

Intergenerational Learning through the Use of ICT as a Tool with which to Reduce Early School Leaving among Immigrant Pupils

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Abstract

The purpose of this study is to present intergenerational learning through the use of ICT (Information & Communications Technology) as a tool with which to reduce early school leaving among immigrant pupils. The first part builds on a review of current literature and contemporary assumptions about learning and intergenerational learning as a particular form of learning. The second part of the study presents the findings from a review of policies on reducing early school leaving among immigrant pupils in Europe. The conclusion focuses on putting forward recommendations for practice with regards to the use of ICT for intergenerational learning in order to improve the educational performance of immigrant pupils.

Key words: intergenerational learning, ICT in education, early school leaving, young immigrant pupils, older generation.

Introduction

People have been interested in learning since ancient times. The first attempt to take a closer look at learning was based in philosophy and related to knowledge, which was considered the result of learning. In his Theaetetus dialogue, Plato argued that knowledge is a true belief or conviction justified by earlier experiences and reflections. The Cartesian concept of the mind as an autonomous individual, and the concept of John Locke's 'tabula rasa', create opposition to the scientific thinking on the individual and society. This therefore introduced a strict division between humans – as individuals and society – and collectives. It was then soon noted that the environment creates a basis for the formation of human qualities and means of survival. The need therefore arose to create synergies between the body and its habitat as a mechanism for integration in order to explain and regulate how the individual should behave. The answer to this need

was the phenomenon of learning. Peter Jarvis (2006), a prominent researcher and expert on adult learning, argues that learning occurs through the stimulation of the human senses by the external environment, both natural, physical, social and cultural, and this contributes to the integration of the individual with the world.

In recent years, education has gone through many transformations in order to meet the requirements of contemporary economic reality and social problems. Among these changes, the dominant tendency is a focus on learning processes that are more favourable and convenient to the individual. Learning can be seen as an approach to solving individual and social problems, such as leaving school early, unemployment and social exclusion.

The overall purpose of this study is to present the phenomenon of intergenerational learning in general education through the use of ICT (Information & Communications Technology) as a tool with which to reduce early school leaving among immigrant pupils. The first part builds on a review of current literature and contemporary assumptions about learning and intergenerational learning as a particular form of learning. The second part of the study presents the findings from a review of policies on reducing early school leaving among immigrant pupils in Europe. The last part of the paper focuses on making recommendations with regards to the use of ICT for intergenerational learning in order to improve the educational performance of immigrant pupils. To do this, we posed the following research questions: (1) What is the educational potential of intergenerational learning as a tool with which to reduce early school leaving (ESL)? (2) What are the reasons for early school leaving among immigrant pupils? and (3) What are the recommendations for educational practice aimed at reducing early school leaving? To address these questions, the literature sources for our review included academic papers and books, as well as research findings presented in international reports and educational policy documents. As part of our critical approach to the review, we organized our research into a series of four readings, or analytical stages. The first stage involved pre-reading the abstracts and summaries of articles, as well as introductions to books, to get a quick idea of the main thrust of the text. The second stage involved reading and re-reading the text. This included making notes of the main points and their function within the text to support the subsequent analysis of the content and the arguments put forward. The third stage involved examining, categorizing and summarizing our notes in order to develop a clear understanding of the text. The fourth and final stage of the analysis involved the evaluation of the main idea of the text, the structure of the arguments, the context, and its contribution to the paper.

The inspiration for this paper came from research work we conducted as part of the international ICT-Guides Erasmus+ project, funded with the support of the European Commission and the Polish Ministry of Science and Higher Education. The ICT Guides project is focused on intergenerational learning through ICT. It targets some of the most vulnerable groups in Europe – newly-arrived immigrant children (having lived from 0-5 years in their new country), aged 12-16, as well as older, native citizens of 65+ years.

Both groups are at greater risk of social exclusion in Europe (Migration integration statistics on those at risk of poverty and social exclusion, Eurostat; Europe 2020 indicators for poverty and social exclusion, Eurostat). The idea of the project is to support co-learning and cooperation between young immigrants and older citizens through basic ICT courses developed by immigrants for older people. Young immigrants teach older people how to use computers under the assumption that the course will create meaningful structures and content, whereby each pupil feels empowered, which in turn leads to progress in their schooling and prevents early school leaving.

The educational potential of intergenerational learning

Over the centuries a number of different concepts of learning have been developed which can be traced to the psychological and pedagogical fields. Within psychology, learning is the emergence of a relatively permanent change in the behaviour of the individual (behaviourism), or assimilation of messages indicating the process and adaptive nature of learning (the cognitive approach). Even if learning occurs in relationship to its surroundings, it has the character of an internal mental process occurring in the mind of the individual learner, resulting in changes in behaviour or the acquisition of new knowledge, skills and habits. Within pedagogy, the focus is more on the humanistic nature of learning and its relationship to schools. In this field, learning is associated with a specific type of attitude to knowledge and to life, which requires personal commitment and initiative. Pedagogical learning is more powerful in relation to its original psychological counterpart. It is also frequently accompanied by the intention of achieving a particular purpose, for example, associated with contemporary educational problems: behavioural problems, lack of motivation for learning, lack of desire for self-development, addiction prevention and early school leaving. Such learning is accompanied by the use of various symbolic systems, such as language, concepts and theories.

Both disciplines were predominantly connected with school learning, but in recent years, the situation has changed. Education in European countries has gone through many transformations in order to meet the requirements of contemporary socio-economic reality, in particular emigration and unemployment among young people. This has brought about many changes in the way people think about education. More and more often, young people are supposed to be equipped with creativity, unconventional thinking, thoughtfulness, a tolerant attitude towards others, resourcefulness and engagement in the common good. Discrepancies have therefore arisen between 'school' knowledge and 'real life' skills, which draws attention to the informal learning in relationships with other people in society, the family or workplace. That different requirements are made of young people and the elderly is a consequence of an ageing society, which is another educational issue that has simultaneously arisen. Learning is therefore not the only activity undertaken deliberately by people in formal education to assimilate knowledge or acquire skills. According to the world's leading educational researchers, learning is a mechanism of general human development, a kind of

continuous response to events in order to achieve a sense of control over various aspects of life (Biesta et al. 2010).

Today, the term 'learning' has become fashionable and increasingly commonly used. There are many epithets, definitions and concepts of learning. Each new theory (cf. Illeris 2009) or concept of learning is, in the intention of its creators, aimed at overcoming the limitations in the theories that came before it.

The term 'intergenerational learning' has been used within different contexts, which can be seen in numerous publications (Bengtson, Biblarz and Roberts 2002; Bengtson, Furlong and Lufer 1974; Brannen, Moss and Mooney 2004; Brown and Ohsako 2003; Doumas, Margolin and John 1994; Jacker 1992; McClusky 1990; Mazor and Tal 1996; Newman and Hatton-Yeo 2008; Noël and De Brouckère 2001; Storm and Storm 2001; Tapscott Frick, Wootton and Kruh 1996; Thomas 2009). For the European Commission, intergenerational learning and the intergenerational transfer of knowledge and skills is the primary factor in achieving the objectives of the Europe 2020 Strategy¹. According to Gert J. Biesta "most definitions of generation tend to follow Mannheim, but even so, most generational categories tend to be rather broad, and their boundaries are fuzzy" (Biesta et al. 2010).

Generally, under intergenerational learning it can be assumed that: "A generation consists of a group of people born during the same time period and who are united by similar life experiences and a temporarily coherent cultural background. People belonging to the same generation have the same location in the historical dimension of the social process." (Antikainen et al. 1996).

Biesta draws attention to the relationships between learning and generations having a long history in educational thinking, especially in terms of intergenerational transfers of knowledge and values. Recently, the role of this form of learning has become more important because of social and international changes:

"Particularly in migrant groups, intergenerational exchanges appear both to help maintain existing collective identities while simultaneously enabling adjustment to a new context. A recent qualitative sociocultural study of child/grandparent-learning among Sylheti/Bengali-speaking families in east London explored ways in which grandparents served as "founts of knowledge" that had been passed on from the past, including key social and communicative competences that older adults had not previously accessed, such as familiarity with new technologies." (Kenner, et al. 2007).

Intergenerational learning involves two generations learning together, to achieve the benefits of education. In the course of this activity, which stimulates people to learn and develop different communication strategies, specific learning outcomes occur. The elderly, in contact with youth, recall the ideals to which they aspired in the past. In addition, older people are stimulated intellectually by younger people. For the young

¹ The Europe 2020 Strategy supports smart, sustainable and inclusive growth. Its aim is to improve the EU's competitiveness, while maintaining the EU model of a social market economy, and to significantly increase the efficiency of utilization of its resources (http://ec.europa.eu/europe2020/index_en.htm).

people, their often unrealistic view of the world, in contact with the older persons' view, is subjected to strong correction (McClusky 1990). As part of intergenerational learning, the following aspects particularly stand out (Brow and Ohsako 2003):

- Learning from each other – different generations share their experiences, which garners new knowledge, skills and competences;
- Learning with each other – common learning about the world, society, historical events, learning facts rather than objectives, which for some reason are important to the members of both generations;
- Learning about each other – the exchange of experiences, and the sharing of outlooks, values and aspirations.

Early school leaving among immigrant pupils in Europe – policy and research

Early school leaving was recognized in 2010 by the European Commission (European Commission 2010a) as one of the main challenges faced by European societies, mostly because of the recognition of the role education plays in social and economic growth. In the Europe 2020 strategy, the EC set a target of reducing ESL to less than 10% by 2020 (Commission Communication Europe 2020, 2009).

In the European Union, the profile of early school leavers varies considerably according to the highest education level achieved, to their status on the labour market, and to their ethnic origin. While the reasons for ESL are highly individual, as a social phenomenon it follows certain patterns. Becoming an early school leaver is a process, not a one-off event, and its causes are not purely educational. There are different factors behind ESL, ranging from the pupil's immediate social sphere to the wider society around them, from country to country and also within regions. There is no single reason for it and no single solution. However, what is common to all scenarios is the fact that employability depends strongly on the level of qualification achieved at all educational levels, both in formal and informal environments.

Marie Lally divided the potentially common reasons why young people leave school early into four groups (Lally 2012). The first includes personal reasons: low self-esteem, substance abuse, undiagnosed or ineffectively-supported learning difficulties, lack of motivation. The second group includes social reasons, such as anti-social behaviour and poverty – pupils living in areas of lower socio-economic standing may opt out of school due to high participation costs. Family reasons are the third group listed by Lally. These include conflicts in the family, changes in the family such as death or separation, and poverty that needs to be combatted by as many family members as possible. Family reasons are connected with the economic reasons, resulting in pressure on young people to leave school earlier and start earning money. The fourth and last group of potentially common reasons are related to school. These are low levels of literacy and numeracy, leading to poor performance and as a consequence to low self-esteem or behavioural problems, age differences – for example in situations where the pupil is older or younger

than their classmates – negative relations with teachers leading to bad behaviour or suspension on a regular basis, and poor achievement leading to lack of motivation.

The European Commission notes that low socio-economic status, lack of parental support, low levels of parental education and insufficient skills in the language of the instruction all contribute to the premature giving-up of education (OECD 2012; European Parliament 2011; Eurydice and Cedefop Report; European Commission 2011b; European Commission 2010; European Commission 2013a). Low socio-economic status here means families living in 'disadvantaged areas' with high unemployment, or in remote areas and small cities (as compared to living in medium-sized or large cities), which increases the chance of becoming an early school leaver (Eurofound 2012). Another factor contributing to ESL is gender. Male students are over-represented amongst early leavers in general education (Eurydice and Cedefop Report 2014).

Another factor in the profile of early school leavers is insufficient attention to the needs of migrant pupils, such as teaching methods, followed by ethnic discrimination that in some educational institutions may further impede students' chances of success (Luciak 2006). As a consequence, a lack of educational support for pupils with migrant or minority backgrounds can lead to educational disadvantages and the potential risk of early leaving.

In a study conducted by the European Commission into educational support for newly-arrived migrant children (European Commission 2013b), emphasis was placed on the need to improve, at a European level, the possibility of monitoring European education support policies for native and different groups of immigrant students, prioritizing the recommendations of immigrant inclusion policies. On a national level, it is essential to ensure equal opportunities for immigrants' integration into formal education. Initial language barriers and a lack of prior schooling prevent immigrants from succeeding at school, which also leads to early school leaving. Another recommendation emphasized the need to give schools and municipalities a reasonable level of autonomy, to better address the specificities of local needs. In this way, schools can more quickly and effectively adapt to local challenges and conditions. Another crucial factor for immigrant students to participate and perform well at school is host language proficiency. Language support should therefore take an important place in migrant education policy. Beyond language support, it is important to highlight several other pedagogical and organizational strategies as being particularly relevant to improving teaching and learning in socially, culturally and linguistically diverse schools. Finally, governments need to develop a comprehensive system for the monitoring and evaluation of implemented policies and the achievements of immigrant pupils (European Commission 2013b).

In trying to identify good practice for tackling ESL in Europe in the last ten years, the need for a mixture of prevention, intervention and compensatory measures has become

evident². Preventative strategies seek to tackle the problem before the first symptoms are visible. They look at the pre-conditions for successful schooling and the design of education and training systems. Examples of preventive good practice can be found locally, in communities and schools. In many cases, projects involve work between the schools and the education authorities, social services and parents or families of early school leavers. Prevention of ESL is relevant to all ages of learners, not only to children in primary schools, but in many cases to adults too. In addition to early school leavers and their parents, identified good practice for prevention can be sourced from teachers and trainers working with youth at risk of ESL.

Intervention aims to avert ESL by improving the quality of education and training and providing targeted support to pupils or groups of pupils at risk. Two recipient groups of intervention measures are early school leavers with immigrant backgrounds in economically and socially deprived areas, and pupils with disabilities or disorders. The methodology used in most of the projects aimed at prevention of ESL are based on a transition plan, between primary school and secondary school, to ensure school continuity. Some intervention strategies are built on the early detection of support needed for learning. In most cases, the projects are designed to identify the difficulties young people face, and devise supportive strategies that enable learners to re-engage with their education and improve their academic performance.

Compensatory strategies are focused on creating opportunities for those who have left their education or training prematurely, but want to gain the qualifications they missed by doing so at a later stage in life. They aim to reintegrate young adults in formal and informal education, and use a methodology based on the ideas of reintegration to formal education. Examples of compensatory good practice, which are similar to prevention measures, are based on work between schools and municipal social services institutions.

ICT tools in intergenerational learning

When considering intergenerational learning, the voice of all partners involved is equal, or even – in a special way – the role of young people is emphasized (Storm and Storm 2011). This is a kind of ‘rebound’ from a time when the young listened mainly to their elders – parents, grandparents and teachers – because their elders had a monopoly on knowledge. The essence of intergenerational cooperation and learning has changed with the advent of Information and Communication Technologies (ICT), which enables the processing, gathering and transmission of information in electronic form³.

² This research was conducted in 2012-2013 as part of the ESSE – Early School-leaving & Second Chance Education Project.

³ The narrower concept of Information Technology (IT) connects it with computers and software, but not communication technologies and related networks. The development of both technologies makes them more consistent and is the driving force behind civilizational, social and economic development. Under ICT we can place hardware, software, communications equipment, Internet, network equipment and equipment for data transmissions, office accessories, telecommunication services, IT services, the Internet, mobile phones, electronic media: radio and satellite TV.

ICT plays an important role in determining everyday life, lifestyles and relationships between people, and is applied in many fields (economics, management, social work, education), thereby taking into account the individual needs of users, regardless of time and place. It promotes the dissemination of information and knowledge by separating content from a physical location, where geographical boundaries do not constitute an obstacle to the flow of information. Allowing remote communities to integrate, making information, knowledge and culture potentially available to everyone, is a distinctive feature of ICT. According to UNESCO:

“Information and Communication Technology (ICT) can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers’ professional development and more efficient education management, governance and administration. UNESCO takes a holistic and comprehensive approach to promoting ICT in education. Access, inclusion and quality are among the main challenges they can address. The Organization’s Intersectoral Platform for ICT in education focuses on these issues through the joint work of three of its sectors: Communication & Information, Education and Science”.

The role of ICT in education has been highlighted in several studies and reports. ICT is viewed as a “major tool for building knowledge societies” (UNESCO, 2003). It is believed that proper ICT usage encourages learners to think, create and solve problems in new, unconventional and innovative ways. In this sense, ICT should be seen as a modern aid which supports learning. According to the British Educational Supplier’s Association (BESA): “...ICT in UK State Schools research, over half of UK schools anticipated that more than 53 per cent of teaching time would incorporate ICT by this year, and this growth is expected to increase to 57 per cent by 2017. The Learning through Technology Zone has been developed to address the importance of technology in education, with a series of free-to-attend seminars and an opportunity to try and test the latest and most innovative classroom technologies. In the Learning through Technology theatre, Microsoft and Tablet Academy will be hosting a programme of workshops, designed to help teachers develop their skills and keep up with tech-savvy students! For teachers seeking guidance on the BBC micro: bit, and ideas on how it can be used in the classroom, the BBC micro: bit session will provide an introduction to the handheld, programmable computers that are being given free to every Year 7 (or equivalent) child across the UK. Another practical, hands-on session, will teach delegates the fundamentals of Minecraft and explore ways in which it can be used in the classroom. Participants will become familiar with the Minecraft Edu environment and receive hands-on training on everything from building objects and creating a new world to setting up a secure classroom server. In other sessions, teachers can also find out how FlashSticks help increase engagement and retention for students learning new languages (including EAL), or discover the benefits of LEGO Education’s solutions, WeDo and Mindstorms, which can be used to empower learning across the whole curriculum”.

Although ICT issues are a feature of formal learning in schools, they are primarily part of informal learning outside the school: Learning spaces, physical and virtual, together

form a structured environment in which to learn. However, learning in the twenty-first century requires a new space, one which will connect learning in school, home and in the community, and one which will increase flexibility and will support learning beyond the physical dimensions of school buildings and outside of traditional school hours in the school day.

Taking this into account, ICT can meet both the young and the elderly's expectations of time, style and content, providing a new, outstanding intergenerational learning space. In the case of young immigrants, ICT tools enable them to have their first contact with local society. They can be used as the groundwork for future collaboration and give immigrants the feeling of being a part of the local community. Immigrants can reduce their sense of being lost in a new place through the use of ICT devices as communication and entertainment tools. Knowing their elders' biographies, younger immigrants might better understand the path of a human life. It is of special significance that they know and understand their new social and cultural circumstances. Intergenerational learning is therefore in fact a kind of learning about other people, and about other people's lives: "Generational relationships (...) provide one element in the complex ecology of narratives and narration by which people tell the story of their lives. It can also be seen as comprising part of the varied web of relationships that constitute position and shape dispositions. (...) Narrated generations often, then, possess a clear educational dimension. It is not just that people feel bound by shared experiences of particular periods of schooling; they also highlight differences from other generations' experiences" (Biesta et al. 2010).

For young immigrants, intergenerational learning using ICT can be a mechanism for acquiring the values shared in local society, for example educational aspirations, personal and professional development, tolerance, respect for others, diligence and honesty. In this sense, intergenerational learning is a way in which to encourage pupils towards education, supporting them in overcoming some of the barriers and limitations.

The use of ICT is widely recognized as having an impact on different aspects of society, including education, training and employment, and contributing to universal access to education and equity in education. ICT positively influences pupils' motivation, the engagement of low achievers, school performance, and more efficient learning processes (Blamire 2009). In a UNESCO report from 2013, extensive evidence was presented that shows that ICT improves affordability, accessibility and adaptability in education. Using ICT in education allows students to effectively access digital information and supports student-centred and self-directed learning, produces a creative learning environment, promotes collaborative learning in a distance-learning environment, offers more opportunities to develop critical thinking skills, improves the quality of teaching and learning, and supports teaching by facilitating access to course content (Fu Jo 2013).

In the case of local older people, ICT lets them feel important to somebody, and to play an important role in their country. Collaboration using ICT means is seen as being supportive of active and successful ageing. Contact with young people gives them energy and motivation to overcome the limitations of old age.

The digital, virtual nature of many ICT products means that educational activities can be provided at zero or reduced costs. ICT makes it possible to recover, sort, filter and disseminate information. Another advantage of ICT is that it facilitates the elimination of intermediaries, allowing users to obtain and use services directly from the original provider, thereby reducing the role of the middlemen. Through the creation and development of networks, ICT can overcome cultural and language barriers. Individuals and social groups can live and work in any part of the world and participate in the creation of local or even global educational activities, regardless of nationality or cultural and social background. There has also been a qualitative change in the discussion about technologies and their function in the development of key competencies. Today, we do not ask whether technology is changing our habits, lifestyle and way of learning, but how to develop the necessary skills – especially those related to the building of social capital. New technologies are developing core competencies in people, but only on the condition that they redefine the time, place, form and content of their educational classes, their aids in the digital world, and their access to and the functioning of educational resources. As a result, a new dimension to education has been created.

ICT learning is a personalized process, creating conditions that enable each person to achieve goals at their own pace, matching the pace and learning strategies to their individual abilities and needs. In a time of multiple choices, ICT gives people responsibility for their own learning. This principle is based on the assumption that ‘one size fits all’ is ineffective and that learning is more tailored to an individual’s needs than traditional educational tools allow for. Everyone should define their learning strategy independently and take responsibility for the process of achieving their goals.

Learners are experts in the field of learning and motivation, but academic advisers, tutors and coaches also allow them to mine their intellectual, emotional, physical and spiritual strengths. ICT itself influences the definition of learning that is understood not as the process of gathering skills and knowledge, but as an attitude to human life in which the meaning of human initiative is emphasized. It includes the mastery and initiation of new skills, attitudes and indispensable values to life in a world full of change.

Intergenerational learning with the use of ICT is both a conscious and unconscious process of development resulting from human existence and the psychophysical capabilities of humans, which starts in the last stage of prenatal development and potentially continues throughout life. It affects all aspects of human functioning (biological, social and cultural), including all means of learning (e.g. learning by trial and error, imitation, through discovery and action, entertainment, from one’s own and other persons’ lives) and the conditions under which it takes place (age, environment, motives, capabilities), which leads to a definite amount of knowledge, skills, habits and values, and ultimately to a better understanding of one’s self (internal order, identity and autonomy). This kind of learning stands in sharp contrast to ‘institutional’ learning which takes place under simulated conditions (for example, in classrooms).

Learners treat their learning partners personally, despite their age or the role they play in the learning process. This results in the fact that the role of teacher can be played by anyone – friends, family, employees, neighbours or other members of local society. Moreover, there is interchangeability in the roles of teacher and learner, which is an element of anti-authoritarian and non-directive pedagogy (Śliwerski 2006; Śliwerski 2005). This assumes that the changing world requires a change of thinking about education, especially in order to verify the methods of education (Śliwerski 2005).

Recommendations for working with early school leavers

There are a number of recommendations that can be made from examining intergenerational learning using ICT as a tool with which to reduce early school leaving among immigrant pupils. Firstly, in order to support early school leavers, their participation in activities in which learning content and detailed learning outcomes are clearly recognized at the beginning of the school course or project needs to be encouraged. The learning content, methods and styles should, however, be identified by youth spontaneously through intergenerational cooperation during the learning process.

Secondly, in intergenerational learning supported by ICT tools, the focus should be on the development of communication skills. Competencies in speaking and writing encourage interactions with others, the expansion of vocabulary and trust in one's command of language. When accompanied by language competencies, the learning process in general requires the development of skills such as planning, organisation and evaluation of one's own results. Another useful skill is analysing and synthesizing information gained from different sources, for example from the internet. Another important area of learning with others is cooperation and the ability to see different kinds of social relations. This creates the conditions for individual and group activities that benefit others, making them more independent in the pursuit of the individual and common good and preparing them to become members of a social community.

Thirdly, intergenerational learning has educational potential and can therefore be used as a mechanism for implementing the idea of empowerment⁴. Intergenerational learning is conducted in the form of informal learning that is undertaken on a voluntary basis. It is therefore an indication of the benefits learners need in order to encourage them to learn. These benefits can be goods (telephones, iPods, etc.), or consultation and advice needed in order to resolve current problems. All this helps to arouse positive emotions

⁴ Empowerment (social strengthening) is part of the present thinking about social action and social work. In the face of cultural changes and mass immigration, the idea of empowerment has grown and become the direction of action in social policy and social work. It builds on social cooperation and reveals positive environmental factors as sources of change and improvement. The aim of this idea is to strengthen and support individuals and social groups in difficult situations or suffering from deprivation. Moreover, experts pay attention to the fact that empowerment is an idea, orientation, concept, strategy, effect of influence, or a social construct, rather than something that is problematic and hard to understand or think about. This idea is presented as not having any application procedures, and these circumstances make it difficult for practitioners to work by it (Adams 1996).

which is, according to a theory developed by K. Illeris, one of the dimensions of learning. Using ICT tools effectively in intergenerational learning helps to overcome limitations resulting from a lack of self-confidence, language competence, or age and health. This has an impact on the factors that must be weighed up when considering the use of ICT as a tool for learning. For young immigrants, an essential role is played by sensory stimulation, whereas for the elderly ICT tools should be functional and easy to use.

Finally, a facilitator of intergenerational learning needs to provide a convenient place for their meetings and continuously monitor the implementation of the teaching in order to adapt the educational offer to the spoken (conscious) and unspoken (unconscious) expectations of the learners.

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