EDITORIALE / EDITORIAL

Transforming the Educational Relationship: steps for the Lifelong Learning society
Trasformare la relazione educativa: passi per la costruzione della società dell'apprendimento permanente

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Introduction

This Special Issue is the result of a selection of best papers from the International Conference "*Transforming the educational relationship: intergenerational and family learning for the lifelong learning society",* within the context of the EU project "*Adults Learning for Intergenerational Creative Experiences*"[1]. The project has been promoted by six very different institutions, coming from five EU Member States. As such, the project encompassed the challenge of putting together, at the same time and within the same space of reflection, people that not only came from different cultural backgrounds, but that also expressed the diversity of disciplinary perspectives on such important topic as it is intergenerational learning: from art, from pedagogical research, from social and educational prac-

* While the *Forewords* are the result of collaboration and agreement between the two authors, the specific contributions have been made as follows:
Umberto Margiotta supervised the whole article structure and rationale. Furthermore, he wrote the following paragraphs: *§ Introduction*; *§ 2. Transforming the educational relationship: toward the learnfare*.
Juliana Raffaghelli curated the final paper version and wrote the following paragraphs:*§3. Intergenerational and Family learning come into action § 4 A focus on Creative Languages: facilitating adult-child interplay; § 5 A focus on early childhood education and care (ECEC): building caring environments and the role of adults as educators, §6. Training the trainers: designing for effective intergenerational learning; §7 The questions addressing the debate*.

1 EU LLP GRUNDTVIG Project "Adults Learning for Intergenerational Creative Experiences". For more information, please visit the website: www.alice-llp.eu

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tices, from literature, from technologies; all of them believing that this diversity is the source of inspiration for everyone. Indeed, this was the *leit motiv* of ALICE project, from the very beginning. Put creative languages in action to reinforce one of the most important educational relationships, the one of adult and the child in the interplay of daily life, within family, across institutional spaces that let generations to come together.

The conference has been seen as an opportunity to expand the debate that addressed the project's practices and innovations, in a wide community of researchers and practitioners, and the papers hereby presented are representative of this enriched landscape. The conference proceedings showed indeed a wealth of perspectives that witnessed the evolution of key issues for the lifelong learning society, that is, intergenerational and family learning.

To understand this debate, we will start in this preface by recalling the key topics that were the base of intervention and conceptualization by ALICE partners as well as an inspirational source for the practitioners and researchers participating in the conference. We will hence introduce the papers selected and their importance to shape the complex picture of intergenerational and family learning for the lifelong learning society.

1. Transforming the educational relationship: toward the learnfare

When the project was merely dreamed of as a possibility, ALICE partners were convinced that bringing innovation at school and through formal learning processes was not enough to promote a Lifelong Learning strategy. As Margiotta puts, *people live in a society where citizenship, inclusion, and work depend on the ability to "learn to learn" and to build one's own opportunities at every stage of one's life. I call this* learnfare (Margiotta, 2011, p. 1)

The *learnfare* is based on the difference between the traditional design or conception of *welfare*, which was based on a "technocracy" of human life development. There use to be a linear sequence of life stages: birth, training, work, marriage, home, family, children, retirement, and death. Institutions to which the individual was referred supported every one of these stages: the School, the University, Family, and Work. As a matter of fact, each stage mentioned has become more fragile, and the sequence has become more contingent upon socioeconomic conditions, and perhaps more fragile or transient in the lives of members of society. The relationships between the composition of society, the perception of needs, the genesis of requests for social support and the consequent systems of protection have changed greatly. There was a gap between Family and School, and the former space was not recognized by the learning culture of the latter.

With all its ambiguities, the issue of the individual's right to learn is shifting active welfare away from a "workfare" and towards a "learnfare" perspective, which should ensure effective access on the individual's part to learning opportunities consistent with either the needs of the economy or his/her personal life projects. For the learnfare, the role of every space of learning, and every relationship becomes crucial to express the individual's agency and her creative potential. The family and the intergenerational relationships should become hence a privileged space (as they were once) for the promotion of key competences for lifelong learning.

However, we are still far from realize this big picture.

To take learnfare as a framework for social politics means interpreting the

space opened by the Lisbon strategy and more recently by the EU2020 (COM, 2010) strategy not in a submissive manner but with an orientation towards its own direction of development. Here the point is – as Amartya Sen underlines – to go beyond the human capital definition, after having recognised its relevance. A so-called "welfare of capabilities" should therefore be established, and should be considered more than just a welfare of competencies, being connected with the collective and individual opportunities to act on one's own right to learn.

A profound change in the educational interventions and research is urgently required. It is not enough to intervene at the level of the school learning, but to reinforce all possible environments and relationships where the individual can find the place to cultivate creativity, self-expression, entrepreneurship, emotional and social intelligence, and so on.

2. Intergenerational and Family learning come into action

There is when intergenerational and family learning come into action. The educational relationship between the adult and the child encompasses a twofold process where the adult enacts the own knowledge and skills, learning at the same time from the child or the teen-ager as beholders of a difference that enrich. There are several nuances of learning within an intergenerational relationship if we consider who is the *educator* and who is the *learner*. The crucial thing, the beautiness of such an educational relationship is the dynamic interplay, the opportunity to change roles with flexibly, promoting informal learning that leads to the achievement – both by the adults and the children – of key competences for lifelong learning, like learning to learn, social and civic competence, entrepreneurship or cultural awareness. These can be considered "soft-skills" that lead the learner across different social spaces, easily transferrable to other lifelong learning situations. But above all, they are connected with the learners' agency, that is, their personal (in the case of the family relationships) as well as civic and cultural (in the case of volunteering) opportunities of expression that shape the own identity as learner, citizen, human being. Beyond this outcome at the individual's level, we have to take also into account the important result at a broader, collective level: intergenerational learning can be considered a mean and an end to fostering social cohesion, since the social spaces where it takes place (like the family or in volunteering institutions) are "germ-cells" of a healthy society.

Nevertheless, ensuring IL through the creation of adequate educational environments is a challenge both for researchers and practitioners. On one hand, formal education promotes mainly intra-generational experiences, structured in learning contexts where little or no contact between among generations (beyond the technical role of teachers/educators) occurs (Loewen, 1996; Miller et al. 2008). On the other hand, intergenerational learning also implies setting up adequate learning contexts for adults (Newman, 2008). More research is clearly needed in this field: in spite of the importance given nowadays to the lifelong learning perspective, adults' informal learning, in the form of more frequent learning situations for adults with low educational attainment, has not been sufficiently explored, described and modelled. Such a research focus should accompany the modernisation of Higher Education, as well as recognition of vocational learning, achieved through working situations; lack of attention to this issue risks ending in low participation levels, from a lifelong learning perspective,

of a significant proportion of the adult population, as is emphasized by ET2020 indicators and strategy.

In line with the above mentioned research problem, it clearly emerges that educators of adults need new skills in order to intervene in uncommon situations such as cultural events, school projects, social activities, engaging adults and making them reflect on their learning processes without invading their sense of independence and protagonism in cultivating their own competences. This means providing adults with learning environments that are "free" of overly structured training situations. This regards a very specific topic: the role of adults as educators, a crucial form of participation in the learnfare society (Margiotta, 2011, op. cit.).

3. A focus on Creative Languages: facilitating adult-child interplay

As stated previously, intergenerational learning is an uncommon situation, which requires pedagogical innovation and *crossing boundaries* of practice (both personal and institutional). The key point is: how can we ensure IL? What environments and languages best promote connections between generations? Creative languages, i.e. moving beyond the languages traditionally adopted in educational settings, might provide one answer.

The role of arts education in forming competences for life among young people in the 21st century has been widely recognised at the European level. (Jan Figel, 2009, European Year of Creativity and Innovation); in adult education, art (from themed film and art to literary evenings, graffiti and "performative" social media such as blogs or video repositories with own texts/images) and games are used as a focal point, as events/situations/objects that promote emotional engagement together with reflection on life values, relationships and identity. The kernel of effectiveness is the creative process, where emotional intelligence together with divergent cognitive processes is enacted. CL is therefore a powerful tool for facilitating dialogue with otherness (in this case, children). The key issue is the opportunity provided by CL of "being together" in non-traditional ways, sharing creative activity with a feeling of play, exploring, trying, expressing. Furthermore, all these activities are now naturally mediated by technologies; indeed, an exponential development in their accessibility and usability has been seen with the phenomenon of Web 2.0 and particularly of social media, which leads to these new types of media being adopted for everyday life activities of searching for information, self-expression, social connections and support, all these dimensions connected to informal learning and thus to participation in lifelong learning pathways. As Baschiera (2012) puts, the technologies are a new medium to promote intergenerational learning, connecting the young people skills in the use of technologies, with the adults' memories and values. As a consequence, in the Open Learning era, the Creative Languages are to be (frequently, if not always) mediated or enriched by the power of technologies. Indeed, they should empower dialogue and expression, towards the achievement of new forms of literacies.

3.1. *A focus on early childhood education and care (ECEC): building caring environments and the role of adults as educators*

Early childhood education and care (ECEC), as well as later support for children in the education system, should go in parallel with adult education. In fact, adults are not only caregivers, but also educators, whose actions significantly impact the schooling system as well as future life, and the lifelong learning decisions of growing children. These assumptions emerge both from research and European policy priorities for the goals of the EU 2020 strategy. ECEC in Europe has been linked to efficiency and equity in education (Eurydice, 2009), being a means for achieving socio-cultural inclusion and preventing students from dropping out of education. This is so not only because pre-primary education facilitates later learning, but also because a substantial body of evidence shows that, especially for disadvantaged children, it can produce large socio-economic returns. For this reason, the Commission has identified pre-primary education as a priority theme for cooperation between Member States in 2009- particular to promote generalised equitable access (COM (2008) 865). It should also be pointed out that in most European countries (op. cit.) a conceptual distinction between the functions of care and education is commonly made, emphasising the role of formal education, and showing less concern with other forms of education, which are seen as "private". As can be seen, adults play an important role as a "bridge" between informal and formal learning in childhood, through early caregiving, as an informal educational function that fosters lifelong learning in children. For example, the EURYDICE 2009 report on "*Integrating Immigrant Children into Schools in Europe*" points out that communication between schools and parents becomes crucial in supporting the effective engagement of children in school activities; very often the school has to tackle both the problem of integrating children at risk and educating adults to understand their children's learning/social problem within the school. This vision is consistent with the importance of adult learning policy priorities in Europe (LLP 2011), where approaches to adults' education which emphasise senior volunteering, senior citizen education and improvement of skills through family learning are a key to the creation of a more inclusive society. Indeed, as has been highlighted by the European Councils of Stockholm (2001) and Barcelona (2002), Europe will experience a demographic challenge in coming decades, and the Commission wishes to turn this key issue into an opportunity (COM (2006) 571). The Green Paper "*Confronting demographic change: a new solidarity between the generations*" and the Commission's working document on the ageing of society (SEC (2008) 2911) as well as EU2020 and OMS recommendations, are all aimed at promoting a social model that ties together citizenship education and intergenerational learning, as a commitment that strengthens social and affective relations between senior citizens as volunteers and children. This entails a culture of awareness of rights and needs throughout life. Memory and recent history, and learning about social/technological innovations, are two sides of the same coin of reciprocity and learning to improve quality of life. With 2011 as the European Year of Volunteering and 2012 designated as the European Year for Active Ageing, the call for action is complete: educational intervention and research cannot longer wait.

3.2. *Training the trainers: designing for effective intergenerational learning*

Adults education is a key for our societies. However, it is also considered one of the less structured, ill-defined in terms of practices and competences of the professional operating in the field (Beleid & Plato, 2008). In some particular areas of adults education, even the fact that the intervention is part of the discipline of education, or falls into the area of health care and social development is object of discussion. The result is highly informal, fluid contexts of learning. For the educator this means that she has to feature the own context of work in every intervention. Instead, other types of professional profiles in education (like teachers at school or academic context, and even vocational educational trainers) work in formal environments, with well-defined tasks and activities (Przybylska, 2008).

Intergenerational learning (IL) as well as family learning play a crucial role in the field of adults education, and are one of the clearer examples of the problem introduced in the former paragraph. Events like parenting, cultural participation, support to the own kids schooling, social activities, engage adults and have the potential of taking them to reflect on their own condition as lifelong learners, from one side, and as *educators* of the future generations (Zambianchi, 2012; Raffaghelli, 2012). Accordingly, the need of intervening on adults' educators professionalism has been identified as a key factor (Buiskol et al. 2010). Adults' educators should be professionals with the ability to understand new contexts of learning, and to reinforce the adults' key competences for the lifelong learning society without invading the adults' sense of independence and protagonism in the social spheres of life. From the previous paragraphs it emerges that it is impossible to generate an educational project for adults' education without reflecting and planning carefully the phases, the resources, the roles and forms of communication between the trainer and the participant (Knowles, Holton, Swanson, 2005). This is where the ongoing debate about designing for learning comes in our help. The concept of *design* provides us support at this point: like in the field of architecture or engineering, the educators can design their interventions, that is, analysing the context, the available resources, the educational problem and the participant's motivations, in order to orchestrate *educational solutions* based on the theory of learning (Cross, 1982). These solutions will lead in time to a pedagogical reflection that can end up in further conceptualizations and refined schemes of action in line with a high level professionalism of adults' educators (Kali, Goodyear, & Markauskaite, 2011; Mor & Craft, 2012; Raffaghelli, 2012a).

3.3. *The questions addressing the debate*

The topics introduced above represent a general picture of the challenges addressed by the authors contributing to the Conference. The wealth of approaches, interventions and valuable research contributions made by the Key Note speakers put the basis to understand the ongoing trends of innovation, the scholarly debate as well as effective practices, that aim to the transformation of an ancient educational relationship, rediscovering its value for the lifelong learning society.

Across the several works integrating the proceedings, the reader will find in-depth and contextualized perspectives about the issues summarily introduced here. It is worth hence to introduce here the questions that lead, in general, the several contributions:

- Which is the current policy context, and within it, how a call for action to promote intergenerational learning could be addressed?
- Which are the critical issues emerging in the several EU societies with regard to the educational relationship between generations?
- Is intergenerational approach to learning sensitive to the socio-cultural context? What can we learn from comparative approaches to intergenerational learning?
- How does creative languages (including technologies) influence intergenerational learning? Are creative languages more effective in specific situations, depending from the age of children and adults, cultural background, adults' education, etc.?
- How can we support adults awareness on their role as educators? How can we intervene particularly in the case of parenting? How can we intervene particularly in the case of senior volunteering?
- How institutions are intervening in processes of intergenerational and family learning? Which is the role of the School, still at the center of the *educational network* ?
- Which are the new training needs of adults' educators, in order to promote intergenerational projects? How can we *design for intergenerational learning?*
- How can we analyze the effective impact of intergenerational and family learning? Which are the research designs, dimensions and indicators that we should take into account to better grasp the relationship between intergenerational/family learning and the achievement of key competences for lifelong learning?

These questions are not exhaustive at all. For sure, the works integrating these proceedings have more refined questions; and they have found answers that will lead to the generation of new research and design questions.

The issue is opened with the section *"Intergenerational Learning for Lifelong Learning: Pedagogical concepts and the EU Policy Context"*. This section attemps to provide the reader with a big picture on the problem and opportunities generated by intergenerational learning. The first contribution of Umberto Margiotta discusses in fact, theoretical issues relating the form that learning takes in an intergenerational process, from implicit and informal learning, to enactive learning, which entails autonomy, sense-making, emergence, embodiment and experience. In fact, according to research in the field of intergenerational learning, a wide range of skills are enhanced when they are developed in an intergenerational study (teaching learning) context. Language, literacy and numeracy skills can all be supported and extended by intergenerational models if they are facilitated effectively. Finally the intergenerational learning provides a non-threatening, reassuring learning environment and creates learning opportunities and activities that are relevant to the learner. However, it is necessary to better focus the educational psychology of intergenerational learning, identifying the types of learning intervening, in order to promote them strumentally when implementing intergenerational activities. The author closes with a valuable debate about the changes and challenges to be tackled in order to promote intergenerational learning for the future.

The following article, authored by Anca Peiu introduces an interdisciplinary perspective, from Literature, to the exploration of the problem of learning in the lifelong learning society. Building on her passion for teaching literature, Prof. Peiu's essay consists of three parts, devoted to three of the most outstanding and

best representative American writers, despite their professional and personal destinies, that were by no means "exemplary:" R. W. Emerson, Wallace Stevens, William Faulkner. Peiu emphasizes the outstanding contribution of these writers to the contemporary reflection on lifelong learning. In her words "*what their epigons have always failed to capture is their paradoxical insight into the tremendous power of (self)teaching over the vitality of the creative mind. Although voiced in three different stylistic tones, each one of which sounds unmistakably unique, it is this one ineffable vision that sends us readers the same message: the secret of a longer (and better) life is learning. At all ages…*"

Valeriu Frunzaru's article offers yet another perspective from the field of sociology. His focus regards the role played by parents, teachers and form masters on the secondary school students' attitudes towards school, level of grades and the intention to enroll in a higher education system in the Rumanian context. The research work introduces the findings on the impact of parents and teachers on the teenagers' integration into the lifelong learning society, based on a national survey on Romanian secondary school students (n=2624) in 2011, conducted by the author. The results underline the importance of communication between teenagers, parents, teachers and form masters. Teenagers need united and supporting families and also teachers who are open to discuss their issues. Prof. Frunzaru concludes that parents and teachers have to transmit the importance of school and not of the materialistic values, fact that can help secondary school students to be happier and integrated into society.

In order to understand the intergenerational learning phenomenon not only from several disciplines, but also from different contexts, we bring here the contribution of Naoko Suzuki, whose work brings the Japanese case to us. Japan is one of many countries in the world facing the increasingly serious issues of an ageing population combined with a very low birth rate. The impact upon Japanese society of this situation is enormous in both the medium and long term, and a number of measures have been introduced, both by local and central governments, to try and cope. At the same time, over the past decade serious crimes against and by children have also caused grave concerns. In this context, intergenerational learning has been strongly encouraged in the hope that it may not only resolve communication breakdown among the different generations but may also create a wide range of spin-off effects. One of the conspicuous features in Japan is that intergenerational learning has the strong potential to work as a means of culture dissemination from the elderly to small children. Prof. Naoko's study intends to clarify general trends in Japanese intergenerational learning by explaining why the latter is being focused upon in the present day, and above all, to demonstrate through analysis of papers and case studies how the dissemination of culture is of importance to this country. It is indicated that culture dissemination could serve as the driving force to promote intergenerational learning, to maintain and/or revitalize social solidarity and strengthen the community bond.

Gabriela Neagu follows, conducting us to reflect on how a series of cultural and educational activities undertaken by adults with with their children, attitudes, behaviors, values exhibited by adults are taken by children and have a significant impact on the education of the latter. While emphasizing that adult education is a priority issue addressed in terms of personal and professional training to their integration of socio-profesional, Neagu's study, given the context in which it is drawn, suggests a different perspective for the analysis of adult education. Based on statistical data from research carried out in either the entire adult population in Romania, either at certain segments of the population – the

population of school teacher, she finally claims that the education of adults, regardless of the forms of education that call, can favorably influence a new generation of educational path.

The first section is insightfully closed Chiara Urbani, who focuses the policies and context of pre-primary education, basing on the idea that lying behind changes there is a trend towards a new definition of learnfare framework, that promotes a New Welfare of active citizenship. According to Urbani, in pre-primary education this trend is expressed as a necessity to integrate what she has called "enlarged learning contexts", or an integrated system of education. Her concern goes towards the implications for teachers' professional development to get effectively involved in new approaches aligned with the changing context. For the author, nowadays, professional teachers' development requires a conceptual change: it can't longer be interpreted in terms of basic and strategic skills learning, but must necessarily include reflexive and transformative competences. She goes further explaining that these competences can be encouraged by the interaction with the parental, intergenerational and social contexts that are part of an integrated educational system. Through the implicit and/or latent resources arising from the enlarged contexts of learning, a teacher can activate a capability process on both his personal and professional training.

The second section relates the role of Creative Languages, as a springboard to enact adults' reflection to transform the educational relationship.

Prof. Sofia Gavriilidis opens this section with her essay, based on the opinion that the intergenerational communication is a prerequisite for a harmonic and creative coexistence of all members of a society examines the potential utilization of children's books, especially picturebooks, in the reinforcement of intergenerational relations. Graveriilidis also argues that children's books not only constitute a suitable tool for the reinforcement of the adult-child relationship but also constitute an interesting reading experience for the adult while contributing in a variety of different ways to the lifelong education of both adults and children.

In line with Gravriilidis, the following research work of Prof. Meni Kanatsouli's explores the way in which children's books with children as protagonists can offer valuable insight to the inner world of children as well as entertainment to both children and adults alike. The problem addressed by Prof. Kanatsoulis regards the emotional world of childhood. In fact, children between the ages of four and six are overcome by strong emotions which can stem from feelings of insecurity, fear and inadequacy as they struggle to understand and become a part of the world that surrounds them. Children's stories can be a valuable tool in helping parents and guardians understand and decode children's behavior. Because children cannot yet verbally express themselves adults must be able to decode their ways of communicating. But the author goes a step beyond, underlining how these stories are intergenerational, and they not only help small listeners discover role models but also provide literary enjoyment to adults.

Amalia G. Sabiescu's contribution introduces a reflection and practical insights for the design of intergenerational learning environments for community settings or spaces of border learning: spaces standing mid-way between the formal structures of scholarly institutions and the informal and fluid spaces of interaction characteristic of local communities. The paper is written from a theoretical standpoint informed by experiential education philosophy, drawing in particular on the insights of John Dewey and Paulo Freire. It focuses on the potential of cyclic models of inquiry for informing the design of socio-technical environ-

ments in which intergenerational groups are involved in bi-directional learning practices. A framework for the design of intergenerational learning environments is introduced, and its application is exemplified with data from a participatory content creation project involving two rural communities.

Silvia Ana Maria Patru and Maria Dinu close this second section, In their article, they explore the perspective of the teacher in the relationships with parents to support more effective children learning. As teachers, they experienced the importance of an interested and informed parent, who does not stop learning about the different stages her child goes through in order to support her all the way in becoming an independent and accomplished adult as well as a good future parent. Basing on this rich experience, Patru and Dinu introduce a project (Leadlab) regarding parental education. Basing on the research conducted within this project, conference participation and a study visit ("Adult education – validation of former learning and assessing progress and achievement") the two teachers developed tools for parental education to be implemented at school.

The third and last section introduces the results of the ALICE (Adults Learning for Intergenerational Learning) project, addressing the issue of *Experiencing intergenerational learning with Creative Languages*.

In the first article's section, Umberto Margiotta and Juliana E. Raffaghelli present the project approach, its main results and a reflection on its contribution to the EU policies. The project "profiling" should help the reader in understanding the pedagogical framework addressing the deeper reflections and results grouped in the third section. The ALICE project introduced the concept of creative languages (art, digital storytelling, social media) as instrument to build rich and caring environments for children to grow up. As an expected result, the adults' reflection on their own role as educators through intergenerational learning could be stimulated, with impact on the achievement of adults key competences for lifelong learning 1, 4, 5, 7 and 8 (European Commission, 2007) for the participating adults. Children are not direct beneficiaries of the project's approach: however, it can be expected that the adults' improvement with regard to the above mentioned Key Competences, will encompass better life conditions for the children.

The first experience and research reflection within the ALICE project is that of Elena Zambianchi, based on her pioneering work in Italy. She emphasizes how, since the European Community promotes the role of parents as fundamental resource for the education of the "tomorrow' citizens" and is claiming for better support and analysis of it. Her paper presents the results of the ALICE pilot project entirely implemented by the author, dedicated to the training of parents with children aged 0-3 and realized as a laboratory of reflection through creative and informal languages. It comes to a formative proposal relative to empowerment interventions, aimed at sustaining parent competences and its conscious use from an educational point of view. Each meeting was organised in two phases: (a) self-reflection as parent and then as son/daughter; (b) realization of creative activities to enhance the educational quality of the relationship with their children. The participation of parents has been constantly active. The feedback obtained through a survey and a questionnaire for self-evaluation to compare pre- and post- training has been very satisfactory.

Being one of the project's creators, Barbara Baschiera's work was of crucial value to address the pedagogical framework. Baschiera explains that the creation of intergenerational learning pathways can generate knowledge if it takes place

within the context of a reciprocal relationship. This context should not be self-referential, therefore the elderly and teens may learn, through the creative experiences (particularly creative writing, crafts and a movie discussion forum), to search for an authentic communication. This could foster intergenerational reciprocity, in an ever-changing reality, dominated by individualism and competitiveness. Baschiera's article underlines the necessity for the educational system to be reconsidered in a more creative way, based on the results of research of a relational approach as well as on the awareness of the interdependence between generations.

The following work by Luca Botturi and Isabella Rega introduce the creative language of Digital storytelling, in the context of their experience from Switzerland. Building on their significant professional experience, the authors highlight how digital storytelling has been slowly penetrating the world of education and social development. According to the authors, intergenerational learning seems a promising and somehow natural domain for digital storytelling, as it offers a perfect venue to bring together memory and wisdom with digital media skills and vibrant communication. Botturi and Rega's article presents the efforts made by Associazione Seed to transfer digital storytelling to intergenerational learning, based on its previous work with the Digital Storytelling for Development model in many fields.

Raluca Icleanu sharply illustrates in her work how the ALICE project was implemented in Romania by the Romanian Society for Lifelong Learning. Starting from the selection of trainers from different parts of the country to participate at the online training for trainers, and further adults' engagement, the approach aimed at instilling a greater interest in reading and storytelling and provide older adults with an educational alternative for how they can spend their leisure time with their children/grandchildren. Icleanu examined the problem of young people who express themselves very difficult and have serious problems in correctly speaking and writing; linked to the rupture between generations, as many young people do not communicate with parents, and parents spend less time with their children. She further reflected on the value of new technologies in making the gap between generations even bigger. To conclude, the experience undertaken by SREP in the context of ALICE project adopted the hypothesis and realized work of learning from each other through new technologies, addressing both parental education, and family learning as projects that have a real interest among adults and children.

The resourceful contribution of Marios Christoulakis, Andreas Pitsiladis, Petros Stergiopoulos, Nektarios Moumoutzis, Argiro Moraiti, Giannis Maragkoudakis and Stavros Christodoulakis gave support to the connections between storytelling, digital games, social media, and arts (music and theatre) as creative languages enacting intergenerational learning. In their research the authors present eShadow, a storytelling tool inspired by the Greek traditional shadow theater and how it has been used within the context of the ALICE project in Greece. In the piloted experiences, intra-family communication scenarios were investigated as well as scenarios related to enabling children develop their own digital stories using eShadow. Furthermore, eShadow was used in a live interactive performance event combining Music and Digital Shadow Theatre. The evidence gathered during the implementation of these ALPPs confirms that such kind of approaches can indeed enhance intergenerational bonding and create an engaging learning space for children to develop important key skills. Our findings illustrate that eShadow is very easy to use, attracts the interest of both

children and teachers and has a positive impact on the development of children's creativity.

Emine Çakır introduces an innovative perspective that added a new creative language to ALICE framework, that of cooking. Her paper presents the implementation and results of her experimental activity at St Luke's Community Centre in London, UK. It especially tries to justify which settings and language best promote the communication between generations and whether cooking together and personal storytelling can be used as creative languages to empower intergenerational communication and learning. Findings suggest that even though food and cooking together are fundamental parts of daily routines, they can create a positive, non-formal setting for parents, children and elderly people and bring people from different cultures together. Cooking together can serve as an 'ice breaker' to build dialogues while creating rapport and furthering the communication. Food and cooking together enabled the participants in Çakır's study not only to go back to their families of origin and value and tell their personal stories but also to listen and appreciate other real life stories.

The section is concluded with the work of Juliana E. Raffaghelli, whose work focuses the issue of adult educators' training in order to support appropriately their professional efforts to implement complex intergenerational learning experiences. As the author highlights, the interventions dealing with the ill-defined educational problems frequently found in the field of adults' education require high professionalism, and intergenerational learning is a case that illustrates particularly well this situation. Emerging strategies and technologies like Learning Design could support educators' professionalism, aiming to work in a more effective way. Therfore, in her article Raffaghelli explored the following research question: *Can the process of design for learning, intended as forward oriented and creative process, support the achievement of adult educators' professionalism*? The research was based on the European training programme, the "ALICE (Adults' Learning for Intergenerational Creative Experiences) training of trainers". The programme adopted several means, from more traditional residential and online training activities, to the deployment of an experimental idea based on the ALICE educational framework, the ALPP (Adult Learning Pilot Programme). Learning Design was introduced as concept entailing a set of tools along the whole process of implementation of the ALPP. The phases of this creative process (contextualizing, planning, implementing, evaluating and sharing) were analyzed through a holistic and mostly interpretivist (yet mixed methods) approach. The connections between learning design as forward oriented process and the adult educators' professionalism were observed, documented and discussed by the author.

We hope you will enjoy and use all the above conceptual and empirical research outcomes.

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