



# 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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**CLOTHES & FASHION**

## BELGIUM

### ZEBRA FORMATIONS



## DEFINITION AND CHARACTERISTICS OF THE BELGIAN IG GROUPS

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). The total number of participants per group varied from 14 to 18 (between 28 and 36 for both institutions). The proportion of women is about 90 % and 65% of girls.

## OBJECTIVES OF THE IG WORKSHOPS

Learners should be able express and describe their aesthetic preferences for different fashion styles and to learn about each other's tastes in matters of clothing. They should be capable of exchanging their views and feelings concerning formal dress for particular ceremonies or occasions such as weddings.

Opportunity is given for discussing and comparing their knowledge of men and women's fashions at different periods of time.

## METHODOLOGY AND DESCRIPTION OF THE WORKSHOP ACTIVITIES

Groups activities were supervised by trainers and assisting staff. All participants were encouraged to take an active part in the learning process by sharing personal likes and dislikes. The involvement included the exhibition of personal garments or attires.

All members were also confronted to fashion photographs representing different periods of time and tested on their identification aptitudes. Juniors were asked to cooperate with Seniors in order to get the best results, thus avoiding the generation divide.

### WORKSHOP I (all generations): "From the 1920s to nowadays"

Learners were shown a series of pictures representing fashion styles for men and women at 5 different periods of time: 1920, 1940, 1960, 1980, 2000.



They were asked to link the styles with the periods. Students, staff and Seniors, working jointly (all generations), gave their results and discussed their answers.



## WORKSHOP II (all generations):

## “Why do you like those clothes?”

All participants were asked to bring, show and speak about one item of clothing they particularly liked. Learners listened and asked questions.

Each person was able to tell a story related to the garment: its description, origin and on which occasion it was or is worn. Some persons had also dressed up for this workshop.

The personal involvement in this activity was very important and highly respectful for all accounts.



## WORKSHOP III (all generations):

## “Wedding clothes over time”

Learners were asked:

1/ to classify wedding photographs in chronological order using fashion markers.

2/ to observe, describe and analyse the changes in fashion styles.

The first task was extremely difficult and abandoned as the pictures were difficult to compare due to different settings (number of persons). Context also interfered in decisions.



In the second task learners chose two pictures to point out the main differences between wedding fashions styles of two periods: the 1950s and the years 2000-10

## 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 WORKSHOP I

In the mixed generation groups learners discovered they had the same difficulties of identifying fashions relating to different periods.

The graphs show clear differences. We notice a greater number of correct answers for women's fashions than for men. This difference was evident for all generations. Incorrect identifications were mainly due to hesitations between two consecutive periods, particularly for men (1920 and 1940, 1960 and 1980, 1980 and 2000). Perhaps this is due to a more marked evolution in women's fashions than in men's



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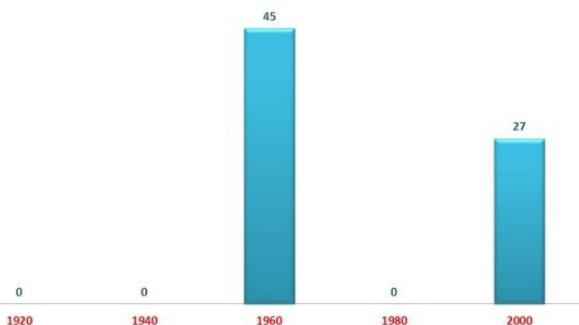
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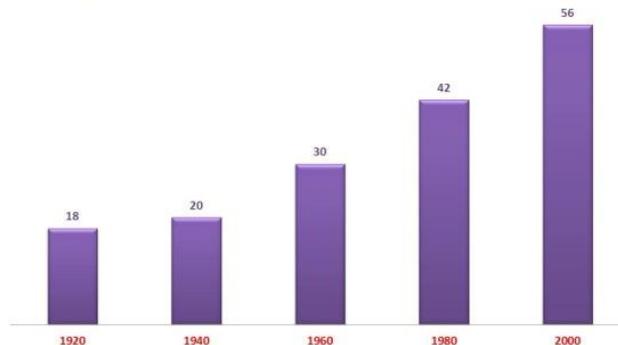
Men's fashion: % of correct identification

All generations



Women's fashion: % of correct identification

All generations



## FOR WORKSHOP II

Not surprisingly clothes (blouses, scarves, jewellery, etc.) brought by the Seniors were somewhat outdated, simpler and less colourful. The Juniors usually showed “souvenir” clothes bought during holidays or in eccentric places.

## FOR WORKSHOP III

Wedding fashion styles reflect the mood of the times. There are fewer changes for men who are basically dressed in black with white shirts. Ties have become black or pink and carnations in the button hole have changed from white to pink. Ladies have seen their attire change: the long white wedding dress and the veil have disappeared.

The wedding atmosphere is not as formal.

## WORKSHOP IV suggested by staff

### “Can you recognize police uniforms?”

Latest fashions of police uniforms belonging to the partnership countries can be shown for identification.

## (b) IG transmission during workshops and activities

### FOR WORKSHOP I

Seniors seemed to be more receptive to new fashion styles than the other way round. Juniors did not express any liking for past fashion styles, with one exception for the 1920s fashion, a young staff woman having participated in a 1920s disguise event.



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## FOR WORKSHOP II

The younger generations had less to talk about whereas the Seniors spoke at length about their favourite clothes that usually brought back many memories, good and bad. Both Seniors and Juniors made clear that their choice of clothing was connected to a special person, usually a loved one.

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## FOR WORKSHOP III

Juniors had naturally less to say about the evolution of wedding fashions, having to refer to old photographs or films. Some senior ladies, sometimes quite aged, still have their wedding dress and have vivid memories about the ceremony that they shared happily with the younger learners.

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

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### WORKSHOP I

Fashions highly depend on the period and local contexts. These factors must be taken into consideration when choosing the pictures

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### WORKSHOP II

This is a very enjoyable task if learners feel at ease and can freely talk about their personal belongings.

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### WORKSHOP III

It is advised to take a limited number of photographs in order to stay concentrated on the basic features of dress rather than the context (people, place).

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### WORKSHOP IV

No problems to adapt.

## ITALY

### GIOVANNI PASCOLI Lower Secondary School Center for Adults Education - Fassano




SCUOLA SECONDARIA DI PRIMO GRADO  
"GIOVANNI PASCOLI"  
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## 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>19</b>	<b>11</b>	<b>30</b>



## OBJECTIVES OF THE IG WORKSHOPS

- Knowing what the different age groups prefer to wear in elegant context
- Knowing what the different age groups prefer to wear in daily life

## METHODOLOGY AND DESCRIPTION OF THE WORKSHOP ACTIVITIES

### 1<sup>ST</sup> WORKSHOP: STYLISH CLOTHES

- Methodology:  
Choosing and wearing the preferred clothes  
Filling in a form as a survey
- Description of the activity:  
The group chose the location: Concetta Bellini's house.  
All participants met and each one wore the chosen dress that makes him/her at ease in important situations, such as wedding, birthday parties, ceremonies.



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## 2<sup>ND</sup> WORKSHOP: CASUAL CLOTHES

- **Methodology:**  
Choosing and wearing the preferred clothes  
Filling in a form as a survey
- **Description of the activity:**  
The group chose the same location: Concetta Bellini's house.  
All participants met and each one wore the chosen dress that makes him/her at ease in daily situations, such as at work, going out for a walk or meeting friends, and so on.

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

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

In general, the ways of dressing in stylish contexts depend on one's own experiences and the style of life of each person. In fact the chosen dress and details reflect the personality of people.

#### **WOMEN CHOOSE:**

- **Type of clothes:** long or short dress
- **Colour:** black
- **Shoes:** high hills
- **Accessories:** small bag, jewellery, shawl

Beyond the differences of age it comes out that the female gender chooses a simple and plain elegance because she wants to feel at her ease and she likes to appear refined and sophisticated.

She chooses specific accessories for enhancing her own femininity.

#### **MEN CHOOSE:**

- **Type of clothes:** suit
- **Colour:** black and mainly, white shirt
- **Shoes:** smart shoes
- **Accessories:** tie

Men prefer to feel comfortable and wear the elegant dress only with the aim to respect the occasion in style.

If they can, they would avoid dressing in stylish way.



## DIFFERENCES AMONG GENERATIONS

Some young people like to be stylish in occasions in style.

In the same occasions, some other prefer to dress in an informal way as a reaction against the way of thinking of adults in order to proclaim their own individuality in opposition to the adult world.

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

### WOMEN CHOOSE:

- **Type of clothes:** generally comfortable dresses and/or trousers, t-shirt
- **Colour:** different colours
- **Shoes:** very comfortable shoes
- **Accessories:** yes, any time

Beyond differences among generations, women like to wear in a comfortable way but without abandoning trendiness. They pay attention to details for enhancing their own femininity.

### MEN CHOOSE:

- **Type of clothes:** jeans or comfortable trousers, t-shirt
- **Colour:** different colours
- **Shoes:** comfortable or informal shoes,
- **Accessories:** not so many, sometimes a belt or a man's bag

Men don't follow fashion, they don't care about details since they prefer to feel comfortable above all.

## DIFFERENCES AMONG GENERATIONS

We can outline that there are not many differences between young and adults. Even though it is possible to notice some exaggerated aspects in some young people who wear in an extravagant way also in this case as a form of rebellion against the conformism of the adult world, according to their own vision of life.



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

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

The workshops are adaptable in different institutional and organizational contexts.

We observed that wearing different clothes and performing the different situations (occasions in style and informal daily life) was like a game and we were much more involved and motivated.

Consequently, we can state that the game methodology could be adopted in teaching educational contexts either with children and young people or with adults.



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## LUXEMBURG

CLUB SENIOR  
NORDSDAD



### DEFINITION AND CHARACTERISTICS OF THE LUXEMBOURG IG GROUP

We continued our project with nearly the same groups as in the first two periods of the project:

6 Adults of the Club Senior Nordstad and 7 students from Centre National de Formation Professionnelle Continue (CNFPC) Ettelbruck, here we had 3 new girls in the group.

To continue with the same seniors as in the first two workshops brought a good stability in our working group.

The seniors were very motivated to cooperate with the young students. They had much understanding for the situation of the students and the concentration and experiences of the seniors had a good influence at the young people.

In the group of the students, we had during this workshop three new girls included. During the first meeting it was very difficult for those new girls to concentrate on the theme of the project and to integrate themselves in the working group. The 4 students, who participated from the beginning of the project, had a really good contact to the senior group and their behaviour was respectful and interested.

The relationship between those two age groups became very close at the end.

### OBJECTIVES OF THE IG WORKSHOPS

- Objectives in relation to the particular lifestyle clothes and fashion
- Knowledge about different colourtypes
- What colors fits me well?
- Knowledge about styling-tricks
- What kind of style fits my figur well ?
- Knowledge about dresscodes in particular situations For example: Job Interview, official dates, private dates, evening outfit
- Exchange about fashion likes and dislikes in the two age groups
- Exchange about the importance of the way of clothing in our society

## METHODOLOGY AND DESCRIPTION OF THE WORKSHOP ACTIVITIES

Even during the partnership meeting in Turkey we planned the workshops for the new theme. We should do this really quickly because of the shortness of time. We had to organize the workshops before the start of the summerholidays in the middle of July.

We had the idea to invite an expert of styling and colour-consulting for two workshops.

Mrs. Elizabeth Demmer already offered this workshops for the senior club with much succès. She is also expert in different kind of behaviour rules, dresscodes, etc. We planned that she could offer two workshops:

1. Colour consulting in two different age groups
2. Exchange between the two generations

For example how do the senior people clothed in the past and today  
and how do the students clothes today, knowledge of dresscodes,  
aspects of buying something new in both generations,....

To engage Mrs. Demmer was helpful because we didn't need to prepare the content ourselves and we had a professional.

Fixing the dates was really difficult but finally we found two days

We wanted to offer the students informations which are useful for their further lifes.

We wanted to offer the seniors something new, that brings joy in their lifes

### 1<sup>ST</sup> WORKSHOP: COLOR CONSULTING

- We started in the morning with the senior group and in the afternoon with the students.
- We had to split the group because each person got an individual consult and the students only could participate in the afternoon after schooltime.
- We informed the group about different types of colours: spring, summer, autumn, winter
- Each person got an individual consult
- The type of colour is depending on each person's skin
- It never changes in lifetime
- It is not depending on the colour of hair or eyes



- A favorably clothing style depends on a knowledge about the figure proportions  
For example:
  - the length of arms and legs
  - the length of the body
  - the shoulders
  - the neck
  - the position of the hips (high or deep)
  - the position of the waist (high or deep)
- The expert gave special advices to the students for the Job Search:
- We talked about shoes that they have to be clean and well cared.
- We demonstrated how to make a good make-up.
- We talked about underwear and the importance not to see the underwear or to much skin at official dates.
- We talked about jewelry and accessories.
- Advantage of the color and style knowledge:
  - Shopping is easier
  - You know what you want
  - You don't need to buy many pieces
  - You can combine different pieces
  - You have always the right accessories: bags, shoes, belt, draperies, necklace,...
  - You save money
  - You look better in the right colors
  - You present yourself in a better way: important for job search and official dates



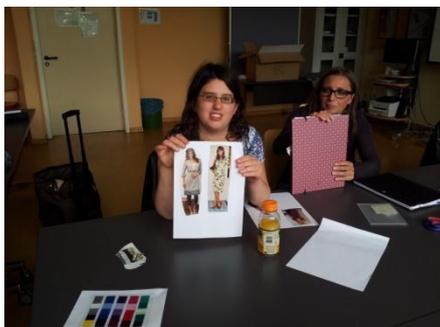
## 2<sup>ND</sup> WORKSHOP: EXCHANGE ABOUT FASHION BETWEEN STUDENTS AND SENIORS

- We started the discussion with the question:  
“What is important for you, when you buy something new?”
- For the most in our group it was important, to be able to wash the clothes.
- Then we continued with the question:  
What style of fashion do you like?
- Every person made a collage of favorite stylings
- During the presentation of the collages our Styling expert Elizabeth Demmer gave Feedback to every person
- How to adapt the styling priorities in the different situation.  
For example: Can I wear this Outfit in a Job Searching Interview or better on a Party?

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

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

- The theme clothing and fashion is a really individual theme and it showed us, that it is important in all group of age.
- All person, young and elderly wants to look well.
- In our mixed age group only one senior lady already knows what type of colour she was.
- For all the others, espacially the students this knowledge was something completely new!
- Every person, young and senior, was fascinated to find out what colours helped to look much better and fresher and to discover the difference.
- They were thankful that we spent so much time per person
- Our exchange day was also very interesting.
  
- We talked about the experiences during the color consulting.
  
- We talked about clothing today but also about clothing in the past, when the seniors were young.
  
- Both age groups got new information's from the other generation and learned something new.
  
- Never the less each person was respected with the individual favorites and style.
  
- At the end of the workshop each person got a colorpass in their type of color.



## POLAND

### A DEFINITION AND CHARACTERISTICS OF THE POLISH IG GROUP

The group consists of 20 people: 15 women and 5 men.

Our members of the local IG Group live in one of the Polish city- in Krakow.

Profile of listeners: students, teachers, parents - also visually impaired.

AGE RANGES	Women	Men	Total
17 –25- year- olds	7	3	10
25 – 50- year-olds	7	1	8
Over 50	1	1	2
<b>Total</b>	<b>15</b>	<b>5</b>	<b>20</b>

### OBJECTIVES OF THE IG WORKSHOPS

- To know various attitudes towards fashion as also what and where should be worn.
- To highlight the age differences in understanding fashion and style.
- To exchange knowledge, impressions between young and adults.
- To show the generational differences about the way and style of shopping.
- To encourage people to share their own experience in styles, to base on their own experience.
- To know factors influencing our decisions concerning shopping.
- The proper and economical money management.

### METHODOLOGY AND DESCRIPTION OF THE WORKSHOP ACTIVITIES

#### 1<sup>st</sup> WORKSHOP: Shopping - my decision?

- Methodology:

Illustrative materials on a DVD disc, a demonstration of practical actions, oral instructions, a questionnaire.

- Description of the activity:
  - Discussions in age groups and the exchange of views
  - filling in questionnaires, the analysis, conclusions

Forms: - individual work, group work

We prepared the questionnaire titled “Shopping - my decision?”

Teaching aids:

Differently cut clothes and elements of dress, in various styles, colours; educational banknotes and coins, DVD films about fashion and style; books and magazines about fashion, clothes, one’s individual style and how to match clothes; cardboards , colorful highlighters.

The workshops developed the ability to pay attention to the esthetics of both produced and worn clothes as well as to make independent ,wise shopping decisions.

- The workshops influenced listener’s aesthetic sensitivity and their artistic imagination.
- Creativity, discovering the pleasure of creation and the feeling of enjoying the results of one’s work were evoked.
- They evoked and developed listeners’ esthetical sensitivity and their individual ability to be creative.

## 2<sup>ND</sup> WORKSHOP: WHAT DO YOU THINK ABOUT FASHION?

- Methodology:
  - The exchange of experiences between generations.
  - The research based on questionnaires and the analysis of answers
  - Breaking the barriers of stereotyped perceptions related to age
- Description of the activity:
  - The discussion about what is trendy, where do we buy our clothes, what influences our decision.
  - filling in questionnaires the analysis, conclusions

Teaching aids:

DVD films about fashion and styles, books and magazines about fashion, lists of stylists who are popular in Poland and around the world, lists of fashion labels (the Polish and the foreign ones), cardboards, colorful highlighters.

We prepared the questionnaire titled : “What do you think about fashion?”

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

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

The group learned :

- how to create an appropriate, individual style regardless of financial means
- how to improve the ability to independently compose your dress, choose elements of dress and accessories
- how to influence the ability to manage money properly
- how to retain one's own style during shopping regardless of financial means



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

The group learned about:

- The main labels ruling the world of fashion abroad and in its country.
- The examples of how to dress up depending on the situation and one's age.

#### Differences within the age group

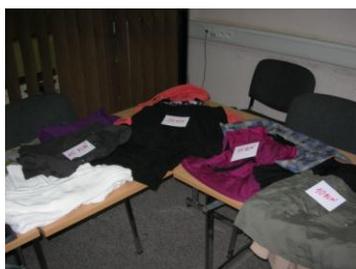
- Fashion does not mean the same for every generation. A discussion about what a particular generation should not wear was fruitful.

- Mainly 25-50- year- olds think that our appearance reflects our character.
- Modern style, bright and mixed colors are only young people's features.
- Older people do not need shop assistant's help while shopping.
- Only young people make spontaneous decisions concerning shopping.
- Advertisements have little impact on shopping decisions regardless of one's age.



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

- All information related to our workshops activity could be used by other partners
- It was an interesting way of working with the group of people of different age due to the staff's creativity
- Young people were discussing with the older participants and the examples of clothes started a discussion on positive and negative aspects of a particular style
- The methodologies used during the workshops, including inter alia the questionnaires prepared by the staff, are universal and may be used in every foreign and domestic institution. Their conclusions are interesting material for research
- The gathered materials, exchange of ideas and experiences are the source of information about the behaviour, decisions, habits of people of different age. They more relate to their age than to the fact that they are disabled.





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## PORTUGAL

**DON SANCHO I  
SECONDARY SCHOOL**



### DEFINITION AND CHARACTERISTICS OF THE POTUGUESE IG GROUP

The group is composed of 16 women.

AGE RANGES	Women	Men	Total
18 - 29 years old	6	0	6
30 – 39 years old	5	0	5
40 - 49 years old	3	0	3
50 – 59 years old	2	0	2
<b>Total</b>	<b>16</b>	<b>0</b>	<b>16</b>

STUDENTS OCCUPATIONS	Women	Men	Total
Unemployed	6	0	6
Factory Worker	4	0	4
Shop Assistant	2	0	2
School Assistant	4	0	4
<b>Total</b>	<b>16</b>	<b>0</b>	<b>16</b>

### OBJECTIVES OF THE IG WORKSHOP

- To compare feminine fashion evolution through three generations of Portuguese women.
- To distinguish between working class and high class fashion.
- To become aware of differences between the two classes in what style and materials in wedding fashion



are concerned.

- To become aware of the changes in materials, textures, colours, cuts, preferences.
- To understand the type of accessories each generation favours.

## METHODOLOGY AND DESCRIPTION OF THE WORKSHOP ACTIVITIES

### IG WORKSHOP: CLOTHES AND FASHION IN PORTUGAL

- **Methodology:**

- the work group is divided in two: older learners are asked to collect photos of two generations of women (their grandmothers' and their mothers' generations) while younger learners are asked to collect photos of their own generation;
- the group selects pictures that depict various life occasions, discuss their representativeness and draw conclusions;
- the group share their findings and exchange personal experiences;
- the group prepares a PowerPoint presentation.



- **Description of the activity:**

- compare feminine fashion evolution throughout three generations of Portuguese women. While studying this evolution we make comparisons between working class and high class fashion, working clothes and festive clothes (wedding clothes).



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

### IG WORKSHOP

- Older students shared with younger students their personal experience regarding clothes in the past: they were meant to last for a long time, so they had classical cutting, were made of resistant materials in sober colours so that they wouldn't stand out too much and make people grow tired of them, as they couldn't be replaced easily.





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- There was a big difference between daily and Sunday or special days clothes: people usually had just one item of each and the first were of poorer quality; the latter were carefully kept and religiously worn at Holy days until they became too old. They would then become working clothes.
- There were almost no ready-to-wear shops available for people to buy new clothes until after the revolution of 1974: people bought fabric and dressmakers made the clothes.
- After their husbands died, women dressed in black for the rest of their lives.
- Younger students became aware of the tremendous evolution of fashion in Portugal in the space of just a few decades. Although they had already seen photos of family members in their youth, they were not conscious so many aspects had changed.
- They shared their knowledge of Portuguese and international fashion brands and tendencies with older students.
- Younger students advised older students of what might favour their personal style in contemporary fashion houses.



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

### IG WORKSHOP

- Within the partnership: the workshop can be used by other members with minor adjustments.
- Outside the partnership: the workshop can be used in other institutions with minor adjustments.

## 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	7	3	10
Over 50 years' old	11	4	15
<b>Total</b>	<b>18</b>	<b>7</b>	<b>25</b>



## OBJECTIVES OF THE IG WORKSHOPS

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

- Preparing the milestones for the questionnaire on CLOTHES & FASHION.

### 3<sup>RD</sup> WORKSHOP – THE EVOLUTION OF FASHION

- Exchanging ideas and discussing from the different generations point of view about clothes' evolution.
- Expressing opinions.

### 5<sup>TH</sup> WORKSHOP – VISIT TO THE EXHIBITION “HAUTE COUTURE GOLDEN AGE”

- Knowing about the fashion in Spain and the evolution.
- Discovering main characteristics of fashion. Important decades.

### 7<sup>TH</sup> WORKSHOP – MY FAVOURITE GARMENT

- Debating about the favourite clothes from intergenerational point of view.
- Talking about positive and negative aspects.
- Expressing feelings and emotions.

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

- Analysing the questionnaire data and results and obtaining conclusions.
- Debating on CLOTHES & FASHION among the different generations.

### 4<sup>TH</sup> WORKSHOP – REGIONAL COSTUMES

- Becoming aware of the existence of different costumes according to the Spanish regions.
- Obtaining information about the regional costumes used in special festivities.

### 6<sup>TH</sup> WORKSHOP – ATTENDANCE TO CONFERENCE “HAUTE COUTURE GOLDEN AGE”

- Gathering information about the professional point of view.
- Learning about couture details from first hand.

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

- Production of presentations, video, questionnaire and report.

## METHODOLOGY AND DESCRIPTION OF THE WORKSHOP ACTIVITIES

WORKSHOPS	METHODOLOGY AND DESCRIPTION
<b>1<sup>ST</sup> WORKSHOP</b> INTERGENERATIONAL MEETING	Meeting of the intergenerational work group to prepare the questionnaire-based survey on CLOTHES & FASHION and discuss its contents.
<b>2<sup>ND</sup> WORKSHOP</b> INTERGENERATIONAL DEBATE	Debate on survey results and analysis of the latter.
<b>3<sup>RD</sup> WORKSHOP</b> THE EVOLUTION OF FASHION	Expressing opinions about the evolution of fashion according to decades of last century. Different generations exchange ideas and defend their point of view.
<b>4<sup>TH</sup> WORKSHOP</b> REGIONAL COSTUMES	Each one of the participants choose an Autonomous Region which has a special meaning to them and expose the women and men typical regional costume.
<b>5<sup>TH</sup> WORKSHOP</b> VISIT TO THE EXHIBITION "HAUTE COUTURE GOLDEN AGE"	Visit of the exhibition in order to learn about the main hits of the fashion and design in Spain, especially in the <i>Prêt-à-Porter</i> sector.
<b>6<sup>TH</sup> WORKSHOP</b> ATTENDANCE TO CONFERENCE "HAUTE COUTURE GOLDEN AGE"	Getting in touch with professional designers in the Spanish fashion area having the opportunity of making questions regarding their job.
<b>7<sup>TH</sup> WORKSHOP</b> MY FAVOURITE GARMENT	Each one of the participants choose a favourite garment which has a special meaning to them and expose their relevance according to their personal style.
<b>8<sup>TH</sup> WORKSHOP</b> MATERIAL DEVELOPMENT	Once the results had been obtained, the group met in order to produce: presentations, a video, questionnaire and a report.



## 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> WORKSHOP – INTERGENERATIONAL MEETING AND DEBATE

#### CLOTHING AND PERSONAL STYLE

- Clothing is regarded as more important by the senior group.
- Women value clothes much more than men.
- For both age groups is equally important that the clothes fit well and are comfortable.
- Women spend more time compared to men when they dress every day.
- Seniors spend more time dressing, not only daily but also for special events. The average duration is 30 minutes daily and between 30 and 60 for events.
- Both age groups have the same priority when choosing clothes and style: design, price and quality.

### PERSONAL AND FAMILIAR CHOICE

- Black and white are essential for both age groups, but they also like to change colours depending on the season. Older people are more attracted to pastel colours.
- The senior group answers that it doesn't have an influence in the way they dress. On the other hand, the majority of the younger group considers that it has an influence "sometimes".

### BUDGET

- The average budget for clothes and accessories per season of both groups lies somewhere between 101 and 200 euros.

### ACCESSOIRES

- The young group gives more importance to accessories as a fashion complement, although a great percentage of older people think that they are also important in some occasions.
- Both groups consider essential purses, wristwatches and sunglasses. The older group also highlights the importance of the handkerchief and the wallet, having no value for young people.

### PREFERENCES, TIME AND PLACE

- Both age groups have as main reasons to buy new clothes take advantage of offers and renewal due to wear and tear.
- Both age groups buy new clothes and accessories every season.
- The favourite places when buying clothes and/or accessories for both age groups are: shopping centres, outlets and specialized shops. Seniors also like buying in flea markets.
- Both age groups invest an average of two hours when going out to buy clothes.

### THE MEDIA

- Seniors are reluctant to buy clothes on-line, while it is a widely used amongst young people mainly because prices are lower compared to other type of establishment.
- Seniors reject on-line shopping mainly because they can neither try on those clothes nor touch the fabric, and also because they are not interested in such commercial service.

## 3<sup>RD</sup> WORKSHOP – THE EVOLUTION OF FASHION



## 4<sup>TH</sup> WORKSHOP – REGIONAL COSTUMES

- The origin of typical costumes must be found in the second half of the 19th century, following the creation of some stereotypes that characterised the inhabitants of the different Spanish regions and which have survived until the present day.

## 5<sup>TH</sup> AND 6<sup>TH</sup> WORKSHOPS – VISIT TO THE EXHIBITION “HAUTE COUTURE GOLDEN AGE”

Fashion is cyclical and has to do with the economic and cultural situation, as well as with the amount of freedom of each country or region and only works socially if there is (or isn't) a clear interest from the State or the Government to encourage fashion designers and national brands.

According to these fashion designers we can divide fashion in:

- Haute Couture
- Custom sewing
- *Prêt-à-Porter*
- *Just-in-Time (JIT)* –to produce just what is needed and when it is required.

Trends are set on catwalks and fashion magazines (Madrid-New York- London- Milan- Paris) but for years now (1980) the famous design houses don't sell fashion. They sell brands and all products related to them to obtain more benefits like purses, shoes, perfumes, costume jewelry, jewelry and accessories in general.

## 7<sup>TH</sup> WORKSHOP – MY FAVOURITE GARMENT

- There exists a great diversity when choosing the favourite garment among the participants in the project no findings can be obtained, neither by age nor by gender.
- The selected objects range from essential garments inside our wardrobes such as jeans, jackets or even ties in the case of men, to basic complements such as shoes or watches.

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

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

- Presentations
- Video
- Questionnaire
- Report



## 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 milestone for dialogue between generations. However, they should be adapted to the different countries in order to take into account local and cultural dressing habits.

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



Lifelong Learning Programme



Education and Culture DG

LIFESTYLES REVISITED:  
EDUCATIONAL EXPERIMENTS  
IN INTERGENERATIONAL  
ENVIRONMENTS



## TURKEY

BEYPAZARI KIZ TEKNİK VE  
MESLEK LİSESİ



### DEFINITION AND CHARACTERISTICS OF THE IG GROUPS

Age Ranges	Women	Men	Total
15 - 30 years old	4	0	4
30 – 45 years old	2	2	4
45 - 60 years old	3	1	4
Over 60 years old	2	2	4
<b>TOTAL</b>	<b>11</b>	<b>5</b>	<b>16</b>



Our working group that we work together consists of sixteen people.

### OBJECTIVES OF THE IG WORKSHOPS

- ✓ Knowing the process of clothing habits in Turkey during the last century.
- ✓ Knowing the reasons of clothing habits of different age groups.
- ✓ Knowing how the accessories have changed from past to present.
- ✓ Understanding what the main factors are in the choice of clothing and how they have changed in the last decades.
- ✓ Finding an outfit that is accepted by different age groups and ensuring them to act together.
- ✓ Learning about each others' opinions about their own clothing habits.
- ✓ Finding out the changes (and the reasons) of the wedding ceremony clothes in the last century.

### METHODOLOGY AND DESCRIPTION OF THE WORKSHOP ACTIVITIES

In the end of a short brainstorming we decided to focus on the changes in clothing from 1920s till today through some photographs and the information we got in our

surroundings. Then we designed and dispatched a short questionnaire to learn the habits of dressing in the group.

In accordance with a planned activity, in the first step some young learners were asked to spend a day in the clothes from the past and to share their feelings with the others. In the next step of the same activity some, clothes that the young people wear in our time were shown to elderly members in the group and they were asked to explain their views about this way of dressing.

The most interesting activity that we decided was to go shopping together. Our project team and some members of different ages in the group went shopping together and they agreed on a different outfit for each group of age

We also researched the changes of bride and groom's wedding dresses in time and tried to find out the reasons of it. We found out some accessories for clothing from past to present and we agreed on the ones which were liked best.



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

### WORKSHOP I THE OLD PHOTOS – THE CHANGES IN CLOTHING HABITS AND THE REASONS OF THESE CHANGES FROM PAST TO PRESENT

In the mixed generation groups learners started to work by examining the old photos in order to understand the changes in clothing habits from 1920s to present. All of the photos were categorized according to their periods of time. They were also analyzed by the members of the project group and they exchanged their ideas about the reasons of the changes in these clothing habits. The young ones thought that people were dressing more neatly and they were smart in those days. They also indicated that the photos had changed the image of "old" in their minds. Elderly members of the group, however, revived old memories and they began to tell each other about the old days' memories.

Compared the past clothes with the present ones, it is not difficult to see that a lot of changes have occurred in clothing habits. In the past, regardless of the economic situation,



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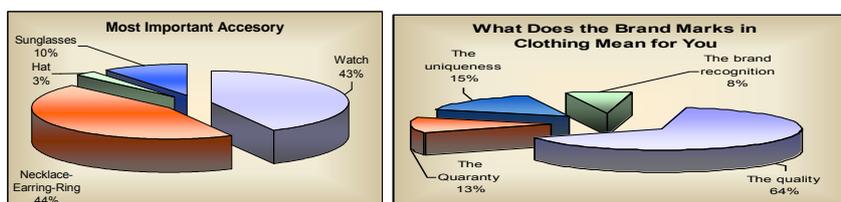


everybody used to sew their own clothes or get a tailor to sew for them. However, nowadays people prefer textile products.

## WORKSHOP II THE SURVEY

A questionnaire was given to 40 people totally including the group members. It was related with their dressing habits, the changes from past to present, their ideas about the branded products and their preferences of accessory.

According to the information obtained from the questionnaires, "jewelry" and "watch" are the most important accessories. A great majority of our group stated that the branded products were in the highest quality ones.



According to the participants in our survey, the clothes in the past were healthier, much more stylish, and much more artistic than the clothes of today. But there are big differences between the past and the present clothes in terms of comfort.

## WORKSHOP III THE OPINIONS OF THE YOUTH ABOUT THE OLD CLOTHES

The young members of the group were given the casual clothes of the past and they were asked to spend a day in those clothes. The following day they were given the ceremony clothes of the past and at the end of the day they were asked to compare the casual ones with the others. The young members told that the casual clothes were extremely comfortable and practical but they would not choose them because of being very ordinary. They said that the ones for a ceremony were extremely stylish clothes and they would be happy to wear an outfit like that on their own henna nights. The elder members of the group explained that the dressing preferences of people had changed in time and the clothes which had been worn by them willingly once did not seem agreeable as they had been in the past.

## WORKSHOP IV THE VIEWS OF THE ELDERLY MEMBERS ABOUT THE CLOTHES OF YOUNGER

The elderly members of the group were asked to look at the photos of the young and to criticize the clothes they were in. The old participants stated that the clothes which they wore in the past had to be in harmony.

### **WORKSHOP V SHOPPING TOGETHER**

The members of different age groups and our project team went for shopping together. They were asked to choose an outfit on behalf of each other.

They tried on a lot of clothes and in the end by the help of the shop assistant they achieved to agree on a dress which was approved by everybody.

### **WORKSHOP VI THE CEREMONY CLOTHES FROM PAST TO PRESENT**

The project group collected a lot of photographs which belonged to past and present. They were examined together with the group members. All of the group members stated that they liked wearing both traditional and modern clothes on their own or their relatives' special occasions.

### **WORKSHOP VII ACCESSORIES FROM PAST TO PRESENT**

The photos of the accessories which were used in the old days were taken in order to find out the change clearly. They were also examined by the members of the group. The project group went to the accessory shops to compare the new styles of our time with the ones of past. While looking at the photos, our group members noticed that almost nobody had a handbag in the old days. But nowadays handbags are indispensable accessories for especially women.

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

- ✓ All activities and information related to them could be used by other partners.
- ✓ The questionnaire could be adapted and may be used by other partners

