



Adults Learning for Intergenerational Creative Experiences  
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[www.alice-llp.eu](http://www.alice-llp.eu)

## Newsletter: Issue 7

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### A.L.I.C.E.: from ideas to practices

#### Summary of contents

This issue introduces the ongoing developments of ALICE, which perspective is moving from the ideas (their discussion, their dissemination) to the experimentation of them in the field. The first article introduces the excellent results of the initial approach to digital storytelling by ALICE trainers, led by SEED (CH). Passing to experiences with adults, that trainers are starting to implement, we have two wonderful intergenerational creative experiences: the theatre of shadows in Greece, thinking about Hellenic legacy with the help creativity, imagination and technologies (led by TUC, GR); and reflexive and "creative" parenting in Italy (led by UCF, Italy). Do you want to enjoy these experiences personally? Are you interested on intergenerational learning and family learning? **Come and join us at the International ALICE Conference at Bucharest, the 24-25 October 2013. The call is open!** Do you want to stay informed, or to contribute with ALICE to disseminate the idea of creative experiences to improve intergenerational relationships, reinforcing the role of adults as educators? We have opened a new space in this newsletter, aimed to gather interesting experiences, stories, ideas, events: we will be happy to publish your contribution!

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## **Participants in the Advanced Training Course Create Intergenerational Digital Stories**

*Isabella Rega (SEED)*

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## **The Triumph of Shadows: Intergenerational Creative Learning Experiences through Digital Storytelling inspired by the tradition of Greek Shadow Theater**

*Marios Christoulakis (Technical University of Crete)*

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## **Reflexive Parenting: an approach from Mestre, Italy**

*Elena Zambianchi (University Ca’ Foscari of Venice)*

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Parents – as a fundamental resource for “tomorrow’s citizenship” – are to be supported in the interpretation of their educative role and in the assumption of their whole responsibility with respect to this role. Furthermore, giving value to all the knowledge that they possess, often without full consciousness, is crucial. The ALICE project, throughout the “adults’ learning pilot programmes” promotes in fact this perspective. Particularly, the experience implemented at Mestre (Italy), called “Parenting: thoughts and creations to explore a new, although old, identity. A workshop to listen ourselves, listen, reflect” goes in that direction.

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I genitori – risorsa fondamentale per la formazione dei “cittadini del domani” – vanno supportati nell’interpretazione del loro ruolo educativo e nell’assunzione della piena responsabilità rispetto alle connesse funzioni, anche valorizzando tutti i “saperi” di cui sono comunque portatori ma di cui spesso non ne hanno consapevolezza. Rientra in tale prospettiva comunitaria il progetto pilota ALICE “Genitorialità:

pensieri e creazioni per esplorare una nuova, seppur antica, identità. Un laboratorio per ascoltarsi, ascoltare, riflettere”, dedicato a genitori con bambini in età 0-3 va in questa direzione ....**READ THE FULL ARTICLE**

## **Call for proposals Open! Final conference of the project in Bucharest, Romania**

*ALICE Consortium*

The University Ca' Foscari and the Romanian Society for Lifelong Learning, are pleased to introduce the International Congress: „Transforming the educational relationship: adults learning for intergenerational creative experiences”.... **READ THE FULL ARTICLE**

## **Highlight from ALICE**

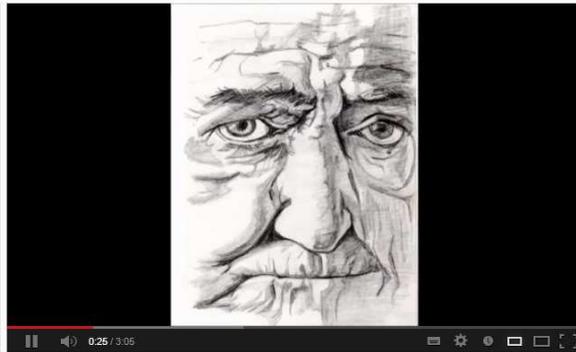
*ALICE Consortium*

From this newsletter, ALICE starts to send information regarding networks and ideas to promote intergenerational and family learning, adults education, training of adults' educators, among other important topics within the project.... **READ THE FULL ARTICLE**

# Participants in the Advanced Training Course Create Intergenerational Digital Stories

Isabella Rega (SEED)

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In November 2012, the Learning Unit 3, Digital Storytelling: Intergenerational Narratives was delivered by Associazione seed to ALICE trainers.

The aim of the unit was to enable professionals to use digital storytelling in intergenerational projects. First of all, the unit introduced the foundations of digital storytelling and of its use for intergenerational purposes; then, it presented a methodology to create digital storytelling artifacts; and finally it discussed how to implement a dissemination plan of digital stories within intergenerational contexts.

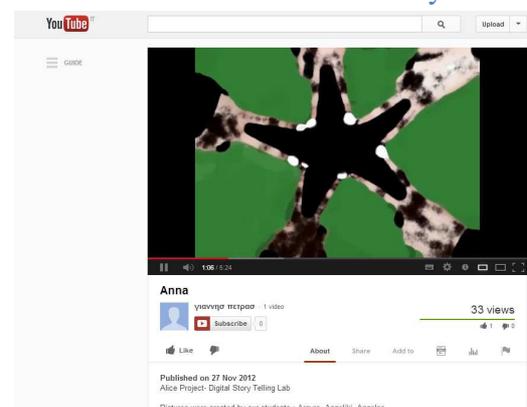
The goal of the unit was ambitious: to lead participants to create their own digital story within the unit timeframe, the instructors knew it was a tough challenge, but they also knew that it was the only way to enable participants to use digital stories in their practice: to personally experience the process. Participants completely fulfilled the expectations: they created digital stories from scratches in few weeks, starting from conceiving the story, choosing the music and the images, recording the audio, and assembling everything.

Above all, they share intergenerational experiences and reflect on the many possibilities of how to use this tool for

intergenerational dialogue.

Enjoy two stories produced during the unit:

- The first one is from Chara, Greece, and is titled Anna. It is the story of a teacher and a problematic child, and how the teacher finds a way to communicate with this problematic and smart child: <http://www.youtube.com/watch?v=WzPivT65pWA&feature=youtu.be>
- The second one is from Iulia Alexandra, Romania, and is titled The Hug. It is the story of an old and sick man in a nursing home and his relationship with a professional in the home: <http://www.youtube.com/watch?v=xdLDm-cv38&feature=youtu.be>



## Full Article 2

### *The Triumph of Shadows: Intergenerational Creative Learning Experiences through Digital Storytelling inspired by the tradition of Greek Shadow Theater*

Marios Christoulakis (Technical University of Crete)

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The Laboratory of Distributed Multimedia Information Systems and Applications (TUC/MUSIC) in cooperation with the Hellenic American Union, the cultural organization “Among the ants” and the Greek Shadow Theatre Record presented in Athens the exhibition titled “The Triumph of Shadows: The Greek Shadow Theatre through the work of the Greek’s Shadow Theatre performer Kosta Manou”. The exhibition was hosted by Hellenic American Union from November 12th until December 15th 2012.

Traditional Greek Shadow Theatre was invented and prospered during periods of crisis in many and different countries and cultures. It was a result for the need of sarcasm and self-sarcasm and the most famous representative among the Mediterranean countries is Karagiozis. The work, the morals, the long-standing studies and stuff collection from Kostas Manos, which dates back to 1920, arised as a great

opportunity for a celebration devoted to Greek Shadow Theatre.

Apart from presenting the traditional art of Shadow Theater, the exhibition showcased the modern version of the Greek Shadow Theatre, proving its timeless value and its adaptation with modern technologies to enable new forms of creativity and intergenerational collaboration. This modern version of Shadow Theater is offered through eShadow.

#### **eShadow and its use for creative intergenerational learning**

eShadow is a storytelling tool that can be used by both adults and children in order to create, record, share and watch digital shadow theater plays by means of virtual puppets controlled locally or remotely, thus allowing for distant collaboration over the Internet. eShadow provides alternative methods for controlling the virtual puppets either with the mouse or with motion sensing controllers.



eShadow provides an engaging educational environment that promotes creativity and establishes a bridge between generations where adults and children can collaborate, create their own stories or use classic shadow theater scenarios to create their own shadow plays. eShadow can accommodate virtual puppets inspired by fairy tales or children narratives, legends or historical figures as well. These possibilities will be further explored within the context of other activities currently under implementation within the context of the ALICE adult learning pilot programmes implemented in Greece.

Within the context of the exhibition, a panel discussion was organized on December 1st, 2012. The panel brought together artists, performers, and academics to discuss about the history and the art of Greek Shadow Theater and its modern versions. During this event, eShadow was presented along with information about its use in ALICE intergenerational activities. Furthermore, in parallel with the exhibition, an educational programme was implemented targeting schools and volunteer teams. Within this programme, eShadow was used as a creative learning tool enabling the creation of digital stories on critical issues like environmental protection.

### Publicity and impact

The exhibition received considerable visibility in Greek mass media.

The following addresses point to some indicative articles in major Greek news sites, magazines and newspapers:

- <http://www.elculture.gr/exhibitions/thriamvos-skion-2012-428004>
- <http://news.pathfinder.gr/greece/news/828260.html>
- <http://tinyurl.com/bvzfzso>
- <http://www.tanea.gr/news/culture/article/4769865/?iid=2>

The exhibition was attended by 1900 people in total. Here are some more detailed statistics:

- Number of people attending the exhibition: 1900 people
- Exhibition (11/12 - 12/15/2012): 1308 people (Opening: 70 people + 1238 during exhibition)
- “Shadows in light” panel discussion (12/1): 40 people
- Screenings (12/3 & 12/4/12): 40 people
- Traditional shadow theater performances: (11/14, 11/23, 12/10 & 12/11): 140 people
- Educational program: 341 children and 24 teachers. 12 adults from a centre for people with mental disabilities

### EcoFans create a digital story with eShadow

In parallel with the exhibition, a pilot learning programme along the lines of ALICE project was undertaken in collaboration with the EcoFans Club. The EcoFans Club is a program designed to raise and promote environmental awareness and consciousness through an educational process combining ecology and English language learning. The EcoFans Club main group consists of students attending the Hellenic America Union English Language program, their parents, friends and other people that wish to participate in the EcoFans activities. Consequently, EcoFans Club implements a very interesting intergenerational and non-formal learning

model that made it possible to test ALICE methodologies in a real world setting before the initiation of the project's final pilot phase expected to commence on March-April 2013.

The EcoFans members, before their visit in the exhibition, created their own theatrical scenario in class. Following this, they visited the exhibition to learn about Shadow Theater and use eShadow for the first time.



The visit of the EcoFans in the exhibition started with the traditional Shadow Theater part where they could see Kostas Manos' work gathered in one place, learn how shadow figures are constructed (and the different techniques through different period of times), the way the puppets are moving

behind the scenes. They also had the chance to watch a small part from a real performance. The second part was devoted to the modern version of shadow theatre. The EcoFan Club members were able to watch a play created by using eShadow for about 18 minutes. Then they were asked to co-operate in order to create their own scenes. They had the opportunity to create scenes inspired by the play they had already seen or make their own improvisations.

Following this visit, the members of the EcoFans club created their own eShadow digital story based on the scenario developed before their visit to the exhibition. The story targets environmental education and can be found

at:  
[http://www.youtube.com/watch?v=VB\\_jn0WkGIY](http://www.youtube.com/watch?v=VB_jn0WkGIY)

More information and photos for this action can be found on the EcoFans official website:  
[http://www.hau.gr/?i=environmental\\_education.en.ecofans-past-events.2961](http://www.hau.gr/?i=environmental_education.en.ecofans-past-events.2961)

## Full Article 3

### *Reflexive Parenting: an approach from Mestre, Italy*

Elena Zambianchi (University Ca' Foscari of Venezia)



The European Community through its Early Childhood Education and Care (ECEC) strategy, highlights how early, intensive child-centred education conducted in adequate facilities, accompanied by a parallel strong involvement of parents who have received appropriate training and preparation, can contribute significantly to the fight against socio-cultural disadvantages by functioning as a preventive measure.

For this reason parents – as a fundamental resource for “tomorrow’s citizenship” – are to be supported in the interpretation of their educative role and in the assumption of their whole responsibility with respect to this role. Furthermore, giving value to all the knowledge that they possess, often without full consciousness, is crucial.

The ALICE project, throughout the “adults’ learning pilot programmes” promotes in fact this perspective. Particularly, the experience implemented at Mestre (Italy), called “*Parenting: thoughts and creations to explore a new, although old, identity. A workshop to listen ourselves, listen, reflect*” goes in that direction. The proposal was aimed to parents with children aged 0-3; it was realized in six weekly sessions of two hours each from November to December 2012, by myself and Monica Gazzato, a kindergarten teacher; we collaborated with the grassroot association “Progetto Nascere Meglio” .

We are sure that parental knowledge is fed with the personal history and experiences,

first as a child and then as a parent. We believe that an idiographic (descriptive) and autobiographical (narrative) approach to parenting is effective, because it allows us to recover in memory styles, attitudes, behaviours, resources and capabilities of our parents on the basis of which have been constructed – in agreement or in opposition – our knowledge and the parenting competences. This pilot project is a formative proposal relative to empowerment interventions, aimed at sustaining parent competences and its conscious use from an educational point of view.

The training has been structured as a creative workshop with a general invitation to speak about themselves by playing, writing, painting and modelling, in search of forms and words to externalise the personal experiences – in an intergenerational perspective – and to realize how much everyone learns and has learned from that ones.

Each meeting was organised in two phases. The first as a self-reflection as a parent and then as a child. The second as a realization of creative activities to enhance the educational quality of the relationship with their children.

Among the techniques used: self-description, narration, group discussion, emotional resonance, role playing, use of literary and evocative material, expressive forms for individual and/or collective creations, including the realization of a tactile book dedicated to their child, so generating a

texture of emotions and thoughts, or to express “what had not been told”.

Every occasion was functional to reflect on some crucial questions: tales of birth, self-exploration as a child, models and preconceptions of parents in action, becoming a parent between stories, memories and generations.

The conversation with him/herself and with others promoted and strengthened the “reflexive posture”, that we think we have favoured not only with experiential work in a small group – very fruitful in the paths of parental empowerment, since the comparison with peers encourages the introspection – but also with adoption of a diary devoted to the “care of their own mind” for jotting down their own thoughts generative of thoughts, ideas and beliefs about the meaning of “generating a good life” and “accompanying to good life”.

Synthetic reports of activities carried in the parenting pilot project can be found at the ALICE Blog <http://www.alice-llp.eu/blog/?p=214> and from here to the next page, click on next.

In conclusion, general objective of this experimentation was to encourage young parents in reflective practice through the critical exploration of their experiences as children and as parents, contributing to the expression – and sometimes also to the transformation – of their knowledge, in order to help them to recognize, reinforce and enhance the parenting resources already present in them; and to develop new educational strategies in the relationship with their children.

## **ITALIAN - Genitorialità riflessiva: un approccio da Mestre, Italia**

Attraverso il filone di ricerca e intervento “Early Childhood Education and Care” (ECEC), la Comunità Europea ha da tempo dimostrato come un’educazione precoce e intensiva centrata sul bambino e svolta in preposte strutture, parallelamente accompagnata da un pieno coinvolgimento di genitori adeguatamente preparati, può fungere da prevenzione e contrastare, significativamente, gli svantaggi socioculturali. Per questo motivo i genitori – risorsa fondamentale per la formazione dei “cittadini del domani” – vanno supportati nell’interpretazione del loro ruolo educativo e nell’assunzione della piena responsabilità rispetto alle connesse funzioni, anche valorizzando tutti i “saperi” di cui sono comunque portatori ma di cui spesso non ne hanno consapevolezza.

Rientra in tale prospettiva comunitaria il progetto pilota ALICE “Genitorialità: pensieri e creazioni per esplorare una nuova, seppur antica, identità. Un laboratorio per ascoltarsi, ascoltare, riflettere”, dedicato a genitori con bambini in età 0-3 e realizzato dalla sottoscritta con Monica Gazzato, insegnante di scuola dell’infanzia e in collaborazione con l’Associazione “Progetto Nascere Meglio” di Mestre (Ve) in sei incontri settimanali di due ore ciascuno a fine anno 2012.

Convinti che il sapere genitoriale trova alimento nella storia personale di ciascuno e nelle esperienze vissute innanzitutto come figlio e poi come genitore, riteniamo che un approccio alla genitorialità di tipo idiografico (descrittivo) e autobiografico (narrativo) sia del tutto convincente in quanto consente di recuperare in memoria stili, atteggiamenti, comportamenti, risorse e capacità dei propri genitori sulla cui base sono stati costruiti – in accordo o in contrapposizione – i propri saperi e quindi le proprie competenze genitoriali. Si è dunque trattato di una proposta formativa ascrivibile agli interventi di empowerment genitoriale volti a valorizzare le competenze dei genitori e ad aiutarli ad utilizzarle più consapevolmente dal

punto di vista educativo.

Il percorso formativo si è connotato come un laboratorio creativo guidato dall'invito generale di raccontarsi giocando, scrivendo, poetando, colorando, modellando, alla ricerca di forme e parole per estrinsecare le proprie esperienze – in una prospettiva intergenerazionale – per rendersi conto di quanto si abbia appreso e si apprenda da esse. Ciascun incontro è stato strutturato in due fasi: la prima di riflessione su di sé come genitore e come figlio e la seconda di realizzazione di attività creative per potenziare la qualità educativa della relazione coi propri figli. Tra le tecniche utilizzate: descrizione di sé e narrazione, discussione di gruppo e risonanze emotive, role playing, uso di materiale letterario ed evocativo, forme espressive per creazioni individuali e/o collettive, tra cui la realizzazione di un libro tattile dedicato al proprio bambino attraverso cui creare una trama di emozioni e di pensieri o esprimere l'ancora non detto. Ogni occasione è servita da input per riflettere su alcune questioni cruciali: racconti di nascita, esplorazione di sé come figlio, modelli e preconcetti di genitori in azione, farsi genitore tra storie, memorie e generazioni.

La conversazione con se stessi e con gli altri promuove e potenzia la “postura riflessiva”, che riteniamo di aver favorito non solo col lavoro esperienziale in piccolo gruppo, assai proficuo nei percorsi di empowerment genitoriale poiché il confronto coi pari incoraggia l'introspezione, ma anche con l'adozione di un diario dedicato alla “cura della propria mente” su cui annotare i propri pensieri generativi di pensieri più espliciti, idee e convinzioni sul significato di “generare una buona vita” e “accompagnare ad buona vita”.

Sintetici resoconti delle attività realizzate nella sperimentazione si trovano sul blog di ALICE al link <http://www.alice-llp.eu/blog/?p=214> e di qui alle pagine successive, cliccando su next.

In conclusione, obiettivo generale della sperimentazione è stato quello di stimolare

nei giovani genitori una prassi riflessiva attraverso l'esplorazione critica delle loro esperienze e dei loro vissuti in quanto figli e in quanto genitori, contribuendo alla esplicitazione – e a volte anche alla trasformazione – dei loro saperi allo scopo di aiutarli a riconoscere, rinforzare e valorizzare le risorse genitoriali già presenti in essi ma anche di sviluppare nuove strategie educative nella relazione coi propri figli.

## Documentation / Documentazione

(Authorized by participants) / (con autorizzazione alla pubblicazione da parte degli interessati)



*Creazioni con la pasta di sale – Riconoscersi nel proprio modo di agire il “mestiere” di genitore*

*Un dipinto collettivo – L’atto ancestrale del “venire al mondo”*





*Fotostoria* - Rievocare la relazione genitoriale di sé come figli



*Libro tattile* – “Ti mostro e racconto una storia per dirti che....”

## Full Article 4

### *Call for proposals Open! Final conference of the project in Bucharest, Romania* ALICE CONSORTIUM

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The University Ca' Foscari and the Romanian Society for Lifelong Learning, are pleased to introduce the International Congress: „*Transforming the educational relationship: intergenerational and family learning for the lifelong learning society*”. The event is promoted in the context of the our ALICE project and aims to be a space for reflection and discussion of researchers, trainers and policy makers interested in the field of adults' education.

The participation of trainers, experts, researchers and policy makers from the Member States engaged in the project is expected. However, an open Call for Proposals is being launched, hoping to expand participation to all possible interested people on the topic of intergenerational learning, family learning and adults' education to support early child care.

*The Conference will take place in Bucharest (RO), the next 24-25 October 2013; the deadline for submission is confirmed for April 30<sup>th</sup>, 2013!*

For more information, visit the CONFERENCE's site:  
<http://srep.ro/international-conference/index.php>

You can find there preliminary information: the Conference Website will be launched by early 2013.

The conference aims at promoting a space for reflection about research, practices and policy making on adults education as key supporters of ECEC, through contributions on the Conference topics.

These include, but are not limited to the following topics:

- Adults learning and training for better parenting
- The educational relationship in the context of parenting
- Family Learning and Intergenerational Learning
- Creative Languages and Art as vehicles for better parenting
- Technologies and family learning
- Senior volunteering supporting early care
- The educational relationship in the context of senior volunteering
- Creative Languages and Art as vehicles for intergenerational learning
- Technologies and intergenerational learning
- Training of adults trainers
- Policy context and critical interventions to promote intergenerational learning
- Policy context and critical interventions to promote family learning as part of ECEC

We hope these topics will be appealing for a wide community of experts, policy makers and researchers that can contribute development of better practices/research in the field.

## Full Article 5

### *Highlights from ALICE!* ALICE CONSORTIUM



From this newsletter, ALICE starts to send information regarding networks and ideas to promote intergenerational and family learning, adults education, training of adults' educators, among other important topics within the project.

#### **Parents participation for lifelong learning: How important is to engage parents as facilitators of their kids' education?**

#### *A finding from the european commission report on ICT 2011*

Information technologies are playing a central role in cooperation between schools and the community and to engage parents in the learning process.

[http://eacea.ec.europa.eu/education/eurydice/documents/key\\_data\\_series/129EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/129EN.pdf)

The new methods of communication between schools and parents are an important element of everyday school management. In many schools, an electronic newsletter is often available which parents can subscribe to, or in some cases even help to write. Finally, administrative information such as ministry circular letters or announcements are also available online and available to parents.

In many schools, the use of ICT is not only limited to communicating everyday information, but also for strengthening family engagement and encouraging learning outside the classroom.

#### *To what extent does parents' education influence access to tertiary education?*

From the OECD famous report "EDUCATION AT A GLANCE" 2012

[http://www.oecd-](http://www.oecd-ilibrary.org/education/education-at-a-glance-2012_eag-2012-en)

[ilibrary.org/education/education-at-a-glance-2012\\_eag-2012-en](http://www.oecd-ilibrary.org/education/education-at-a-glance-2012_eag-2012-en)

Across OECD countries, the higher the proportion of students with low-educated mothers in a school, the lower the reading performance of students in that school.

The odds that a 20-34 year-old will attend higher education are low if his or her parents have not completed upper secondary education. On average across OECD countries, young people from families with low levels of education are less than one-half (odds of 0.44) as likely to be in higher education, compared to the proportion of such families in the population.

- On average across OECD countries, a young person with at least one parent who has attained a tertiary degree is almost twice as likely (odds of 1.9) to be in higher education, compared to the proportion of such families in the population. Only in Denmark, Estonia, Finland, Iceland, Luxembourg, Norway and Sweden is this over-representation of students from high

educational backgrounds below 50% (odds below 1.5).

- Inequalities in early schooling due to different socio-economic backgrounds are strongly linked to inequalities at the tertiary level of education. In addition, the impact of socioeconomic background on student performance at age 15 (PISA 2000) explains 37% of the between-country variance in the intake of students to higher education from low educational backgrounds in 2009.

### • **Let's network for solidarity amongst generations!**

Networking is a fundamental piece of today's adults' educators, grassroots organizations, volunteering...But where to start? Here are some ideas, for those working in the field of intergenerational and family learning

#### ***Join EMIL: The European Map of Intergenerational Learning***

<http://www.emil-network.eu/join/form>

EMIL is a collaborative network working together to support and promote IL across Europe. Joining the network is free and provides an organisation or individual access to a range of benefits.

Emil aims to provide a general overview of the role and status of intergenerational learning. We undertake this through collecting, exchanging, and distributing ideas and resources and by supporting regional, European and global networking strategies. EMIL brings together a range of partnerships promoting and supporting intergenerational learning in all its varied forms.

For ALICE perspective, this project is of interest because of the possibility opened to dialogue with other institutions in the "map", where all ALICE participants are invited to collaborate in the name of our project.

#### ***A glance on projects regarding early child care: NEST Project***

[http://www.eden-online.org/nap\\_elgg/pg/pages/view/3399/issue-1-february-2013](http://www.eden-online.org/nap_elgg/pg/pages/view/3399/issue-1-february-2013)

**NEST - Network of Staff and Teachers in Childcare Services** is a European project funded by the European Commission within the Lifelong Learning Programme – under Comenius sub-programme –, with the aim of establishing a network in the field of staff development in Early Childhood Education and Care (ECEC) in Europe.

The project has just finished his first year of life, consisting on a thorough target group analysis so that the needs of the NEST community members are met more, getting in touch with national ECEC professional communities in order to find the core partners in organizing the national working groups and contacting possible partners in building synergies with other initiatives. ALICE participants can be part of this community: since trainers participating at the ALICE advanced course could be good referents for their own organizations to dialogue with NEST.

#### ***A glance on projects regarding intergenerational learning: Project CROSS-AGES***

<http://crossages.uv.ro/>

The CROSS AGES project is aimed to give a contribution in favour of older people's active participation in our society, through the definition of an integrated learning model based on the support and enhancement of intergenerational exchange, as a lever for promoting successful ageing (active ageing) and social inclusion of older people in the local communities. The project will defined a series of LLL methodologies and tools designed to meet the specific requirements of older people's learning, such as motivation, contents of experience, communication and transmission means, flexibility needs in terms of time and methods, in order to favour the complete fulfillment and active participation of older people in the different living and working contexts. This project's results are of

interest for all adults' trainers working in the field of senior volunteering. Particularly, the page of tools brings interesting ideas, in

English, Romanian, Italian and French.

Are you interested in sharing information about your project/network?

Do you have information about practices in the field of intergenerational/family learning that you would like to disseminate?

Would you like to comment or review some of the ALICE's results?

Please join ALICE's community!

Send us an email with your news at: [aliceproject@univirtual.it](mailto:aliceproject@univirtual.it)

We are happy to receive your ideas!