



**European Approaches  
to Inter-Generational  
Lifelong Learning**

**Multigenerational House  
Nürnberg**

**GERMANY  
Case Study Identity Card  
2007**



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## EAGLE CASE STUDY

# GERMANY

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## 1 EXECUTIVE SUMMARY

### *Executive Summary*

The federal model programme Multigenerational Houses (Mehrgenerationenhäuser) is aiming to transfer the cooperation of the generations from private to public settings. Today already 200 houses are working, until 2010 it is envisaged that 450 houses are active in Germany. The funded houses are using the expertise and potentials of all generations by being open community drop-in centres, where all generations can meet. For EAGLE the multigenerational house in Nürnberg in the federal state of Bavaria was analysed. A multigenerational house is a meeting place for people of different ages in a specific city or community. It is planned as an open place, where young and old people offer and take mutual support, furthermore a network, which brings services and demands of people of different age groups together.

The main distinguishing feature of the multigenerational house in Nürnberg is that it shows an example how intergenerational learning can be organised based on volunteers and honorary work in an mainly informal setting.

Besides various services for people of different age groups (e.g. support services for very old seniors, open meeting places for seniors, second-hand shop for young parents), also typical intergenerational learning procedures take place (e.g. young people help old people and are certificated for these services; mentors help young people during the transition between school and job; seniors are mentors for young families; children are helped with homework; open child care).

The multigenerational house in Nürnberg clearly indicates that a big variety of services can be offered and various informal learning processes between different generations can be initiated with relatively low budgets, if an open drop-in centre exist, where people of all generations can meet freely. Thereby a key success factor is the method of recruitment of volunteers. Experience show that once people feel like belonging to a certain service centre, about 70% of them stay on a long-term basis. Hence, a key success factor is to contact different age groups, social groups (e.g. migrants) and existing service centres in a certain community to promote the multigenerational house in the local community. Another key success factor is seen in the integration of volunteer participation and work based on honorary basis.



## 2 GENERAL DESCRIPTION

<i>Title</i>	Multigenerational House Nürnberg (Mehrgenerationenhaus Nürnberg)
<i>Country/ Countries of origin</i>	Germany
<i>Duration</i>	Starting Year: 2007 End Year: 2012
<i>Status</i>	Running
<i>Managing institution</i>	Voluntary/social sector/foundations
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<i>Funding</i>	Public
<i>Partnership arrange- ment/organis- ational form</i>	Top-down programme/project
<i>Scale</i>	<ul style="list-style-type: none"> <li>▪ Community based</li> <li>▪ National</li> </ul> <p><u>Comments:</u> Community based project in Nürnberg funded through the federal model programme Multigenerational Houses (Mehrgenerationenhäuser).</p>

### 3 DESCRIPTION OF COLLABORATING GROUPS

<i>Collaborating Group I</i>	<p>Very old seniors</p> <p><u>Comments:</u> For this group services are offered like lunch service, laundry and food service, escort services and consultancy concerning living and age-related adaptation of apartments.</p>
<i>Age group(s) of Collaborating Group I</i>	<p><u>Minimum Age:</u> 75</p> <p><u>Maximum Age:</u> above 80</p>
<i>Collaborating Group II</i>	<p>Seniors</p> <p><u>Comments:</u> For seniors the house will be mainly a meeting place with open services and events. A café for seniors will be installed. Seniors will be addressed as a main group for volunteer helpers for the other groups.</p>
<i>Age group(s) of Collaborating Group II</i>	<p><u>Minimum Age:</u> 65</p> <p><u>Maximum Age:</u> 80</p>
<i>Collaborating Group III</i>	<p>Older parents</p> <p><u>Comments:</u> Parents with older children or parents whose children are not living together with them any longer ('empty nest'). This group will be besides seniors a main resource of volunteers for the services described under the other collaborating groups.</p>
<i>Age group(s) of Collaborating Group III</i>	<p><u>Minimum Age:</u> 35</p> <p><u>Maximum Age:</u> 60</p>
<i>Collaborating Group IV</i>	<p>Younger parents</p> <p><u>Comments:</u> For this age group a childcare service will be arranged, a second-hand shop for children's clothes and toys will be opened, and different regular events like courses for parenting will be offered.</p>
<i>Age group(s) of Collaborating Group IV</i>	<p><u>Minimum Age:</u> 16</p> <p><u>Maximum Age:</u> 50</p>
<i>Collaborating Group V</i>	<p>Young teenagers</p> <p><u>Comments:</u> Young teenagers will be actors in the 'Young helps Old' programme; whereby young teenagers can acquire a formal qualification by a certificate. Young people are offered older mentors helping them to master the transition between school and job. Additionally there will be older mentors for whole families. Young teenagers also can participate in homework care services for younger children.</p>
<i>Age group(s) of Collaborating Group V</i>	<p><u>Minimum Age:</u> 12</p> <p><u>Maximum Age:</u> 20</p>
<i>Collaborating Group VI</i>	<p>Babies &amp; young kids</p> <p><u>Comments:</u> Babies and kids are the target group for the open childcare and homework care services.</p>

*Age group(s)  
of Collaborat-  
ing Group VI*

Minimum Age: 0  
Maximum Age: 12

*Total number  
of Collaborat-  
ing Groups*

As it becomes apparent the Multigenerational House in Nürnberg aims at involving all age groups living in the city; the number of visitors and participants in the intergenerational learning activities and practices naturally varies depending on the concrete offer and activity. As the Multigenerational Houses in Nürnberg just started its activities concrete figures are not available yet, but will be reported in an updated Identity Card at a later stage.

## 4 DESCRIPTION OF INTERGENERATIONAL LEARNING PRACTICES

### *Description of Learning Arrangement & Learning Practice*

The federal model programme Multigenerational Houses is aiming to transfer the cooperation of the generations from private to public settings. Today already 200 houses are working, until 2010 it is envisaged that 450 houses are active in Germany. The funded houses are using the expertise and potentials of all generations by being open community drop-in centres, where all generations can meet. Of specific importance is the equal contribution of professionals and volunteers and the mutual benefits for all. The variety of the highly contextualised activities may include: i) supporting children, ii) consulting families, iii) activating civil participation, iv) providing citizens with sense-making and fulfilling tasks and v) developing services close to the needs of families and/or of inter-generational nature. This may be concretely implemented through: i) Multigenerational Cafés with healthy and cheap meals for all generations, increased social contacts and interactions for old people, elderly offering day care for children of working or single parents, ii) drop-in center for consultancy from other citizens about daily life problems, iii) household services lowering the stress for the receivers and bringing formerly unemployed persons as providers back into job, iv) Senior Academies where the young teach ICT to the old and the old provide mentoring or teach local history/reminiscence. The aims of the Multigenerational House in Nürnberg are to unburden families from certain tasks, to improve the bonds between the generations in society, to implement a service-oriented centre in the community or better in the neighbourhood, to use the knowledge and the experiences of all generations in society, and to open up networks for a lively community and citizen life.

The main problem addressed by the federal programme and the local initiative in Nürnberg is the overload of families on the one side, and the felling of 'uselessness' of the older generation with having plenty of time and knowledge resources on the other hand.

The Multigenerational House in Nürnberg therefore offers as its core facility an open meeting point (or café). This meeting place is surrounded by different services and events addressing the different generations. A small unit of regular employees (i.e. in Nürnberg it only one person for 20 hours per week) paid by public funds and additionally several people employed on honorary basis (very few hours per week) will organise the open drop-in café, the services and the events. Volunteers (e.g. seniors, older parents, young people) will organise the majority of activities at the Multigenerational House in Nürnberg.

Most services offered address at least two groups of people from different age groups who help or learn from each other (e.g. the 'Young helps Old' programme, childcare service, services for very old seniors). Both, the helper and the profiteer of a service take part in formal or informal learning processes.

As an open place no specific pedagogical approaches, tools, materials or ICT devices are preferred. The methods and facilities used will depend on the demand of a certain service, event or course.

Overall the Multigenerational House in Nürnberg will be an open meeting place, which brings together potential supply and demand of people from all age groups in an informal way. Additionally the Multigenerational House in Nürnberg will be a meeting point for immigrants as in the respective community of the city 40% of inhabitants are immigrants.

<i>Location of the learning activity</i>	Informal settings i.e. community facility/building, home based and social setting
<i>Learning activities (related to policy objectives)</i>	<ul style="list-style-type: none"> <li>▪ Community development &amp; living</li> <li>▪ Education, training &amp; learning</li> <li>▪ Mentoring i.e. intergenerational support, services and consultancy</li> <li>▪ Mediation incl. problem/conflict solving, prevention of violent behaviour</li> <li>▪ Social inclusion/participation, active citizenship</li> <li>▪ Employability</li> <li>▪ Health</li> </ul>
<i>Fields of Learning</i>	<ul style="list-style-type: none"> <li>▪ Individual competence development (for private and professional purposes)</li> <li>▪ Societal/economic exchange and consultancy</li> <li>▪ Development and continuity of societal values</li> <li>▪ Productive cultural assimilation;</li> </ul>
<i>Knowledge &amp; Learning Exchange/Flow between the target group(s)</i>	Balanced and/or bi-directional
<i>Interactions between the target group(s)</i>	<ul style="list-style-type: none"> <li>▪ one-to-one</li> <li>▪ one-to-many</li> <li>▪ many-to-one</li> <li>▪ group based</li> <li>▪ many-to-many</li> <li>▪ physical/offline interaction</li> </ul>
<i>Categories of the learning activity</i>	<ul style="list-style-type: none"> <li>▪ Formal</li> <li>▪ Non-formal</li> <li>▪ Informal</li> </ul> <p><u>Comments:</u> Young teenagers will be actors in the 'Young helps Old' programme; whereby young teenagers can acquire a formal qualification by a certificate; all other collaborating groups are learning from each mostly through non-formal and informal activities.</p>
<i>OECD/DeSeCo Competences addressed by the CS</i>	<p>1 = Competence Category 1: Using Tools Interactively</p> <p>1.1 = The ability to use language, symbols and text interactively</p> <p>1.2 = The ability to use knowledge and information interactively</p> <p>2 = Competence Category 2: Interacting in Heterogeneous Groups</p> <p>2.1 = The ability to relate well to others</p> <p>2.2 = The ability to cooperate</p> <p>2.3 = The ability to manage and resolve conflicts</p> <p>3 = Competence Category 3: Acting Autonomously</p> <p>3.1 = The ability to act within the big picture</p> <p>3.2 = The ability to form and conduct life plans and personal projects</p> <p>3.3 = The ability to assert rights, interests, limits and needs</p>
<i>EC Key Competences addressed by the CS</i>	<ul style="list-style-type: none"> <li>▪ Communication in the mother tongue</li> <li>▪ Communication in a foreign language</li> <li>▪ Learning-to-learn</li> <li>▪ Interpersonal and civic competences</li> </ul>

*Success factors and barriers of the CS*  
*Results of the CS*

Similar activities to the Multigenerational House in Nürnberg show that a main success factor of the activity is to recruit volunteers willing to become active in intergenerational learning activities and processes. Once people feel like belonging to a certain service centre or community, approx. 70% of the volunteers independent of their age stay on a long-term basis. Hence, a key success factor is to contact different age groups, social groups and existing service centres in the community to promote the Multigenerational House in Nürnberg.

A further success factor for the Multigenerational House in Nürnberg will be the integration of immigrants into the project and animate the use of services amongst them as in the neighbourhood where the house is located 40% of inhabitants are immigrants.

Another key success factor is seen in the integration of volunteer participation and work based on honorary basis. It will be necessary to develop methods how regular employees of the centre organize the distribution of funds available for volunteer work (i.e. € 20.000 per year) in combination with non-paid volunteer work preventing jealousy among people active in the centre.

Concrete evaluation results are not available yet as the Multigenerational House in Nürnberg is just in the phase of being set up, but the federal programme foresees regular formal and informal assessments about the functioning of the house, the participation rates and the user satisfaction. The first results are expected in the beginning of 2008 and will be reported in an updated version of the Identity Card.