the opportunity to think about the reasons of changes in houses.
- They learned the ideas of the young people about house life.
- They had the opportunity to explain old days.
- They had the opportunity to think about the reasons for changes in houses.

#### ASSESSMENT OF THE DEGREE OF ADAPTABILITY OF THE ACTIVITIES TO DIFFERENT INSTITUTIONAL AND ORGANISATIONAL CONTEXTS

W1. Photographing the houses: There is no obstacle, so it can be used by other partners.

W2. Questionnaire: There is no obstacle, so with small changes in questions , partners can use it.

The most important difficulty in W3 – W4 – W5 – W6 – W7 – W8 and W9 is to get all of the group members together. The other difficulties are visiting group members over the age of 70 at their homes, organising common meetings according to the group member's working hours and working with four different age groups at the same time. Despite of these difficulties; we got more information and had merry times during our studies.