Sperimentando l'apprendimento intergenerazionale attraverso l'uso di linguaggi creativi

Experiencing intergenerational learning with creative languages

ALICE project: approach, outcomes …and the future

Il progetto ALICE: approccio, risultati …e uno sguardo al futuro

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ABSTRACT
This article introduces the ALICE (Adults Learning for Intergenerational Creative Experiences) project approach, its main results and a reflection on its contribution to the EU policies. 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, we can expect that the adults' improvement with regard to the above mentioned Key Competences, will encompass better life conditions for the children.

Questo articolo introduce i risultati dell' approccio formativo adottato dal progetto ALICE (Formazione degli Adulti per la generazione di esperienze intergenerazionali creative). Vengono inoltre considerati i risultati principali del progetto e si riflette sul suo contributo alle politiche dell'Unione Europea. Il progetto ALICE ha introdotto il concetto di linguaggi creativi (arte, narrazione digitale, social media) come uno strumento per costruire ambienti ricchi per la crescita dei bambini. Come risultato atteso il progetto mirava a promuovere la riflessione degli adulti sul proprio ruolo come educatori all'interno delle relazioni intergenerazionali, con impatto sul raggiungimento, da parte degli adulti coinvolti, di specifiche competenze chiave per l' apprendimento permanente 1, 4, 5, 7 e 8 (Commissione Europea, 2007). I bambini nelle famiglie degli adulti coinvolti non erano diretti beneficiari del progetto: tuttavia, possiamo aspettarci che il miglioramento degli adulti per quanto riguarda le suddette competenze chiave, implicherà migliori condizioni di vita e di educazione dei bambini.

KEYWORDS
Project, pedagogical approach, Work-programme, educational outcomes.
Progetto, approccio pedagogico, programma di lavoro, impatto educativo.

* While whole article is 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; § 5. Conclusions*
Juliana Raffaghelli curated the final paper version and wrote the following paragraphs:*§2. Alice project approach and objectives § 3 Project Outcomes & results; § 4 Best Practices Selection.*

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Introduction

In the contemporary European society, social cohesion can only be built through an integrated vision of the social tissue's complexity, where diversity (among cultures, age, gender) is to be considered an opportunity. Intergenerational learning (IL) bring to the fore the question of "differences" that enrich: in fact, IL can be a twofold purpose process enacts processes of informal learning towards the achievement, both by adults and children, of key competences for lifelong learning, while at the same time that improves dialogue among generations through civic participation in common social and institutional spaces. IL is hence, a mean and an end to foster social cohesion. However, generating spaces for IL as well as ensuring it is a rather new issue for educational research and practices. Currently intergenerational learning practices and research is focused on how to promote IL. This include the experimentation and analysis of different features of IL across different ages, from effective parenting and early child education and care, to the dialogue between senior volunteering and young teen agers.

In line with this focus of interest, the ALICE (Adults Learning for Intergenerational Creative Experiences) 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 1, 4, 5, 7 and 8 (European Commission, 2007) for the participating adults. Children are not direct beneficiaries of the project's approach: however, we can expect that the adults' improvement with regard to the above mentioned Key Competences, will encompass better life conditions for the children.

This article introduces the project's approach, taking into consideration the development and implementation of pedagogical practices as well as their related tools and reflections, across five Member States engaged in the partnership: Greece, Italy, Romania, Switzerland and United Kingdom.

1. ALICE project approach and objectives

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? In spite of the potential of IL, it must be considered that today's adults were raised in the industrial society, by teachers trained to teach in old systems. Therefore, adults, particularly those with low educational attainments, do not recognize the own creative role as educators. Instead, they rely on the schooling system, which in many cases (i.e. immigrant parents, but also highly educated parents) have deeply different values with regard to the family identity and culture. As a result, they do not spend enough quality time with children; either they do not search for quality advice with regard to their educational relationship with children.

The answer found by ALICE partnership emphasized the role of Creative Languages, i.e. forms of expression that go beyond the languages traditionally adopted in educational settings. A framework was built in order to address an experimental action that lasted two years. In this pedagogical framework creative languages *mediate* the educational relationship between the adult and the children. In the sense adopted by the well known work of (Vygotskij, 1978; Wertsch,

2007), *mediation* is the process supporting the learner's activity; in fact, the learner uses *conceptual* and *concrete* tools, which are the result of socio-cultural development, in their effort to solve a problem. Along this process, the learner can contribute to the transformation of culture. We recall here another important concept, the one of *zone of proximal development,* which is the space where a learner is able of moving from an initial condition, towards a new situation where new skills and knowledge is achieved. The key idea enclosed here regards not only the *space*, but also the fact that the entire process depends from the learner's activity according to the own initial skills and knowledge.

Vygotskij applied his conceptual framework to a number of experimental situations (mainly regarding psychological experiments in laboratory) and later on this was extensely applied to educational psychology in traditional learning settings. We applied this to the intergenerational learning situation, where the learners are two, the adult and the children. This could be represented as follows:

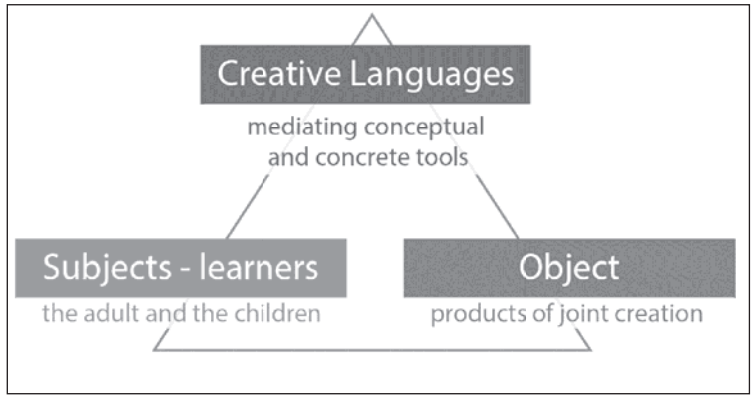


Figure 1 – Mediation in the process of Intergenerational learning within ALICE approach
(based on Vygotskij concept of mediation)

Within ALICE, the following Creative languages were initially proposed and explored:

- Music, and adults' creative interactions with children
- Children's literature and metaphors to enact intergenerational dialogue
- Digital storytelling: intergenerational narratives
- Games and social media to promote intergenerational learning

However, these are not necessarily the only creative languages that could be adopted within an intergenerational learning situation. Many more ideas could come from the diverse fields of Arts and Crafts. Furthermore, the children's age, as well as the contextual factors and prior knowledge by the adult will generate important contingences to the selection of a Creative Language.

In fact, during the piloting of activities other new languages where explored:

- Art crafts with paper and recyclable stuff
- Cooking
- Autobiographical writing

Our thesis within ALICE project has been hence that adults as reflective educators, through joint creative experiences, will generate rich learning environments that are the base for XXI Century Skills: creativity, adaptability, expression of the self and collaboration with others.

Furthermore, the adult as reflective educator is able of learning from the own creative experience with the children.

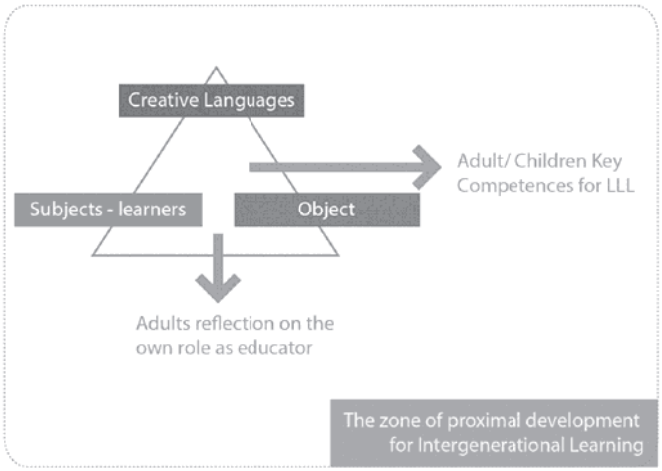


Figure 2 – Mediation in the process of Intergenerational learning within ALICE approach
(based on Vygotskij concept of mediation)

Here follows some *patterns* taken from real ALICE experimental activities, showing how this theoretical model could be implemented:

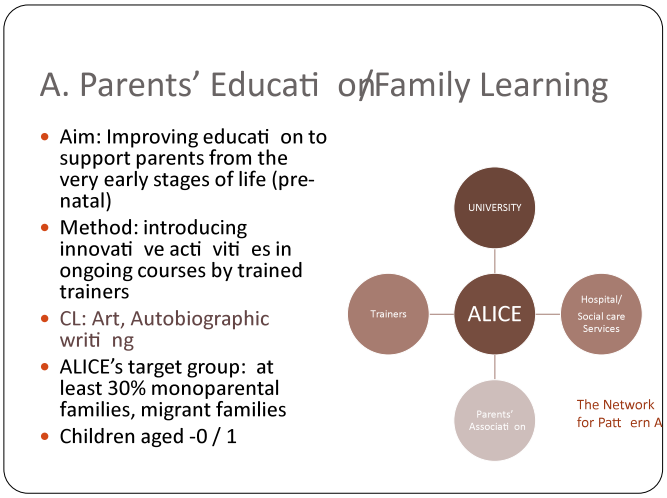


Figure 3 – Pattern A: Parental Education

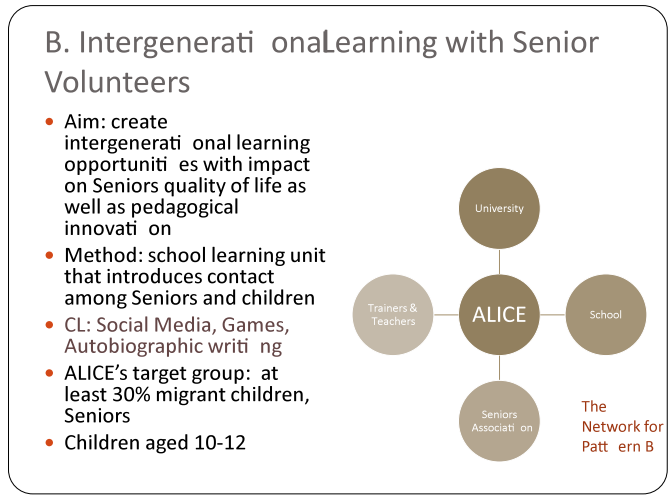


Figure 4 – Pattern B: Senior Volunteering

As main action, the project aimed to experiment adult's education pilot programmes to show/learn about the importance of creative languages (art, storytelling, social media) in connection with the idea of building rich and caring environments for children to grow up.

However, if the project had only implemented this strategy, the risk could have been not only the very small scale of actions (considering that the type of actions are time consuming and socially/culturally demanding) but also the lack of sustainability of the approach.

Therefore, as a subsidiary strategy, the partners implemented a training of trainers action tightly connected to actions of institutional building in order to reinforce the institutional context for intergenerational learning through ALICE's approach (intergenerational experiences with use of Creative Languages, therefore, intergenerational creative experiences).

Specifically, the initial project's objectives were:

– To help adults, senior citizen and volunteers to reflect and acquire competences necessary to become effective educators, and the impact their actions can have on future learning of children.
– To provide adults, senior citizen and volunteers with creative languages to generate opportunities for intergenerational learning;
– To train adult's trainers to adopt ALICE methodological approach, becoming aware of the role that adult's as educator can have on social cohesion, and hence, re-considering the value of adult's training institutions.

The objectives regard adults, as the main target of the project, trainers and adults'education institutions/networks.

With regard to adult learning, the objectives were

– To develop knowledge and skills for using the following Creative Languages: **music** as creative language to dialogue with children with impact on adult's acquisition of KC 5 (learning to learn), KC7 (sense of initiative and entrepreneurship) and KC8 (cultural awareness and expression)

storytelling as creative language to dialogue with children, with impact on adult's acquisition of KC 5 (learning to learn), KC7 e KC8
games and social media as creative language to dialogue with children with impact on adult's acquisition of KC 4 (digital competence) and KC5

– To improve knowledge on **cultural diversity** and values of **European patrimony**, as **the base of creative languages**, with impact on adult's acquisition of Key competence (KC) 8.

With regard to adults' education and adults' education institutions

– To favour **sharing of creative experiences among generations**, as spaces of reflection, awareness and learning on otherness towards commitment and solidarity, with impact on adult's acquisition of KC6 "social and citizenship"
– To empower **alliances among local government, school, elder people centers, cultural associations, private sector, University,** as spaces of implementation of creative experiences for intergenerational learning
– To improve the **perspective of interdependence between the adult as educator and the adult as lifelong learner**, improving the participation of adults to lifelong learning activities.
– To **contrast processes of exclusion and marginalization** of adults-children at risk because of the low competences of the former in caring/educating the latter.

The phases of the project implementation were:

1. To train adults' trainers to understand and implement ALICE's approach.
2. To support trainers' design and implementation of ALICE's approach. Different adults were to be engaged: partners, senior citizen, teachers, volunteers.
3. To launch a testing phase where adults used the creative languages with children. The phase was accomplished with a participatory evaluation (based on adults and trainers reflection) on the educational impact of intergenerational creative experiences.
4. Raising awareness on the model between adults' education institutions.

Across these phases, the project also undertook a strategy of communication to raise awareness within the international scientific community as well as within local policy makers and adults' education providers, on ALICE's strategy and impact, searching for further adoption of the approach.

The project's work programme undertook activities of educational development and experimentation, connected to a methodological reflection as well as other structural, key elements of the project's approach, like the structure of collaboration for the development of educational activities, and the quality assurance strategies. The figure 5 shows the phases to deploy the project's approach.

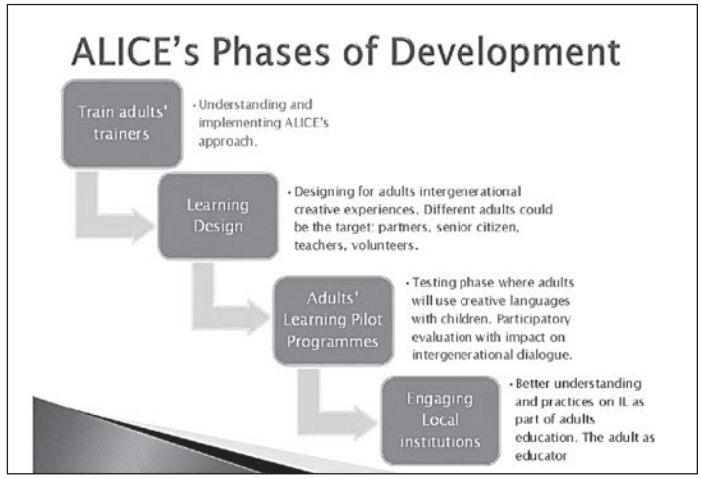


Figure 5 – The project's phases

The participatory methodological approach emphasized the need of promoting opportunities to reflect on learning achievements during the rather informal educational activities, exploring and understanding, from partners to trainers to adults, the educational impact of the pedagogical approach set by the project. Figure 6 introduces the instruments that were the base of the participatory methodological approach.

Methodological Approach SET OF INSTRUMENTS	
WP3 – Training of trainers • Trainers Logs • Project Work • Self-Evaluation	WP4 – Adults Learning Pilot Programmes • Reflection • Key Competences self-analysis • Video-registration

Figure 6 – The set of instruments supporting the participatory methodological approach

Within the methodological approach, it was also crucial the progressive definition of a number of "indicators" to evaluate the professional and key competences achieved by:

1. Trainers operating in intergenerational creative experiences, participating to the Training of Trainers' Programme.
2. Adults engaged in intergenerational creative experiences.

2. Project Outcomes & Results

The project's outcomes initially envisaged were:

1. A methodology to implement Adults' Informal Education activities on Creative Languages to promote Intergenerational Dialogue (ALICE's approach).
2. A transnational, European educational Programme for adults' trainers on ALICE's approach, delivered online. The programme should be composed by the following learning units, delivered by high quality experts coming from partners institutions:
   - Module 1: Intergenerational Learning and Strategies to work within the Community: supporting children as Adult's active citizenship– CIRDFA
   - Module 2: Art and Adults' creative interactions with Children –MAS
   - Module 3: Children's Literature and metaphors to enact intergenerational dialogue –FNCC
   - Module 4: Digital Storytelling: intergenerational narratives –SEED
   - Module 5: Games and social media to promote intergenerational learning – TUC
   - Module 6: Producing Adult Learning Units to implement in local realities (Project's Pilots) – CIRDFA
   - Module 7: Sharing training results: use of digital libraries to collect results of training and share to other trainers. Open Educational Resources for Intergenerational Learning (1 area for trainers and 1 area for adults) – TUC
3. Several Local pilot programmes for adults' learning using ALICE's method, developed by trainers previously introduced to it, with the participation of at least three local institutions and at least 30 adults x country counting senior citizens, parents, volunteers. Initially only six local ALPPs were expected; being every Local ALPP constituted by at least four educational events/sessions that created a space for the use of creative language and adults' reflection on their own role as educators and caregivers (spaces of *edutainment*).
4. Printed Educational materials on ALICE's approach, as a training handbook directed to adults' trainers institutions and trainers, and a booklet directed to adults.
5. An open web-repository of cases of good-practices on "use of Creative Languages" and related training competences (for trainers); users will be able to surf the web-repository, but also to interact with contents and authors (expert institutions), becoming authors themselves if interested (enacting a community of users, o European Community of Adults Trainers)
6. An open web repository on Creative Languages to Promote Intergenerational Dialogue, for open adults' use.
7. Social media implementation to deliver cases, materials, projects' activities and news, informal communications on ALICE's approach.
8. The validation of non-formal and informal learning, and further accreditation (ECTS) of adults' trainers implementation of ALICE's adults learning activities.
9. The recognition of adults' educators institutions as qualified institutions to give continuity to the implementation of ALICE's programme, in contact with the partner.
10. The engagement of social/education policy makers in order to raise awareness on the role of the adult as educator, the impact of his/her actions in children's quality of life and future learning, and the impact in social inclusion.

This initial map of expected results was the base to the concrete achievements that we introduce further, that can be considered satisfactory, due to the levels of effectiveness and quality of the activities undertaken, in line with the initial outcomes.

2.1. *First year achievements: Creating the Space for Educational Innovation in Adults' Education*

The first year was crucial to strengthen the partnership and deepen on the training of trainers' approach.

Convinced that adults' trainers must be able of understanding the value of adult as educators and of creative languages to mediate the adult-child interplay, the main concern of the partnership was to develop, during the first year a valuable and appropriate Training of Trainers programme. The hypothesis was that trainers should become *scaffolders of intergenerational dialogue;* they are called to be aware of the educational impact of cultural, informal activities beyond more formal educational approaches, as a way to engage adults that are normally far from formal (University, Further training) and/or non-formal (training on the job) in lifelong learning trajectories.

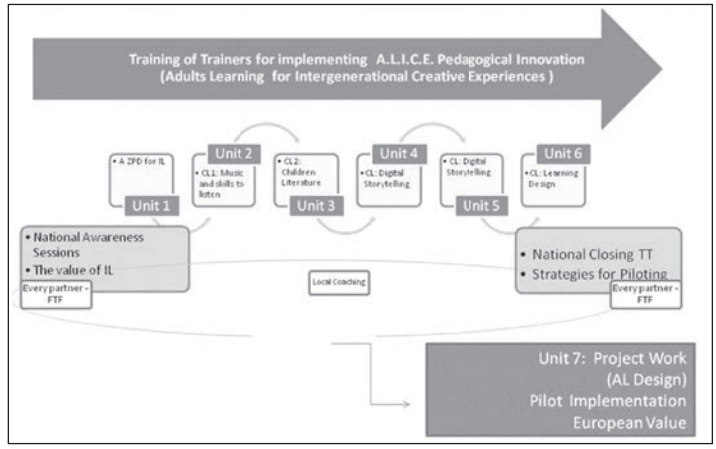


Figure 7 – The training of trainers scheme

Figure 7 shows the scheme of collaboration among partners to deliver an innovative training of trainers programme (discussed and elaborated during the Kick-off Meeting, Venice, January 2012; further developed during the Education Coordinators International Session at Lugano, May 2012). Within this scheme of collaboration, P1 (IT) was the pedagogical expert, giving support to shaping the adults' education profile of activitie; P2 (UK), P3 (EL), P4 (CH), and P6 (IT) were experts on specific Creative Languages; whereas P5 (RO) was expert on issues of cooperation for institutional building and networking in the field of adults' education.



Figure 8 – The virtual architecture: an enlarged cultural context

The networked learning approach was coordinated by P1, which gave continuing support to National Education Coordinators to maintain the transnational perspective of the pedagogical resources and activities for trainers. Every partner was responsible of the national and local implementation of the training of trainers' programme, that was to be followed by adults learning pilot programmes. To this regard, National Sessions face to face and local training sessions were implemented in support of the transnational networked learning approach.

Regarding the project's visibility, the intention was to go a step further the eLearning platform and the website, to communicate on the Project. As figure 8 shows, another important issue, discussed by partners and achieved as approach to the work programme, was the generation of a "virtual architecture" able of generating specific spaces for collaboration and communication across frontiers, supporting the European value of actions. We could conceptualize this virtual architecture following what Margiotta has called the "educational space", or space of learning while negotiating meanings of practice and hence, transforming the own professional and social reality (Margiotta, 2007). This vision is integrated

with what Raffaghelli (2012) has denominated *enlarged cultural context of learning:* a context of learning that is expanded through the action of negotiating meaning regarding the symbolic boarders of the own cultural, professional and existential identity, beyond the local experience.

2.2. *Second year achievements: Expanding the space for Educational Innovation and discovering the potential of ALICE approach*

The training of trainers' programme was implemented as expected, and by March 2013, at least two trainers per country (10) were prepared to design and implement the own ALPPs. In addition, the training of trainers was a certified course by the University of Venice. Hence, there was a higher number of participants, pursuing individual goals of professional learning beyond the deployment of the experimental activity. In fact, 44 trainers enrolled initially to the course, and 30 received certifications for the accomplishment of the training programme. Most of them are implementing Adults Creative Learning sessions beyond ALICE's project's life, as informed by National Coordinators.

The trainers were invite to produce the own ALPP according to a "creative process" of designing and implementation of five phases (explained in detail in Raffaghelli, this Issue), consisting on:

A. Contextualize, where the focus is put on the situation in which the trainer is going to intervene and the driving forces that can support the ALPP or prevent it to go ahead; it is also the moment in which the educational problem is identified. In this phase the trainer was supposed to think about the participating groups and the institutions that can support her.

B. Plan/Create, or the moment in which the trainer carefully thinks about the "educational solution" she wants to propose to solve the educational problem identified; it is also time to think about the strategy, which encompass the adoption of ALICE approach and method, that impling the selection of a Creative Language to mediate intergenerational relationships, and make become adults more competent in their way of supporting children and dialoguing with teens (as educators).

C. Implement, the difficult phase in which the trainer is to put in to practice her own ideas. The trainer is here supported to think about the risk management; to understand and analyze the critical incidents; to have at hand a Plan B with regard to the problems you encounter; in sum to continuously monitor your work.

D. Evaluate/Reflect, this is a crucial phase that is envisaged as the final part of a process of implementation. The idea is to obtain a picture of a whole that is completed with the trainer's reflection about what has been done. Within ALICE, this picture is to be built not only by the trainer, but also by the adults engaged. At least one session should be devoted to dialogue with the participants in order to reflect together on the educational achievements (what did we learn? What did we learn in terms of key competences for Lifelong Learning?) as well as the impact on the participants' life (how are they thinking to use their learning?)

E. Edit/Share, the phase that regards packaging and presentation/visibility of the trainer's work. This is the end of the process for the trainer; but within the strategy of ALICE partnership, it should be the beginning of a new loop of experimentation and creation. It is a moment of profound reflection on what

has been done, for the trainer have to create an accessible and knowledgeable "pack" of the own educational concepts, activities planned and implemented, results obtained, evidence of educational success, recommendations for practice. Last, but not least, technological support for the trainer to generate an accessible and shareable educational resource or *open educational resource*[1] is provided.

The project results, taking into consideration the final ALPPs implemented, the number of the beneficiaries (direct and indirect) reached and the type of Creative Languages adopted during the sessions are introduced in Table 2.

	ALPP	Local Seminars	Country	Adults	Children	Adults x Country
Introductory session	13	60	CH-EL-IT-RO-UK	225	0	28
Art/Music	3	23	IT-UK	52	64	102
Children's Literature	3	20	IT-RO	27	57	42
Digital Storytelling	5	14	EL-CH-RO	98	279	31
Games & Social Media	2	3	EL	48	8	22
Implementing results & participatory Evaluation	13	60	CH-EL-IT-RO-UK	136	408	225

Table 2 – ALICE outcomes in figures

Countries	CH	EL	IT	RO	UK	TOTAL
Nr of ALPPs Designed	4	6	4	10	2	26
Nr of ALPPs Implemented	2	4	4	2	1	13

Table 3 – ALICE outcomes – National Distribution

The process of experimentation ended with the "International Residential Seminar for Trainers" held in Chania, Crete (EL) by June 2013. In these sessions, the trainers shared the own experiences, discussed with peers on ALICE approach into practice, and had the opportunity to have the own ALPPs evaluated by the Scientific Committee.

This was part of the training programme, as space for a *reflective practice, making visible the invisible*.

Reinforcing this approach and towards the exploitation of the project's results, the International Conference, as open space for reflection of academics

1 Our idea is based on the movement of Open Educational Resources, initiated by UNESCO (2002). To know more: http://en.wikipedia.org/wiki/Open_educational_resources. We deepen on this aspect further.

and practitioners, started as early as November 2012, and ended with an exciting event the 24-25 October 2013, at Bucharest, Rumania, hosted by P5. This Conference aimed at addressing the discussion about the complex issue of adults' education to engage in rich and caring intergenerational relationships.

3. Best Practices Selection

Therefore, the aim of selecting best practices was connected with the need of facilitating the approach's understanding through documented practices, and to offer to new trainers interested on ALICE approach, the possibility to contact real trainers that experienced it. Hence the selected practices respected some criteria that align (and hence promote) practices adopting ALICE pedagogical approach and patterns. The criteria discussed by the Scientific Committee, on the basis of the Education Coordinators analysis and trainers' presentations, were:

A Best Practice within ALICE consists of ALPPs (Adults Learning Pilot Programmes) that most effectively…:

- *…Focused adult's learning prior and during the experiences*
- *…Introduced properly creative languages and adopted them as a mean to improve intergenerational dialogue*
- *…Implemented a participatory evaluation based on trainers and adults reflection*
- *…Targeted adults (within ALPPs) that are relevant for the EU benchmarks the project is aiming to contribute with (i.e. least educated adults, senior volunteers, immigrants, adults excluded from education)*
- *…Showed relevant learning outcomes in terms of adults' key competences*
- *…Showed forms of impact on children*
- *…Showed concrete strategies for documenting the own activity*
- *…Showed concrete strategies to disseminate and exploit the own approach*
-

A Best Practice should hence consider:

- Adult's learning prior and during the experiences
- Use of creative languages as a mean to improve intergenerational dialogue
- Effective implementation of participatory evaluation based on trainers and adults reflection
- Targeted adults (within ALPPs) that are relevant for the EU benchmarks the project is aiming to contribute with (i.e. least educated adults, senior volunteers, immigrants, adults excluded from education)
- Learning outcomes in terms of adults' key competences
- Concrete impact (where applicable) in the relationship with children.
- Quality of documented material
- Type of Dissemination
- Type of Exploitation

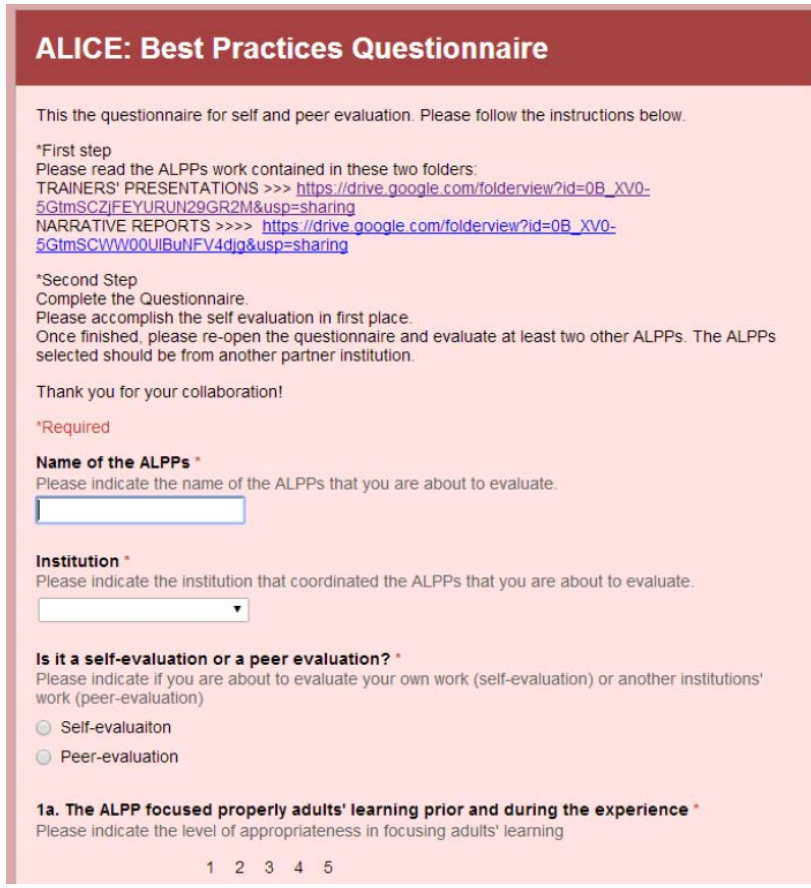
These dimensions through a peer and self-evaluation process undertaken by National Education Coordinators, being those that better knew the trainers' performances, areas of excellence and weaknesses using an online questionnaire. The National and the Transnational Coordinator were invited to explore the feasibility of this type of evaluation during the 4th Partners Meeting at Bucharest, af-

ter presenting "in vivo" the upgrade of ALPPs developed during the project. They considered the approach valid and appropriate, in spite of the difficulty to select few practices (only one) from the own group of ALPPs undertaken.

The questionnaire was accomplished immediately after the International Conference, and further analyzed by the Scientific Committee, that elaborated the final Best Practices report.

3.1. *The online Questionnaire*

The Education Coordinators were provided with an online folder with the presentations and reports prepared by all ALICE trainers. They had to choose 1 own ALPP (self-evaluation) and 2 other ALPPs (peer-evaluation), those considered that better aligned to the Quality criteria established by the SC. The questionnaire provided statements and options from 1 to 5 indicating in which extent the Education Coordinator did not agree (1) or fully agree (5). Furthermore, open questions were provided in order to collect comments expanding the sense of the quantitative input given. From their responses16 were considered valid. Other 3 responses could not be included in the analysis due to the fact that were uncomplete.



ALICE: Best Practices Questionnaire

This the questionnaire for self and peer evaluation. Please follow the instructions below.

*First step
Please read the ALPPs work contained in these two folders:
TRAINERS' PRESENTATIONS >>> https://drive.google.com/folderview?id=0B_XV0-5GtmSCZjFEYURUN29GR2M&usp=sharing
NARRATIVE REPORTS >>>> https://drive.google.com/folderview?id=0B_XV0-5GtmSCWW00UlBuNFV4djg&usp=sharing

*Second Step
Complete the Questionnaire.
Please accomplish the self evaluation in first place.
Once finished, please re-open the questionnaire and evaluate at least two other ALPPs. The ALPPs selected should be from another partner institution.

Thank you for your collaboration!

*Required

Name of the ALPPs *
Please indicate the name of the ALPPs that you are about to evaluate.

Institution *
Please indicate the institution that coordinated the ALPPs that you are about to evaluate.

Is it a self-evaluation or a peer evaluation? *
Please indicate if you are about to evaluate your own work (self-evaluation) or another institutions' work (peer-evaluation)

- Self-evaluaiton
- Peer-evaluation

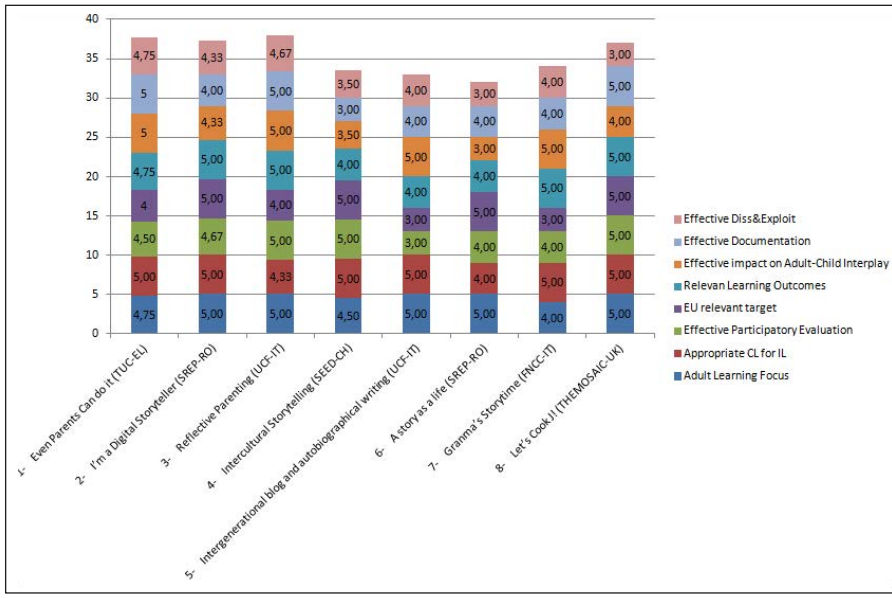
1a. The ALPP focused properly adults' learning prior and during the experience *
Please indicate the level of appropriateness in focusing adults' learning

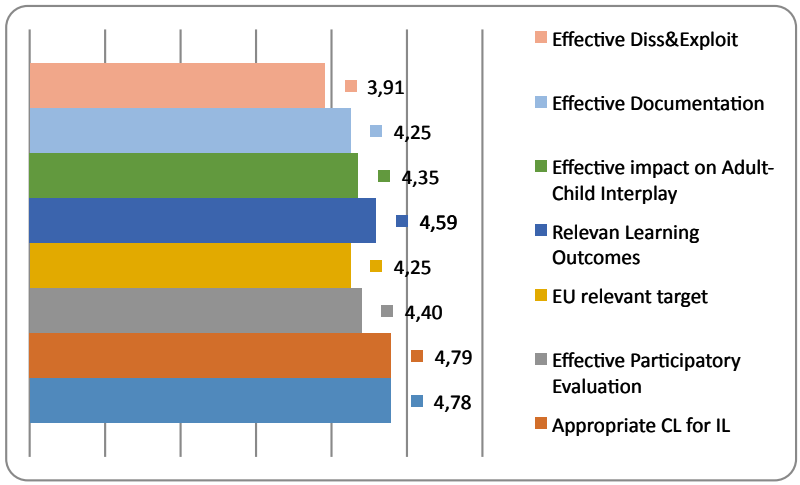
1 2 3 4 5

The results were as follows.
ALPPs selected for Evaluation:

ALPPs title and link of access to the report	Self-evaluation votes	Peer evaluation votes	Total number of votes
Even Parents Can do it (TUC-EL)	1	3	4
I'm a Digital Storyteller (SREP-RO)	1	2	3
Reflective Parenting (UCF-IT)	1	2	3
Intercultural Storytelling (SEED-CH)	1	1	2
Intergenerational blog and autobiographical writing (UCF-IT)		1	1
A story as a life (SREP-RO)		1	1
Granma's Storytime (FNCC-IT)	1		1
Let's Cook 😍! (THEMOSAIC-UK)	1		1
Total	6	10	16

As it emerges from the table above, the top three Best Practices were "Even Parents Can Do it", "I'm a Digital Storyteller" and "Reflective Parenting". The other 4 practices were appreciated both by peers and by the same partner, as being in any case excellent. Why were they considered effective? Going through the specific questions there are some crucial issues that point to the excellence of these practices, as it is possible to see on the following two graphics.





These results were consistent with other forms of analysis undertaken. The two graphics above, the first one analyzing the ALPPs one by one, the second one as synthesis of the whole ALPPs analyzed, show that the strongest areas of the practices considered where the effective focus on adults learning in spite of the intergenerational approach, as well as the effective use of Creative Languages; furthermore, this approach led to relevant learning outcomes in adults and impact on the relationship between adults-children as perceived by the former. The Practices selected as of excellence, were further effective in the process of documentation, dissemination and exploitation, through the adoption of videos and being transformed in OER reusable by other trainers. This made a crucial difference.

In order to make these best practices more visible, two of them have been selected for the Trainers' Handbook (I'm a Digital Storyteller and "Reflective Parenting") while "Even Parents' Can Do it" was used as "template" for others' trainers to elaborate the own Open Educational Resources at the Octopus platform.

All the 8 practices object of evaluation are available at http://learn.ced.tuc.gr/octopus/, the OER repository. Furthermore, the three best practices are "labeled" as "BP" (Best Practice) at the ALICE website becoming evident for the external visitor.

3.2. *Comments' on Best Practices Selected*

I'm a Digital Storyteller was effective for:
It focused appropriate adults' learning and it used Creative Languages for intergenerational learning.

> *Even if the problem focused was the difficulty in reading and writing by young people, the approach was intergenerational and there was concern on adults' achievements as educators to promote youngsters' learning.*
> *The lack of digital skills in adults and the purpose to acquire them is well focused; the final outcomes are listed in detail, and they relate to young people support.*
> *The choice of storytelling by digital tools is made on the basis of a*

needs inquiry: need for young people to become more articulate and critical through a relationship with older generations; need for the adults to find an open channel to communicate with children, and that in an appealing way

It adopted participatory evaluation to promote reflection on Key Competences.

The evaluation was done based on the following evidences: photos taken from the meetings, video recordings, My reflections as a trainers, 3 questions asked to the participants on the basis of the learning map. Analyzing the results of the learning map, it seems that participants improved their key competences such as learning to learn, cultural expression, digital competence.

It targeted adults that are relevant for EU benchmarks

The targeted adults were parents, grandparents and educators from kindergartens, schools from IASI sorroundings, from rural areas of that region in Rumania.

The experience promoted new forms of adult-child interplay

Parents would make the stories more appealing to their children using ICT tools that children handle very well and appreciate. In the same time, during the creation of their own digital stories, parents are supported by their children in their understanding of different ICT tools.
Strategies for Dissemination and Exploitation were considered
Strategies for dissemination and exploitation included creating a Facebook groups where other interested people or organizations can join; spreading the information about the creative languages used within the community and the schools and other stakeholders involved in the experience.

Even Parents Can Do it! was effective for:
It focused appropriate adults' learning and it used Creative Languages for intergenerational learning.

Digital skills were enhanced and music knowledge was developed.
The suggestion of using music as creative language was discuss d with the adults and they reached a shared view with the trainer on music as a creative language they all liked, and agreed that it is a CL attractive to young people

It adopted participatory evaluation to promote reflection on Key Competences.

A specific assesment session was implemented to reflect on the Key Competences.
Adults became more aware of music as a creative language that enhances intergenerational communication, as well as acquired skills to produce audiofiles with digital tools, so developing an active and critical approach to digital media

It targeted adults that are relevant for EU benchmarks

> *The adults were parents from primary school with low digital skills*

The experience promoted new forms of adult-child interplay

> *Adults and children would come together and listen to music and use digital technologies to make songs*

Strategies for Dissemination and Exploitation were considered

> *The experience was considered interesting to be reproposed in a next school year, as part of a programme of parental education.*

A laboratory for the parenting support through a creative-reflexive approach was effective for:
It focused appropriate adults' learning and it used Creative Languages for intergenerational learning.

> *From the very beginning the trainer's concern was parental education, both from a practical and a conceptual/theoretical perspective.*
> *The trainer started with reflective writing (use of diary). Then she adopted art (paper crafts) to support parents' reflections on the own condition, as well as a mean to interact with the own children.*

It adopted participatory evaluation to promote reflection on Key Competences.

> *The trainer carefully analyzed the Key competences achieved, also in terms of impact in the whole feeling with regard to parenting and cultivating the own role as informal educator.*

It targeted adults that are relevant for EU benchmarks

> *The adults engaged were already well-educated, but in any case they did not have any experience on the issue of parental education and were parents of newborns and very small children 0-3.*

The experience promoted new forms of adult-child interplay

> *There was a participatory session that also included activities for children*

Conclusions

The project's thesis was that adults as reflective educators, through joint creative experiences, are able of generating rich learning environments that are the base for XXI Century Skills: creativity, adaptability, expression of the self and collaboration with others. Along the several ALPPs it has emerged that the adult as reflective educator is able of learning from the own creative experience with the children. Hence, creative experiences have the potential to generate the space for intergenerational dialogue for:

– They decrease the stress of encountering diversity. A generation is a cultural field, and different generations face otherness
– They promote a collaborative, joint venture; the joy of creating together is the opportunity to open the heart, the mind, the soul to the otherness, as well as to self-critizise.
– They stimulate self-expression and agency.

ALICE approach is based hence on the Creative Languages as a mean to facilitate intergenerational learning. Some of the initially identified creative languages, and later cultivated, are:

– European and non-European cultural heritage:
– art (music/paintings/theatre);
– elder people stories;
– children's literature;
– Cooking and storytelling
– Social media to promote sharing of learning results –digitalization of contents created above-
– Games, according to children ages, to stimulate problem solving, creativity, entrepreneurship.

The Quality Challenges faced by ALICE project have been, along the several phases of deployment of activities:

– To **support appropriately trainers** in achieving skills to implement the model **(January-March 2013)**
– Intergenerational learning occurs in highly fluid spaces
– Adults' education is an ill-defined field of practice
– To support **appropriate ALPPs implementation (June 2013)**
– To go out the school environment or highly structured learning environments, **focusing properly adults' learnign**.
– To **implement effectively creative languages** as part of the intergenerational/family learning experiences (the ALPPs, Adults Learnign Pilot Programmes)
– To **reach** the **least educated adults**
– To have concrete impact on **adults key competences**
– To document at several levels the achievements, promoting new professional practices as well as visibility of the project's approach.
– **To Select, Document, Disseminate and Exploit Best Practices (October 2013)**

The selected best practices was connected with the need of facilitating the approach's understanding through documented practices, and to offer to new trainers interested on ALICE approach, the possibility to contact real trainers that experienced it. In fact, the key activities foreseen beyond the project's life regard activities to strenght the adoption of educational products and particularly of the project's approach, encompassing training of trainers as well as adults' education. ; It is also considered crucial to keep reinforcing the existing local networks and start sharing the educational products in further transnational, European networks. Furthermore, the project's participants made a significant effort to document the activity as scholarly publication, in the form of a Special Issue on Intergenerational Learning to be published by the European Journal of Research

on Education and Teaching (1/2014). In sum, consolidating the approach, arosen from pilot experiences towards an educational strategy.

With regard to the Training of Trainers (TT) on ALICE approach, the pedagogical expertise of P1 can be enhanced to launch new eLearning activities, from open courses adopting the resources produced (all licensed as Creative Commons) and local courses/activities by every partner on the specific Creative Language within the ALICE approach. It is envisaged by 2014-2015 the implementation of an Open Course, using the eLearning platform and resources already existing. The resources will be freely accessible, but the business model will encompass the request of a very reduced fee for ECTS recognition.

After the ALPPs, all partners have generated, reinforced or expanded own groups of work on the issue of intergenerational learning. Intertwining these local activities with European/international networks seems crucial. The activities in which the partners have deepened the own knowledge and that could lead to further local activities are:

– Reinforcing the role of Adults as Educators for the LLL society.
– Art and Adults' creative interactions with Children.
– Children's Literature – metaphors to enact intergenerational dialogue
– Digital Storytelling: intergenerational narratives
– Games and social media to promote intergenerational learning
– Implementing Results at the Community Level
– Video-documentation and reporting as reflective practice

In supporting these activities, the partners (and other local institutions interested) can make use of educational resources and exemplar material:

– Adults' Trainers Handbook
– Project's Booklets For Adults' Learning
– Open Educational Resources Repositories
– Papers from the International Conference and the Special Issue.

Both the dissemination and exploitation strategies were based on a progressive approach along the the consolidation of reflections made during the process of experimentation and training. The partners attempted to dialogue with Policy Makers (distribution of Advertising Material and Booklets on Adults Learning for Intergenerational Creative Experiences), Adults' Education institutions (use of Educational Resources both electronic and printed, use of advertising materials, creation of National networks of practitioners, adults' education institutions, libraries, parents' association, schools) and academics (discussion on the pedagogical approach, analysis of non-invasive, ecological research methodologies for intergenerational learning, etc.); this dialogue is being reinforced and will lead to the above mentioned further educational local and international practices.

As for the specific contribution of ALICE project to the policy context of the European Union, can be depicted considering the following items:

- Learning and Educating in times of crisis (LLP policy context presentation 2011, 2012). This issue indicates the need of strengthen new ways of learning, innovating beyond formal course and institutions. The improvement of key competences through non-structured, cultural events for adults, as ALICE attempted to promote, will surely bring ideas for new practices in adults' education.

- EU as Complex social tissue, where cohesion depends on the interdependences and differences (EU2020). This issue addressed the idea within ALICE of strengthening solidarity between generations, a type of otherness that has been poorly considered in the past (relationships among generations are just given in a cultural context). Furthermore, improving the adults' awareness on the own role as educator, was expected to have mid-term impact on adults participation in LLL, and their children long term impact on their participation to LLL. This is connected with the ET2020 goal "Promote equity, social cohesion, active citizenship" through educational interventions. While the long term impact cannot be measured, the Project Participatory Evaluation strategy led to interesting declarations by the participants, regarding new insights on the own role as educators and in intergenerational relationships.
- Particularly, the focus was strengthening social inclusion & Active community participation through adult learning, as well as Active ageing: learning opportunities for older adults. Experimental activities in the field consisted on simple training activities to understand and reflect about how to pass valuable time with children/teen agers, reinforcing adults' learning to learn, cultural awareness and expression, digital skills…and the pleasure of learn!
- As explained in the former sections of this report, the only way to achieve sustainable innovations in a field of education, is to reinforce adults' training institutions as well as adults' trainers skills, an important focus of ET2020. Therefore, ALICE envisaged a whole part of its work programme devoted to train the trainers: about the role of adults as educators, about creative languages, to design adults' learning sessions to promote adult-child interplay.
- The above mentioned action also encompass adults' training institutions' reflection: indeed, the implementation of the training of trainers programme made emerge the need of developing the adult learning sector – currently the weakest link in the LLL chain; renewing the focus on increasing participation, especially of those furthest from learning (ET2020)

The above mentioned issues are in tight connection with the European added value within ALICE, which is linked to GRUNDTVIG LLP subprogramme in the sense of developing and testing adults learning innovations, through an European approach. Specifically:

– The partnership allowed to exchange experiences and outputs among trainers (European online training and direct mobility will be implemented) and among adults (blogging and seeing other adults' products of learning activities within ALICE), giving an intercultural dimension to our work functional to the transmission of cultural values.
– All the competences and related topics that the project aimed to transmit (intergenerational dialogue, creativity and creation as process of entrepreneurship and learning to learn; combating social exclusion promoting the adoption of creative languages to improve dialogue among adults and children, and adults and school) were enriched by the different inputs coming from the other European cultures.
– European key-competences represent an important challenge for all the European countries and their lifelong learning perspective. The project tried to support adult education providers and trainers in facing these challenges, conferring value and visibility to informal adult education in the context of lifelong learning.

– Because of the partners' extensive networks, through University and Adults' Education Institutions, the results of the project are exploitable on a wide basis beyond the borders of the consortium.
– The main educational materials produced are available in 4 partner languages
– The open educational repositories with educational project's results will be usable at European/international level.

Our belief, our compass to navigate in the complexities of putting our idea into practice…
Adults as educators play an extremely important role in the Lifelong Learning society: Let help them do it!

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